

## Regular Meeting with an Executive Session

Thursday, November 20, 2025 5:00 PM

The Dalles Middle School - Commons, 1100 East 12th Street, The Dalles, Oregon  
97058

1. **Executive Session (5:00 PM)**
  - Pursuant to ORS 192.660(2)(d): *to conduct deliberations with persons designated to carry on labor negotiations.*
  - Pursuant to ORS 192.660(2)(b): *To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or agent, unless he or she requests an open meeting.*
2. **Adjourn Executive Session**
3. **Call the Supplemental Budget Hearing to Order and Pledge of Allegiance** **Presenter:** Betsy Hege, Chair
- 3.a. *Public Comments on the Supplemental Budget*
4. **Adjourn Supplemental Budget Hearing**
5. **Call Regular Meeting to Order** **Presenter:** Betsy Hege, Chair
6. **District Mission / Vision / Values**
7. **Review / Revision of the Agenda**
8. **Public Comment on Agenda Items Only**
9. **Consent Agenda**
- 9.a. School Board Meeting Minutes for October 23, 2025
- 9.b. Personnel Report
- 9.c. 2nd Reading & Adoption of Policies
10. **Board of Directors Operations:**
- 10.a. **Board Action Calendar - Review**
- 10.b. **Member Reports, to include Committee Reports if applicable**
11. **Student Representatives to the Board - Report:**
  - *Nancy Diaz Sanchez*
  - *Rafael Comacho*
  - *Lariah Lind*
12. **Building Student Representative Reports:**
13. **Staff Reports:**
14. **New Business:**

14.a. Presentations / Reports:

14.a.1. Superintendent's Report

**Presenter:** Dr. Carolyn Bernal, Superintendent

14.a.1.a. Presentation: School Safety

**Presenter:** Stephanie Bowen, Director of Communications & CJ Toole, Director of Prevention and Intervention

14.a.1.b. Presentation: Summer Learning

**Presenter:** Allie Ivey, Director of Teaching and Learning

14.a.2. Chief Financial Officer's Report

**Presenter:** Dan Pedersen, CFO

14.a.2.a. Action Item: Approve and Adopt Resolution 25-26-05 - Resolution Adopting a Supplemental Budget for Fiscal Year 2025-2026

14.a.2.b. Financial Statements:

14.a.2.c. Student Enrollment:

14.a.3. Board Attorney's Report

**Presenter:** Jason Corey, Board Attorney

15. Discussion / Action Items:

15.a. Action Item: Cooperative Sports Agreement with Dufur School District (Swimming) for 2025-2026 SY

16. 1st Reading on School Board Policies (informational only):

16.a. Policy DBEA: Budget Committee - UPDATED

16.b. Policy IIA: Instructional Materials - UPDATED

17. Informational Only:

17.a. Policy JHFE GBNAB-AR(2): Abuse of a Child Investigations Conducted on District Premises - UPDATED

17.b. Policy BCBA-AR(1): Student Representative to the Board

18. Comments from the Audience about Non Agenda Items

19. Adjourn the Regular School Board Meeting

## North Wasco County School District

Human Resource Office • Sandra Harris - Director  
3632 West 10th Street • The Dalles, Oregon 97058 • (541) 506-3420

### PERSONNEL CHANGES AND VACANCIES School Board Meeting – November 20, 2025 *Current as of -November 12, 2025*

**Licensed Staff – New Hires**

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Licensed Staff – Internal Transfer and or Hires**

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
N/A		

**Licensed Staff – Resignation/Retirements/Separation of Employment**

NAME	POSITION	BUILDING	COMMENTS
Carol Dowsett	SPED Facilitator	District Wide	Resigned October 24, 2025

**Licensed Staff– Request for Leave of Absence**

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Administrative Staff – New Hires**

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Administrative Staff – Internal Transfer and or Hires**

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
N/A		

**Administrative Staff – Resignation/Retirements/Separation of Employment**

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Administrative Staff– Request for Leave of Absence**

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Please Note: The following information regarding employment is presented to the Board for purposes of (Information Only) and requires no action.**

**ESP Staff – New Hires – No Action Required**

NAME	POSITION	BUILDING	COMMENTS
Elizabeth Blas Campos	Ed Asst IV-SLC	CES	Began October 20, 2025
Kevin Reed	Bus Driver	Transportation	TBD

**ESP Staff –Transfers and Internal Hires – No Action Required**

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT

ESP Staff – Request for Leave of Absence – **No Action Required**

NAME	POSITION	BUILDING	COMMENTS
N/A			

ESP Staff – Resignation/Retirements/Separation of Employment – **No Action Required**

NAME	POSITION	BUILDING	COMMENTS
N/A			

Confidential Staff – New Hires – **No Action Required**

NAME	POSITION	BUILDING	COMMENTS
N/A			

Confidential Staff – Internal Transfer and Hires-**No Action Required**

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
N/A		

Confidential Staff – Resignation/Retirements/Separation of Employment – **No Action Required**

NAME	POSITION	BUILDING	COMMENTS
N/A			

Non-Licensed Administrative Staff – New Hires – **No Action Required**

NAME	POSITION	BUILDING	COMMENTS
N/A			

Non-Licensed Administrative Staff – Internal Transfer and Hires-**No Action Required**

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
N/A		

Non-Licensed Administrative Staff – Resignation/Retirements/Separation of Employment – **No Action Required**

NAME	POSITION	BUILDING	COMMENTS
N/A			

Coaching Staff – New Hires – **No Action Required**

NAME	POSITION	BUILDING	COMMENTS
Shea Macnab	Head Swim Coach	TDHS	Begins November 17, 2025
Sarah Lawrence	Asst Swim Coach	TDHS	Begins November 17, 2025
Dennis Pouds	Asst Boys Basketball Coach	TDHS	Begins November 17, 2025
Shaun Anderson	Asst Boys Basketball Coach	TDHS	Begins November 17, 2025

Coaching Staff – Resignations/Separation of Employment – **No Action Required**

NAME	POSITION	BUILDING	COMMENTS
Garth Miller	Head Track and Field Coach	TDHS	Resigned October 1, 2025

**Advertised Vacancies**

<b>Position</b>	<b>HRS/FTE</b>	<b>Building</b>	<b>Close Date</b>	<b>Comments</b>
Bilingual Title I Reading Specialist 25'-26' SY	8 Hrs	CES	Open Until Filled	Advertised
Ed Asst IV-SPED Assist(s) Resource and SLC (Temp 25'-26' SY)	7.5 Hrs	Student Services	Open Until Filled	Advertised
Maintenance IV- (Internal only)	8 Hrs	Facilities	11/24/2025	Advertised
ELL Assistant	7.5 Hrs	TDHS	Open Until Filled	Advertised
Media Asst-FT	8 Hrs	TDHS	Open Until Filled	Advertised
Bus Driver-Regular Route	6 Hrs	Transportation	Open Until Filled	Advertised
Substitute Driver (Pool)	TBD	Transportation	Open Until Filled	Advertised
Substitute SPED Bus Aide	TBD	Transportation	Open Until Filled	Advertised
Head Track and Field Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Boys Wrestling Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Girls Basketball Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Softball Coach(s) 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Head Boys Golf Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Head Girls Basketball Coach 25'-26'	Seasonal	TDMS	Open Until Filled	Advertised
Asst Girls Basketball Coach 25'-26'	Seasonal	TDMS	Open Until Filled	Advertised
Head Wrestling Coach 25'-26'	Seasonal	TDMS	Open Until Filled	Advertised
Asst Wrestling Coach 25'-26'	Seasonal	TDMS	Open Until Filled	Advertised

## North Wasco County School District 21

Code: AC  
 Adopted: 2/12/98  
 Revised/Readopted: 4/24/08; 11/18/10; 5/10/12;  
 10/22/15; 11/21/17; 11/18/21;  
 10/23/25  
 Orig. Code: AC

### Nondiscrimination and Civil Rights

The district does not discriminate on any basis listed below and prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race<sup>1</sup>, color, religion, sex<sup>2</sup>, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran's status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status or veterans' status of any other persons with whom the individual associates.

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

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

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

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

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

<sup>2</sup> 234 CFR § 106.10 provides "discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity."

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Depending on the nature of the complaint, additional requirements may apply. The district will document and track:

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

### **Civil Rights Coordinator**

The Human Resources Director is the district's civil rights coordinator. The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
  - a. The notice of nondiscrimination<sup>3</sup> required by OAR 581-021-0045; and
  - b. The district written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and
8. Satisfy the following training requirements:
  - a. Upon initial designation, a civil rights coordinator must receive the following training in accordance with a schedule established by the Oregon Department of Education (ODE):
    - (1) The meaning of discrimination under state and federal nondiscrimination law, Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
    - (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of

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<sup>3</sup> The notice of nondiscrimination will include the name or title, work address, email address, and phone number of each civil rights coordinator.

- 1973, Title II of the American's with Disabilities Act of 1990, those statutes' implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education's Office for Civil Rights;
- (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators' duties;
  - (4) Identifying discrimination and reports of discrimination;
  - (5) Responding to reports of discrimination;
  - (6) Conducting civil rights investigations, including identifying conflicts of interest, and using strategies to mitigate conflicts of interest;
  - (7) Preventing discrimination in public school programs and activities;
  - (8) Identifying retaliation taken in response to reports of discrimination, responding to reports of such retaliation, and preventing such retaliation in public school programs and activities;
  - (9) Tracking and documenting reports of discrimination.
- b. In years subsequent to being designated a civil rights coordinator, a civil rights coordinator must annually receive the following training in accordance with a schedule established by ODE:
- (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
  - (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American's with Disabilities Act of 1990, those statutes' implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education's Office for Civil Rights;
  - (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators' duties;
  - (4) Reporting discrimination, and responding to reports of discrimination, including through complaint processes and investigations.<sup>4</sup>

END OF POLICY

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<sup>4</sup> Training must first be completed by June 30, 2025.

**Legal Reference(s):**

[ORS 174.100](#)  
[ORS 192.630](#)  
[ORS 326.051\(1\)\(e\)](#)  
[ORS 332.505](#)  
[ORS 408.230](#)  
[ORS 659.805](#)  
[ORS 659.815](#)  
[ORS 659.850 - 659.860](#)  
[ORS 659.865](#)  
[ORS 659A.001](#)  
[ORS 659A.003](#)

[ORS 659A.006](#)  
[ORS 659A.009](#)  
[ORS 659A.029](#)  
[ORS 659A.030](#)  
[ORS 659A.040](#)  
[ORS 659A.103 - 659A.145](#)  
[ORS 659A.230 - 659A.233](#)  
[ORS 659A.236](#)  
[ORS 659A.309](#)  
[ORS 659A.321](#)  
[ORS 659A.409](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-021-0047](#)  
[OAR 581-021-0650 - 0665](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2370](#)  
[OAR 581-075-0001 - 075-0005](#)  
[OAR 581-075-0901](#)  
[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

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

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

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

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

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

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

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

**Cross Reference(s):**

ACB - All Students Belong

JBB - Educational Equity

GBA - Equal Employment Opportunity

JB - Equal Educational Opportunity

# North Wasco County School District 21

Code: GCAA  
Adopted: 12/9/99  
Revised/Readopted: 3/31/04; 4/13/17; 7/27/23; 10/23/25  
Orig. Code: GCAA

## Standards for Competent and Ethical Performance of Oregon Educators

### Application of Rules

1. Oregon Administrative Rules were adopted by the Teacher Standards and Practices Commission (TSPC) in accordance with Oregon Revised Statutes (ORS).
2. Oregon Administrative Rules may be used as criteria by TSPC in matters pertaining to the revocation or suspension of licenses issued by TSPC under Oregon law or the discipline of any license holder or any person who has held a license at any time within five years prior to issuance of the notice of charges under ORS.
3. The TSPC determines whether an educator's performance is ethical or competent in light of all the facts and circumstances surrounding the educator's performance as a whole.
4. The TSPC will promptly investigate complaints:
  - a. The TSPC may at its discretion defer action to charge an educator against whom a complaint has been filed under law when the investigation report indicates that disciplinary action against the educator is pending at the local district level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the TSPC shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator;
  - b. The executive secretary shall regularly inform the TSPC of the status of any complaints on which the TSPC has deferred action.

### Definitions

The following definitions apply to Oregon Administrative Rules unless otherwise indicated by context:

1. "Administrator": Any person who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license;
2. "Competent": Discharging required duties as set forth in these rules;
3. "Educator": Any licensed or registered or certified person who is authorized to be engaged in the instructional program including teaching, counseling, school psychology, administering and supervising;
4. "Ethical": Conforming to the professional standards of conduct set forth in these rules;

5. “Sexual conduct: means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student that are:
- Sexual advances or requests for sexual favors directed toward the student; or
  - Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student’s educational performance, or of creating an intimidating or hostile educational environment.

“Sexual conduct” does not include:

- Touching or other physical contact:
    - That is necessitated by the nature of the district employee’s job duties or by the services required to be provided by the contractor, agent, or volunteer; and
    - For which there is no sexual intent.
  - Verbal, written or electronic communications that are provided as party of an education program that meets the state educational standards or a policy approved by the Board.
  - Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:
    - Arise out of a consensual relationship between students;
    - Do not create an intimidating or hostile educational environment; and
    - Are not prohibited by law, any policies of the district or any applicable employment agreements.
6. “Sexual harassment”: Any unwelcome [conduct with an individual which includes but is not limited to](#) sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
  - Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
  - Such conduct unreasonably interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.
7. “Teacher”: Any person who holds a teacher’s license as provided in ORS 342.125.
8. “Student”: means any person who is:
- In any grade from kindergarten through grade 12; or
  - Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institute of education; or
  - Who is previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within [90 days one calendar year](#) prior to the sexual conduct.

## The Competent Educator

The teacher or administrator demonstrates a commitment to:

Standards for Competent and Ethical Performance of Oregon Educators – GCAA

1. Recognize the worth and dignity of all persons and respect for each individual;
2. Encourage scholarship;
3. Promote democratic and inclusive citizenship;
4. Raise educational standards;
5. Use professional judgment; and
6. Promote equitable learning opportunities.

### **Curriculum and Instruction**

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

1. Use of state- and district-adopted curriculum and goals;
2. Skill in setting instructional goals and objectives expressed as learning outcomes;
3. Use of current subject matter appropriate to the individual needs of students;
4. Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available; and
5. Skill in the selection and use of teaching techniques conducive to student learning.

The competent administrator demonstrates:

1. Skill in assisting individual staff members to become more competent educator by complying with federal, state and local law, rules and lawful and reasonable district policy and contracts;
2. Knowledge of curriculum and instruction appropriate to assignment;
3. Skill in implementing instructional programs through adequate communication with staff; and
4. Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

### **Supervision and Evaluation**

The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

The competent teacher demonstrates:

1. Multiple ways to assess the academic progress of individual students;
2. Skill in the application use of assessment data to assist individual student growth;
3. Procedures for evaluating curriculum and instructional goals and practices;
4. Skill in the supervision of students; and
5. Skill in differentiating instruction.

The competent administrator demonstrates:

1. Skill in the use of assessment data to provide effective instructional programs;
2. Skill in the implementation of the district's student evaluation program;
3. Skill in providing equal opportunity for all students and staff;
4. Skill in the use of employee and leadership techniques appropriate to the assignment and according to well-established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

### **Management Skills**

The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required and as needed to assist the growth of students.

The competent teacher demonstrates skills in:

1. Establishing and maintaining classroom management that is conducive to learning;
2. Using and maintaining district property, equipment and materials appropriately;
3. Using and maintaining student records as required by federal and state law and district policies and procedures;
4. Using district and school business and financial procedures; and
5. Using district lawful and reasonable rules and regulations.

The competent administrator demonstrates:

1. Leadership skills in managing the school, its students, staff and programs as required by lawful and reasonable district policies, rules and regulations, state and federal laws and regulations and other programs as assigned and assures that staff is informed of these requirements; and
2. Skills in planning and staff assignment.

## **Human Relations and Communications**

The competent educator works effectively with others - students, staff, parents and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity and judgment about educational matters, the school and the needs of students.

The competent teacher demonstrates:

1. Willingness to be flexible in cooperatively working with others; and
2. Skill in communicating with students, staff, parents and other patrons

The competent administrator demonstrates:

1. Skill in helping students, staff, parents and other patrons to learn about the school, the district and its program;
2. Skill in communicating district and school goals to staff and public;
3. Willingness to be flexible in cooperatively working with others; and
4. Skill in reconciling conflict.

## **The Ethical Educator**

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing, the ethical educator considers the needs of the students, the district and the profession.

The ethical educator, in fulfilling obligations to the student, will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
2. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues; and
3. Maintain an appropriate professional student-educator relationship by:
  - a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
  - b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
  - c. Reporting to the educator's supervisor if the educator has reason to believe a student is, or may be, becoming romantically attached to the educator; and
  - d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical educator, in fulfilling obligations to the district, will:

1. Apply for, accept, offer or assign a position of responsibility only on the basis of profession qualifications and will adhere to the conditions of a contract or the terms of the appointment;
2. Conduct professional business, including grievances, through established lawful and reasonable procedures;
3. Strive for continued improvement and professional growth;
4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
5. Not use the district's or school's name, property or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Respond to requests for evaluation of colleagues and to keep such information confidential as appropriate; and
4. Respond to requests from a TSPC representative for information, furnish documents to TSPC, and participate in interviews with a TSPC representative relating to a TSPC investigation, except subject to the exercise of any legal right or privilege.

END OF POLICY

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**Legal Reference(s):**

[OAR 584-020-0000 - 0035](#)

[House Bill 4160 \(2024\)](#).

## North Wasco County School District 21

Code: **JFE**  
 Adopted: 6/08/00  
 Revised/Readopted: 6/09/04; 3/02/17; 10/23/25  
 Orig. Code(s): JFE

**Pregnant and/or Parenting Students\*\***

A pregnant and/or parenting student shall be encouraged to continue with an educational program and to participate in all ~~school~~district-sponsored activities unless physically unable. The district shall ensure that pregnant and/or parenting students receive special services as ~~temporarily~~ necessitated by their condition.

Neither pregnancy nor parenting constitute an exemption from Oregon compulsory attendance law.

No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood.

The district shall, in considering and obtaining special services for pregnant and/or parenting students:

1. Inform pregnant and/or parenting students and their parents of the availability of services in the school district, education service district or in the community;
2. Facilitate the provision of such services, including counseling, life skills and parenting education, childcare, transportation, career development and health and nutrition services to pregnant and/or parenting students;
3. Inform pregnant and/or parenting students and their parents of the availability of resources provided by other agencies, including health and social services;
4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students;
5. Develop individualized educational programs or services, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

The superintendent will develop ~~administrative regulations~~ guidelines<sup>1</sup> as necessary to ensure compliance with the provisions of state and federal law.

END OF POLICY

**Legal Reference(s):**

<sup>1</sup> [Guidelines are required according to ORS 336.640 but does not rise to the level of an administrative regulation. A sample form is available to support developing a student's required individual written plan (OAR 581-023-0100(3)).]

DRAFT

# North Wasco County School District 21

Code: GBNAA/JHFF  
Adopted: 1/20/22  
Revised: 10/23/25  
Orig. Code: JHFF

## Suspected Sexual Conduct with Students and Reporting Requirements

Sexual conduct by district employees, contractors<sup>1</sup>, agents<sup>2</sup>, and volunteers<sup>3</sup> is prohibited and will not be tolerated. All district employees, contractors, ~~and~~ agents, ~~and~~ volunteers, ~~and students~~<sup>4</sup> are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

<sup>5</sup> “Sexual conduct” means verbal or physical, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

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

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

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

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

<sup>4</sup> **Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.**

<sup>5</sup> This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

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

If the superintendent is the alleged perpetrator the report shall be submitted to the human resources director who shall report the suspected sexual conduct to the Board chair.

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

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

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

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

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

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

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

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

employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

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

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

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

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

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

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

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

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

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

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

[House Bill 4160 \(2024\)](#).

**Cross Reference(s):**

GBN/JBA - Sexual Harassment

IIBGA - Electronic Communications System

JFCF - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying/

Teen Dating Violence, or Domestic Violence – Student

JHFE - Reporting of Suspected Abuse of a Child

# North Wasco County School District 21

Code: JHFF/GBNAA  
 Adopted: 11/18/10  
 Revised/Readopted: 3/02/17; 8/23/18; 1/20/22; 10/23/25  
 Orig. Code: JHFF

## Suspected Sexual Conduct with Students and Reporting Requirements

Sexual conduct by district employees, contractors<sup>1</sup>, agents<sup>2</sup>, and volunteers<sup>3</sup> is prohibited and will not be tolerated. All district employees, contractors, ~~and~~ agents, ~~and~~ volunteers, ~~and students~~<sup>4</sup> are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

<sup>5</sup> “Sexual conduct” means verbal or physical, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

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

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that

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another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student ~~must~~ shall immediately report such suspected sexual conduct to the <sup>6</sup>designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

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**Cross Reference(s):**

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JHFE - Reporting of Suspected Abuse of a Child

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# School Safety Planning

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North Wasco County School District

September '25



# Planning and Safety Drills

North Wasco County Schools collaborate with our local law enforcement and fire/rescue. During many of the drills, law enforcement and fire/rescue may be seen in or around the school building. By participating in these drills, law enforcement and fire/rescue are familiar with the protocols and procedures used in emergency situations, can then better navigate the school building layout, and create an essential working relationship with the District.

[Oregon laws](#) require that all schools conduct a Fire Drill once per month and two Earthquake Drills per school year. In addition to the required drills, our schools also conduct two Safety drills per year, and may drill a Lockdown, Secure and/or Shelter event during the school year. Parents and other school visitors are encouraged to participate in these safety exercises if they are inside the school at the time of the drill.

To ensure our students are well-prepared, we conduct the following drills throughout the school year:

- **Fire Drills: Monthly**
- **Safety Drills: Twice a year**
- **Earthquake Drills: Twice a year**

# Key Safety Terms

## > LOCKDOWN

A lockdown takes place if a **threat is identified inside** the school building. All school doors are locked and students are confined to classrooms. No entry or exit from the school will be allowed until an “all clear” announcement is made. Students will NOT be released during a lockdown.

## > SECURE

A secure takes place if a **threat is outside** of the school building. All staff and students return inside and all exterior school doors are locked. **Teachers continue instruction as usual.** No entry into or exit from the school will be allowed until an “all clear” announcement is made. Students will NOT be released during a secure.

## > SHELTER

Students take refuge in designated areas to protect them from hazardous materials or severe weather. No entry into or exit from the school will be allowed until an “all clear” announcement is made. Students will NOT be released during a shelter-in-place.

## > EVACUATION

In the event of certain building emergencies (i.e. gas leak, catastrophic event), students will be relocated to an evacuation assembly area. Students will be released ONLY to parents/guardians or emergency contacts with picture ID.

# Importance of Preparedness

- Safety drills are **not just a box to check**—they are a critical way of ensuring students and staff know what to do in an emergency.
- Emergencies can take many forms: fire, earthquake, medical situations, threats inside or outside the building. We prepare for all of these so that, if the unexpected happens, students and staff can respond calmly and effectively.

## Building Student Confidence

- When students practice these drills regularly, they don't panic. They know what to do, and that sense of preparedness helps reduce anxiety.
- For younger students, it's about learning routines. For older students, it's about responsibility—they see themselves as active participants in school safety.
- It allows us to highlight, talk about, and build relationships between students and the helpers, like law enforcement, Fire, and emergency medical services. That way, for some students, the first time they encounter helpers isn't a high-stress incident.



# Behavioral Safety Assessment 101

(formerly Threat Assessment)

*What is it? How is it done in NWCS?*



# Behavioral Safety Assessment - what is it?

- Developed using studies conducted by the US Secret Service.
- **Examines the circumstances** around “a threat that was made”.
- Looks for “attack related behavior” indicating a greater risk of a planned act of targeted violence.
- **The assessment itself has a very narrow focus** (planned acts of targeted violence).

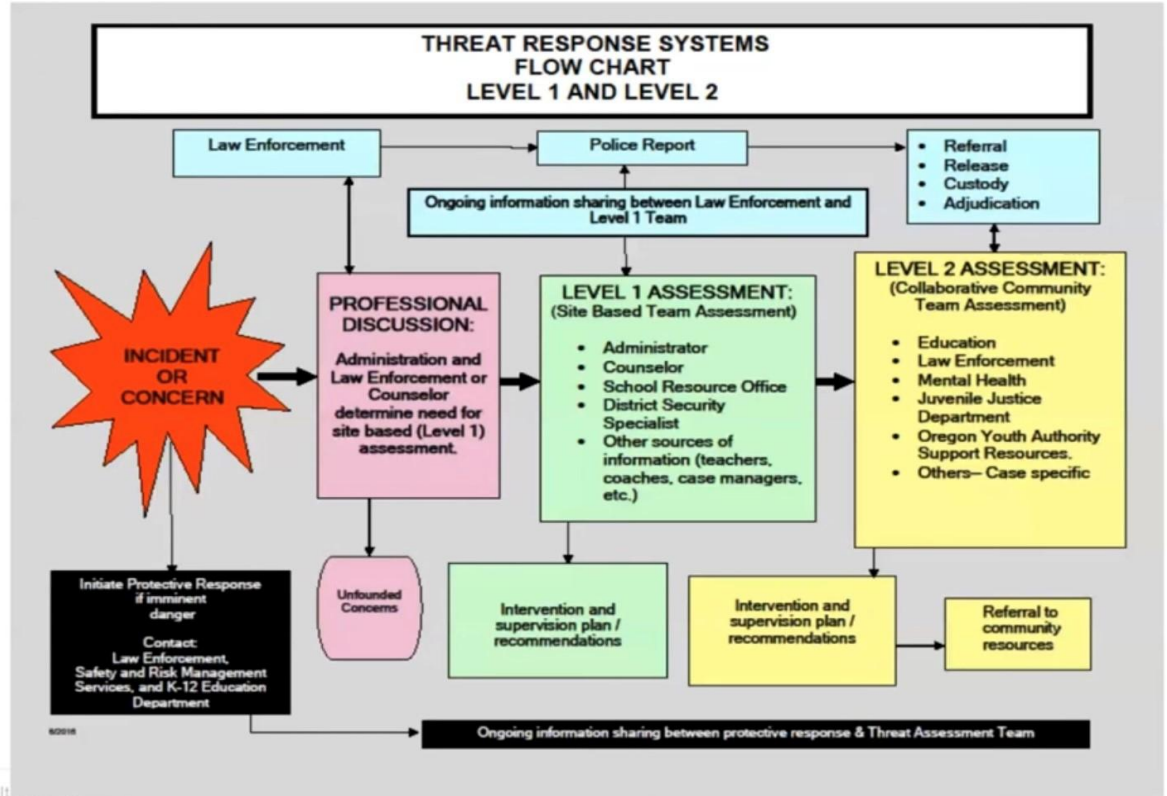
**What it isn't: A tool for profiling students.**

# What do we have in NWCSD?:

- We use the **Salem/Keizer (Cascade) model** of threat assessment.
- A goal to have **4 trained staff in every building**.
- Each school currently has a team of 2-4 trained staff called “the Level 1 team”.
- Each Level 1 team has a binder with the forms, visual flow charts and guide for conducting a Level 1 assessment.
- District level support from the Superintendent's office and the Department of Prevention & Intervention.
- An **established Community Safety Assessment Team (CSAT)** known as “the Level 2 team” (core members: WCYS, DCP, Wasco County DA, OYA, Center for Living).

# How does the system work?

- Information about a threat is received.
- **Trained Level 1 team members review the information:**
  - Threat Dismissal
  - Immediate Protective Response & Level 1 assessment
  - Level 1 assessment
  - Referral to Level 2 team (CSAT)



# What should this look like in our schools?

- Whenever information pertaining to a possible threat of targeted violence is received, and they can come from “anywhere”, two members of the building Level 1 team come together to make an initial assessment.
- **IF there is cause to move forward** with an assessment then the entire Level 1 team would be called together, an administrator trained in the system (or other designated team lead member) would delegate follow up action for each member, set a timeline to collect needed information, then bring the team back together (1-3 hours later) to review the assessment protocol questions.
- While these assessments generally do not need to take a long time, they can extend into a day or two depending on how readily available the needed information is (e.g. when will a student-witness/or parent be available for an interview?)

# Supervision & Reintegration Planning

Often times when a Level 1 assessment is completed we “uncover” or discover things that are NOT indicative of a plan for an act of targeted violence, but are of concern and need to be addressed.

The vast majority of threatening statements made by students fall into the category of “reactive aggression”.

Key characteristics of reactive aggression within this model include:

- Absence of planning: It's not premeditated or planned.
- Elevated emotional state: It's usually accompanied by a heightened emotional state, such as anger or fear.
- Perceived threat: The individual believes they are under immediate threat.

Reactive aggression is characterized by an individual perceiving themselves to be under immediate threat. This leads to an escalated emotional state, where the individual uses threats as a means of self-protection or defending their interests and wants. In essence, it's an impulsive and emotional response to a perceived provocation or threat.

# ParentSquare Communications

## Stay up to date.

>Ensure that your child's emergency contact information is accurate and current in PowerSchool.

> Be familiar with your school emergency communication procedures. Our district is committed to providing accurate and timely information in the event of an emergency.

## In Case of a School Emergency:

**DO NOT** phone your child or child's school. Staff and students are discouraged from using cell phone communications for safety reasons.

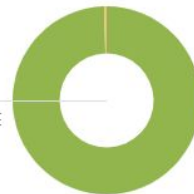
**DO NOT** rush to your child's school. Your presence could interfere with emergency responders.

**DO** monitor official communication from the District.

**DO** listen for information regarding reunification and next steps.

100%

CONTACTABLE



**2,880** STUDENTS' FAMILIES →

■ CONTACTABLE **2,868** →

At least one student contact is contactable

■ NON-CONTACTABLE **10** →

No student contact is contactable

■ NO CONTACT INFO **2** →

There are no student contacts listed

# See Something, Say Something: Safe Oregon

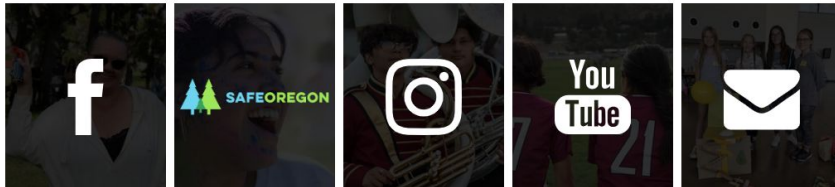
844-472-3367

[tip@safeoregon.com](mailto:tip@safeoregon.com)

SafeOregon is a confidential and anonymous school safety tip line created to help Oregon students, parents, school staff, community members, and law enforcement report and respond to potential safety threats in schools.

Tips can be submitted through email, phone calls, text, a mobile app, or a web portal. All tips are immediately reviewed by trained technicians 24/7 and forwarded to school personnel or law enforcement as needed for quick action and resolution.

For more information, visit: [SafeOregon](#).



# Community Partnerships

***Safety doesn't happen in isolation. We partner with law enforcement, fire/rescue, and other first responders. Their presence in our drills isn't just for show—they're learning our buildings, our procedures, and how to coordinate with us in real time.***

This partnership means that, if a real emergency occurs, we're not meeting for the first time in a crisis—we already have a working relationship.

- City of The Dalles Police Department
- Columbia Gorge Community College
- Columbia Gorge Education Service District
- Columbia River Inter-Tribal Police Department
- Mid-Columbia Center for Living
- Mid-Columbia Fire & Rescue
- The Next Door
- Trillium Family Services
- YouthThink
- Oregon Department of Forestry
- Oregon State Police
- SafeSpace Children's Advocacy Center
- Wasco County Juvenile Department
- Wasco County Sheriff's Office

# Moving Forward

- Restarting Wasco County Crisis Response Team (WCCRT)
  - Regional Reunification Drill (Sub-Committee) - June
- Possible Grant Project: Emergency Management Trailer





# **North Wasco County School District 2025 Summer Programs**

Katie Garrett - Summer RISE

Jim Taylor - Summer SOAR

Courtney Middleton - Jumpstart Kindergarten



**Kindergarten - 5th Grade**

***The Dalles Middle School***



# Program Reach



Number of Students:

**124 enrolled**

Incoming 1st Grade: 18

Incoming 2nd Grade: 26

Incoming 3rd Grade: 27

Incoming 4th Grade: 20

Incoming 5th Grade: 23

Incoming 6th Grade: 10

Number of Staff:

**27**

9 Classroom Teachers - 3 Specialist Teachers

1 Administrator - 1 Administrative Assistant

9 Instructional Assistants

2 Social Emotional Learning Assistants (SELA)

2 Nurses



# Partnerships



- The Dalles Art Center
- The Home Depot
- Ann Marie Goodman (Drama)
- Shannon Red Cloud (Imagination Yoga)
- Klindt's Booksellers
- Maryhill Museum of Art
- U.S. Army Corps of Engineers
- The Next Door
- Washington State Parks



# Programming

June 25 - July 24

Monday - Thursday

8:00 - 1:00

**Total of 108 hours**



- Breakfast and Lunch served on site
- Suppers offered to take home
- Transportation provided to and from school
- Nursing services provided

# Learning Activities Offered



## Literacy

Foundational Skills via Foundations and Phonics for Reading

Comprehension and Writing skills via interactive read alouds

## STEM

Hands-on challenges, problem solving, risk-taking and exploration via Invention Project

## Special Education

Targeted supports provided by our Special Education teacher



## Math

Targeted, hands-on instruction via i-Ready curriculum

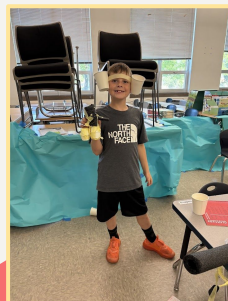
Focus on small group instruction

## Art / Drama

Enriching lessons provided by our community partners

## Multilingual Learning

Targeted instruction provided by our Multilingual Learner teacher





# Outcomes



## Literacy

- 71% of students who regularly attended Summer RISE showed improvement on their foundational skills literacy tasks.

## STEM

- 85% of students who regularly attended Summer RISE showed growth on their STEM assessments.

## Math

- 100% of the students who regularly attended Summer RISE received between 10-18 lessons focused on priority math standards from the grade they finished.

# Lessons Learned (RISE)

- Attendance rate / Commitment to program
  - 66% had 80% or better attendance (80% is the target for summer programs)
- Focus on literacy = Need to balance rigor and fun
- Planning Team is a must, and start the planning earlier.



# **Summer SOAR Grades 6-12 @ TDHS**

# Students Who SOARed

- 89 Students 6-12 graders
  - 21 middle schoolers
    - 62 high schools
  - 6 Seniors who finished their requirements for graduation and received their diplomas

# Staff

- 13 teachers
  - 4 EAs
- 1 secretary
- 1 Principal

# The Vision

After last year, I felt we could include middle schoolers at the high school location to help the overcrowding at the middle School building and give the middle schoolers more options in electives and make school fun for them. This would create more excitement for school in the fall

## Middle School

Literacy (English)

Math

PE

Weight Training

Art

Video Production

## High School

English: 9/10 and 11/12

Math: Algebra/ Geometry

Science: Physics/ Chemistry

Social Studies: World History/ US

History

Physical Education: PE, Health and

Weight Training

Art

Graphic Design

## Middle School

Every class

Novel

Daily Work in ELA

Projects

Goal: 80% of students who regularly attended in middles school and finished the course in high school would score at least proficient on the RACE Strategy Rubric

21 Students

16 Regularly Attended

14 finished proficient or higher

87% of students showed growth!!!

Attendance

## High School

Every Class

Novel

Daily Work in ELA

Projects

28 Students were in ELA  
All 28 received a P/NP grade  
15 finished at least proficient  
52% of students showed growth

Attendance

**82 % of all students of Summer SOAR attended at least 80% of the time.**

Grade	>90%	80-90%	<80%	# of Students
6	25.0%	50.0%	25.0%	8
7	66.7%	0.0 %	33.3%	9
8	66.7%	33.3%	0.0%	3
9	64.0%	24.0%	12.0%	25
10	55.6%	33.3%	11.1%	18
11	60.0%	20.0%	20.0%	20
12	50.0%	16.7%	33.3%	6
Total	57.3%	24.7%	18.0%	89

# Successes and Challenges

## Success

MS enjoyed electives  
6 seniors were able to graduate  
78.5 credits were earned  
Students had success at school  
Closed Campus

## Challenges

Low census  
Short prep time  
Improve Attendance  
Working Students  
Early Start

# Ideas for 2026

## Staff and Prep

Assembly Staff and start planning in spring and recruiting more students especially middle school students. Freshmen Fresh Start starts in the summer

## Instruction and electives

Interact better with students and get rid of the computers in class. More electives for students- credit retrieval only is monotonous and not the right formula



**Incoming Kindergartners**

***Hosted at Dry Hollow Elementary***

# Program Reach

Number of Students:

**70 enrolled**

**(62 regular attenders)**

15 Chenoweth zone

14 Colonel Wright zone

33 Dry Hollow zone



Number of Staff:

**14**

4 Classroom Teachers

1 Administrator

6 Instructional Assistants

3 SELAs



# Partnerships

- The Dalles Wasco County Library
- Wonderworks Museum
- Discovery Center



# Programming

August 4-14

Monday - Thursday

8:00 - 1:00

**Total of 40 hours**

- Breakfast and Lunch served on site
- Transportation provided to and from school



# Learning Activities Offered

## **Literacy**

Foundational Skills via Foundations

Focus on small group instruction

## **STEM**

Hands-on exploration

## **Special Education**

Targeted supports provided by our

Special Education staff

## **Math**

Targeted, hands-on instruction

Focus on small group instruction

## **Social Emotional Learning**

Yardsticks and First Six Weeks of school training for staff

Morning meetings for students

## **Multilingual Learning**

Targeted instruction provided by our

ELD and DLI staff

# Lessons Learned

- Start the planning earlier
- Stronger PD for staff regarding special education
- Community request for JSK at 3 sites in the future

The image features a solid red background. At the top, there are three white rounded rectangular bars: one on the left and two on the right. In the center, three large white circles are arranged horizontally, overlapping each other. The word "Questions?" is written in a bold, black, sans-serif font across the middle of these circles.

**Questions?**



# North Wasco County School District

3632 West 10<sup>th</sup> Street • The Dalles, Oregon 97058  
 (541) 506-3420 • Fax (541) 298-6018

## Resolution No. 25-26-05

### NORTH WASCO COUNTY SCHOOL DISTRICT D21

#### A RESOLUTION ADOPTING A SUPPLEMENTAL BUDGET FOR FISCAL YEAR 2025-2026

**WHEREAS**, ORS 294.471 provides for making a supplemental budget for an occurrence or condition which had not been ascertained at the time of the preparation of a budget for the current fiscal year which requires a change in financial planning; and

**WHEREAS**, after adoption of the budget North Wasco School District needs to recognize unanticipated resources totaling \$163,150 from Local Sources of Revenue; and

**WHEREAS**, the Board of Directors of North Wasco County School District has the need to spend the unanticipated revenue during the fiscal year ending June 30, 2026 for the purpose of Responsive Classroom training.

**NOW THEREFORE, BE IT RESOLVED** by the Board of Directors of North Wasco County School District:

The supplemental budget for fiscal year 2025-2026 is hereby adopted, and the amounts appropriated by the Board of Directors for the Local Grants Fund are hereby amended as follows:

APPROPRIATION CATEGORY	ORIGINAL BUDGET	INCREASE (DECREASE)	AMENDED BUDGET
<b>Local Grant Fund Funds: 230</b>			
1000: Instruction	\$29,000		\$29,000
2000: Support Services	\$34,300	\$82,000	\$116,300
3000: Community Services	\$1,000	\$81,150	\$82,250
4000: Capital Outlay	<u>\$1,000</u>	<u>          </u>	<u>\$1,000</u>
<b>TOTAL CHANGE:</b>	<b>\$65,300</b>	<b>\$163,150</b>	<b>\$228,450</b>

The above resolution statements were approved and declared adopted on this 20th day of November, 2025.

\_\_\_\_\_  
 Betsy Hege, Board Chair

\_\_\_\_\_  
 Daniel Pedersen, CFO

3632 West 10<sup>th</sup> Street, The Dalles, OR 97058  
 541-506-3420 Fax 541-298-6018

*“The North Wasco County School District is an equal opportunity educator and employer.”*

## NORTH WASCO COUNTY SCHOOL DISTRICT

### Balance Sheet

**For the four months ending October 31, 2025**

Note: revenues and expenditures complete 11/11 5:17PM

Balance Sheet	General Fund	Reserve Funds	Federal Grants Fund	All State Grant Funds	Local Grants Fund	Special Revenue Funds	Nutrition Services Fund	Debt Service Funds	Capital Projects Fund	Internal Services Fund	District Totals
<b>ASSETS:</b>											
Cash & Investments	1,770,891	596,705	(99,277)	(186,607)	85,544	148,844	109,114	1,157,020	(33,336)	229,666	3,778,562
Accounts Receivable	602,703										602,703
Inventory/Prepaid expense	132,365			(165)			15,135				147,335
<b>Total Assets</b>	<b>2,505,959</b>	<b>596,705</b>	<b>(99,277)</b>	<b>(186,773)</b>	<b>85,544</b>	<b>148,844</b>	<b>124,249</b>	<b>1,157,020</b>	<b>(33,336)</b>	<b>229,666</b>	<b>4,528,600</b>
<b>LIABILITIES:</b>											
Accounts Payable	1,851,959										1,851,959
Payroll Liabilities	(229,989)										(229,989)
Deferred Revenue	592,862						16,201				609,063
<b>Total Liabilities</b>	<b>2,214,831</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>16,201</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,231,033</b>
<b>FUND BALANCE:</b>											
<b>Total Fund Balance</b>	<b>291,128</b>	<b>596,705</b>	<b>(99,277)</b>	<b>(186,773)</b>	<b>85,544</b>	<b>148,844</b>	<b>108,048</b>	<b>1,157,020</b>	<b>(33,336)</b>	<b>229,666</b>	<b>2,297,568</b>
<b>Revenues &amp; Expenditures: 2025-26 Year to Date</b>											
Beginning Fund Balance	(487,106)	288,285	58,246	87,897	76,882	185,689	86,533	25,097	23,736	161,481	506,742
Year to Date Revenues	11,580,772	751,704	261,301	2,643,369	178,450	11,133	248,486	1,314,779	48,996	102,697	17,141,687
Year to Date Expenditures	10,802,539	443,285	418,825	2,918,040	169,788	47,979	226,971	182,856	106,067	34,512	15,350,862
Year to Date Net Income (Loss)	778,233	308,419	(157,524)	(274,671)	8,662	(36,846)	21,515	1,131,923	(57,071)	68,185	1,790,825
<b>Ending Fund Balance</b>	<b>291,127</b>	<b>596,704</b>	<b>(99,278)</b>	<b>(186,773)</b>	<b>85,544</b>	<b>148,844</b>	<b>108,048</b>	<b>1,157,020</b>	<b>(33,335)</b>	<b>229,666</b>	<b>2,297,567</b>

# NORTH WASCO COUNTY SCHOOL DISTRICT

## Revenue Status Report

**For the four months ending October 31, 2025**

DESCRIPTION	Budget	Year to Date Revenues	Balance	% Budget Received
100 General Fund	44,076,902	11,580,772	(32,496,130)	26.27%
105 Technology Fund	354,000	334,877	(19,123)	94.60%
107 Textbook Replacement Fund	461,500	391,700	(69,800)	84.88%
110 Vehicle Replacement Fund	30,000	25,127	(4,873)	83.76%
210 Federal Programs	2,998,871	261,301	(2,737,570)	8.71%
220 State Grant Funds	4,559,646	1,173,450	(3,386,196)	25.74%
230 Local Grant Programs	65,300	178,450	113,150	273.28%
240 Vocational Education Fund	27,000	938	(26,062)	3.47%
242 Enterprise Zone Funds	291,000	609	(290,391)	0.21%
251 Student Investment Account	4,437,820	1,025,118	(3,412,702)	23.10%
252 High School Success Account	897,244	444,801	(452,443)	49.57%
295 Bus Replacement Fund	310,000	9,586	(300,414)	3.09%
299 Nutrition Services Fund	1,880,458	248,486	(1,631,972)	13.21%
303 OSBA PERS Bonds	2,115,764	949,812	(1,165,952)	44.89%
304 Full Faith & Credit Obligation	380,000	364,967	(15,033)	96.04%
305 Bus Purchase Fund	185,000		(185,000)	0.00%
401 Capital Improvements	160,000	48,996	(111,004)	30.62%
601 Internal Services	895,576	102,697	(792,879)	11.47%
<b>Totals</b>	<b>64,126,081</b>	<b>17,141,687</b>	<b>(46,984,394)</b>	<b>26.73%</b>

# NORTH WASCO COUNTY SCHOOL DISTRICT

## Expenditure Status Report

For the four months ending October 31, 2025

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expended
<b>100 General Fund</b>					
1000 - Instruction	24,755,914	4,867,544	18,075,187	1,813,183	19.66%
2000 - Support Services	16,805,988	4,844,995	9,719,501	2,241,492	28.83%
5000 - Debt Service & Fund Transfers	1,140,000	1,090,000	-	50,000	95.61%
6000 - Contingency	875,000	-	-	875,000	0.00%
7000 - Unappropriated Ending Fund Balance	500,000	-	-	500,000	0.00%
<b>Totals</b>	<b>44,076,902</b>	<b>10,802,539</b>	<b>27,794,688</b>	<b>5,479,675</b>	<b>24.51%</b>
<b>105 Technology Fund</b>					
2000 - Support Services	354,000	50,374	124,641	178,985	14.23%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	-
<b>Totals</b>	<b>354,000</b>	<b>50,374</b>	<b>124,641</b>	<b>178,985</b>	<b>14.23%</b>
<b>107 - Textbook Replacement Fund</b>					
1000 - Instruction	449,500	356,296	18,831	74,373	79.26%
2000 - Support Services	12,000	11,994	-	6	99.95%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	-
<b>Totals</b>	<b>461,500</b>	<b>368,290</b>	<b>18,831</b>	<b>74,379</b>	<b>79.80%</b>
<b>110 - Vehicle Replacement Fund</b>					
2000 - Support Services	30,000	24,621	-	5,379	82.07%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	-
<b>Totals</b>	<b>30,000</b>	<b>24,621</b>	<b>-</b>	<b>5,379</b>	<b>82.07%</b>
<b>210 - Federal Programs Fund</b>					
1000 - Instruction	2,103,412	357,959	1,287,748	457,705	17.02%
2000 - Support Services	366,459	49,501	11,398	305,560	13.51%
3000 - Enterprise & Community Services	29,000	11,365	88	17,547	39.19%
4000 - Capital Outlay	500,000	-	-	500,000	0.00%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%
<b>Totals</b>	<b>2,998,871</b>	<b>418,825</b>	<b>1,299,234</b>	<b>1,280,812</b>	<b>13.97%</b>
<b>220 - State Grant Funds</b>					
1000 - Instruction	1,703,477	532,505	536,590	634,382	31.26%
2000 - Support Services	440,799	86,684	31,179	322,936	19.67%
3000 - Enterprise & Community Services	57,452	34,236	-	23,216	59.59%
4000 - Capital Outlay	2,357,918	1,140,600	-	1,217,318	48.37%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%
<b>Totals</b>	<b>4,559,646</b>	<b>1,794,025</b>	<b>567,769</b>	<b>2,197,852</b>	<b>39.35%</b>
<b>230 - Local Grants</b>					
1000 - Instruction	29,000	3,962	1,093	23,945	13.66%
2000 - Support Services	34,300	112,711	2,735	(81,146)	328.60%
3000 - Enterprise & Community Services	1,000	53,115	27,550	(79,665)	5311.50%
4000 - Capital Outlay	1,000	-	-	1,000	0.00%
5000 - Debt Service & Fund Transfers	-	-	-	-	-
<b>Totals</b>	<b>65,300</b>	<b>169,788</b>	<b>31,378</b>	<b>(135,867)</b>	<b>260.01%</b>
<b>240 - Vocational Education Fund</b>					
1000 - Instruction	27,000	-	-	27,000	0.00%
<b>Totals</b>	<b>27,000</b>	<b>-</b>	<b>-</b>	<b>27,000</b>	<b>0.00%</b>

## NORTH WASCO COUNTY SCHOOL DISTRICT

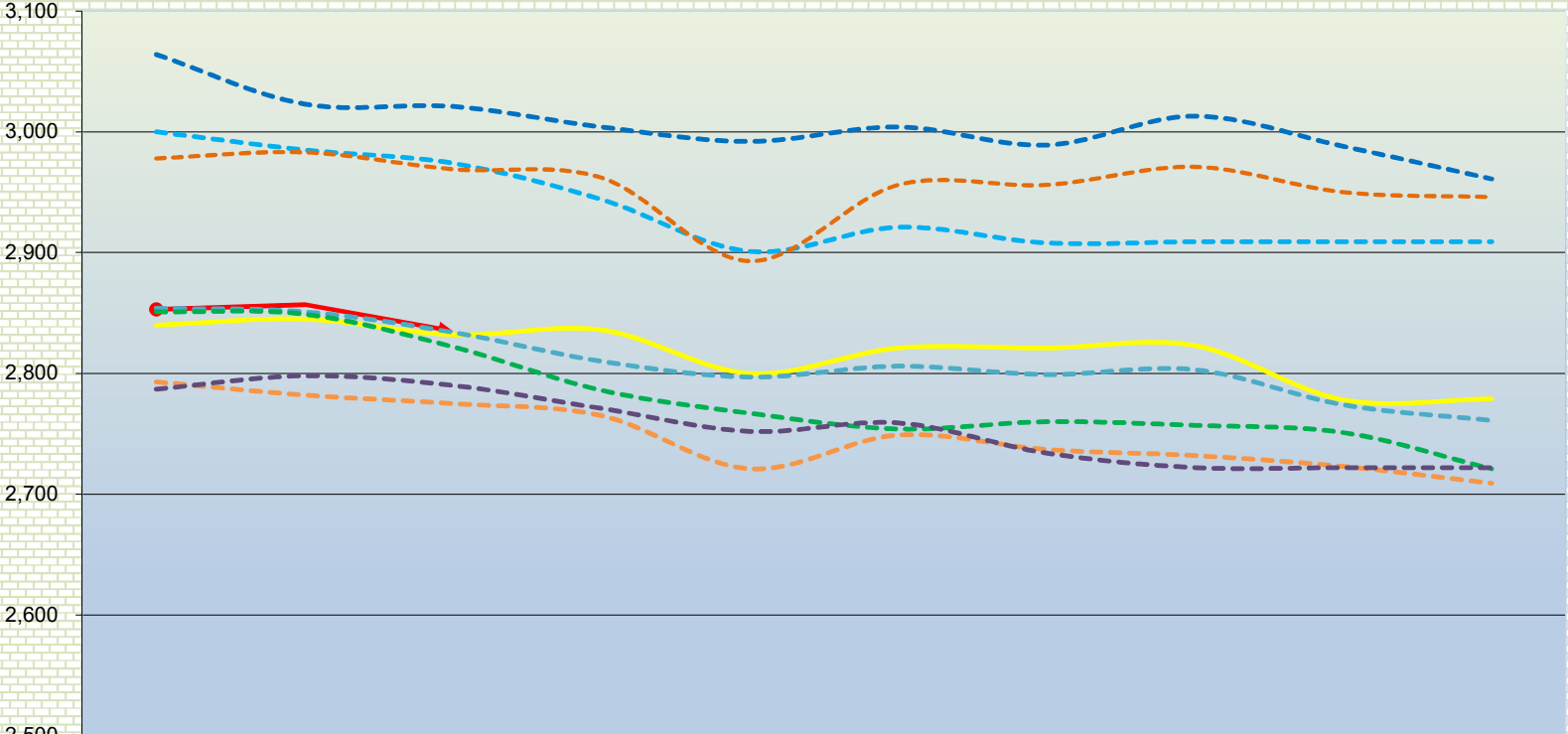
### Expenditure Status Report (continued)

For the four months ending October 31, 2025

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expended
<b>242 - Enterprise Zone Funds</b>					
1000 - Instruction	-	-	-	-	
2000 - Support Services			-	-	
4000 - Capital Outlay	291,000	47,979	-	243,022	16.49%
<b>Totals</b>	<b>291,000</b>	<b>47,979</b>	<b>-</b>	<b>243,022</b>	<b>16.49%</b>
<b>251 - Student Investment Account</b>					
1000 - Instruction	1,516,409	297,106	1,117,396	101,907	19.59%
2000 - Support Services	2,921,411	707,709	2,165,794	47,908	24.22%
3000 - Enterprise & Community Services	-			-	
4000 - Capital Outlay				-	
<b>Totals</b>	<b>4,437,820</b>	<b>1,004,815</b>	<b>3,283,190</b>	<b>149,815</b>	<b>22.64%</b>
<b>252 - High School Success Account</b>					
1000 - Instruction	442,809	81,661	256,940	104,208	18.44%
2000 - Support Services	454,435	37,539	104,974	311,922	8.26%
4000 - Capital Outlay				-	
<b>Totals</b>	<b>897,244</b>	<b>119,200</b>	<b>361,914</b>	<b>416,130</b>	<b>13.29%</b>
<b>295 - Bus Replacement Fund</b>					
2000 - Support Services	310,000		-	310,000	0.00%
3000 - Enterprise & Community Services	-		-	-	
<b>Totals</b>	<b>310,000</b>	<b>-</b>	<b>-</b>	<b>310,000</b>	<b>0.00%</b>
<b>299 - Nutrition Services Fund</b>					
2000 - Support Services	0	-		0	0.00%
3000 - Enterprise & Community Services	1,880,458	226,971	760,405	893,082	12.07%
<b>Totals</b>	<b>1,880,458</b>	<b>226,971</b>	<b>760,405</b>	<b>893,082</b>	<b>12.07%</b>
<b>303 - OSBA PERS Bonds</b>					
5000 - Debt Service & Fund Transfers	2,115,764			2,115,764	0.00%
7000 - Unappropriated Ending Fund Balance	-	-		-	
<b>Totals</b>	<b>2,115,764</b>	<b>-</b>	<b>-</b>	<b>2,115,764</b>	<b>0.00%</b>
<b>304 - Full Faith &amp; Credit Obligation</b>					
5000 - Debt Service & Fund Transfers	377,063		-	377,063	0.00%
7000 - Unappropriated Ending Fund Balance	2,937			2,937	0.00%
<b>Totals</b>	<b>380,000</b>	<b>-</b>	<b>-</b>	<b>380,000</b>	<b>0.00%</b>
<b>305 - Bus Purchase Fund</b>					
5000 - Short term debt service	182,856	182,856		-	100.00%
7000 - Unappropriated Ending Fund Balance	2,144			2,144	
<b>Totals</b>	<b>185,000</b>	<b>182,856</b>	<b>-</b>	<b>2,144</b>	<b>98.84%</b>
<b>401 - Capital Improvements</b>					
2000 - Support Services	0		-	0	0.00%
4000 - Capital Outlay	160,000	106,067	-	53,933	66.29%
<b>Totals</b>	<b>160,000</b>	<b>106,067</b>	<b>-</b>	<b>53,933</b>	<b>66.29%</b>
<b>601 - Internal Services</b>					
2000 - Support Services	410,576	34,512	155,488	220,576	8.41%
5000 - Debt Service & Fund Transfers	485,000			485,000	0.00%
<b>Totals</b>	<b>895,576</b>	<b>34,512</b>	<b>155,488</b>	<b>705,576</b>	<b>3.85%</b>
<b>Total All Funds</b>	<b>64,126,081</b>	<b>15,350,862</b>	<b>34,397,538</b>	<b>14,377,681</b>	

Month 2025-26	Chenowith	Col Wright	Dry Hollow	Mosier Comm School	TDMS	TDHS	Innov. Academy	IA Virt'l	LTCT Larkspur	Total	↑↓
September 23	409	278	431	189	535	747	100	178	3	2870	
October 6	409	277	436	190	537	741	99	168	3	2860	10 ↓
November 3	406	274	427	190	533	738	94	173	5	2840	20 ↓
December 1											
January 5											
February 2											
March 2											
April 1											
May 1											
June 1											
Average	408.00	276.33	431.33	189.67	535.00	742.00	97.67	173.00	3.67	2856.67	
Peak	409	278	436	190	537	747	100	178	5	2870	

North Wasco County School District Enrollment by Month



	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
2025-26	2,853	2,857	2,835							
2024-25	2,840	2,845	2,832	2,836	2,800	2,821	2,821	2,823	2,778	2,779
2023-24	2,854	2,851	2,834	2,810	2,797	2,806	2,799	2,803	2,774	2,761
2022-23	2,851	2,849	2,822	2,786	2,767	2,754	2,760	2,757	2,751	2,721
2021-22	2,793	2,782	2,775	2,765	2,721	2,749	2,737	2,732	2,723	2,709
2020-21	2,787	2,798	2,790	2,771	2,752	2,759	2,734	2,722	2,722	2,722
2019-20	3,000	2,985	2,974	2,944	2,901	2,921	2,908	2,909	2,909	2,909
2018-19	2,978	2,983	2,969	2,962	2,893	2,956	2,956	2,971	2,950	2,946
2017-18	3,064	3,023	3,021	3,004	2,992	3,004	2,989	3,013	2,988	2,961

# Request for Approval: Cooperative Agreement with Dufur School District 2025-2026 – Swimming



Awaiting your approval and digital signature.

## Instructions

You've been given access to this online Cooperative Sponsorship Application form in order to indicate your approval by adding your digital signature. If you have any questions, please reach out to your school administrator who sent you the link to this form or contact OSAA Associate Director Melissa Kennedy, melissak@osaa.org or (503) 682-6722 x234.

## Next Steps

1. Review the information on this form.
2. Input your digital signature near the bottom of the page.

## Coop Information - The Dalles / Dufur

**Activity:** Girls Swimming      **Duration:** 1 years      **School Years:** 2025-26 through 2025-26

**Reason:** *This is the reason for creating this cooperative sponsorship.*  
Sport not offered and we are in rural area with geographic challenges and no facilities.

**Practice Location:** The Dalles Athletic Club  
*This is where practices will be held.*

**Contest Location:** The Dalles Athletic Club  
*This is where home contests will be held.*

## Placement

**Combined ADM:** 594  
*Sum of both school's ADM numbers from the selected starting school year.*

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

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

## Host School

**The Dalles**  
Classification: 4A, ADM: 540  
League: 4A-2 Tri-Valley Conference

## School 2

**Dufur**  
Classification: 1A, ADM: 54  
League: 1A-6 Big Sky League

## League Approval

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

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

**Name:** Andrew Mott      **School:** Estacada High School  
**Email:** motta@estacada.k12.or.us      **Role:** Athletic Director

## Host School Information - The Dalles

### Activity Participation - Girls Swimming - The Dalles

*The Dalles Girls Swimming participants, by school year and grade*

Participation	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	1	2	3	1
Current Year	3	3	1	1
Next Year	2	3	2	3

### Superintendent Approval

**Superintendent Name:**  \*

*Please type in your name.*

**Signature:** /s/  \*

*Indicate your approval and digitally sign this form by typing in your full legal name. Confirm your signature by clicking outside of the text box.*

### School Enrollment - The Dalles

*Students enrolled at The Dalles, by school year and grade*

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	169	182	170	180
Current Year	182	170	180	206
Next Year	170	180	206	170

### School Board Approval - North Wasco County School District 21

**Date School Board Approved:**  \*

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

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

## School 2 Information - Dufur

### Activity Participation - Girls Swimming - Dufur

*Dufur Girls Swimming participants, by school year and grade*

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

### Superintendent Approval

**Superintendent Name:**  \*

*Please type in your name.*

**Signature:** /s/  \*

*Indicate your approval and digitally sign this form by typing in your full legal name. Confirm your signature by clicking outside of the text box.*

### School Enrollment - Dufur

*Students enrolled at Dufur, by school year and grade*

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	12	25	18	27
Current Year	24	21	27	25
Next Year	21	27	25	31

### School Board Approval - Dufur School District 29

**Date School Board Approved:**  \*

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

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

# North Wasco County School District 21

Code: DBEA  
Adopted: 5/19/16  
Revised/Readopted: 3/21/24

## Budget Committee

### Organization, Membership and Terms of Office

The district budget committee will consist of seven members of the Board and seven electors appointed by the Board as required by law. Terms of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years each, with appointments made so that, as nearly as practicable, the terms of one-third of the members end each year. Appointive members of a budget committee in a district that prepares a biennial budget shall be appointed to four-year terms. The terms shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members end each year. At least one member of the budget committee must be a member of the district's educational equity advisory committee.<sup>1</sup> The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a 14 member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action item.

### Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board's educational plan, and other pertinent material bearing on the preparation of the district budget.

### Meetings of the Budget Committee

The district's budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

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<sup>1</sup> Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025. [The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.](#) }

## Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

## Final Action

The budget committee will approve an estimated district budget document for submission to the Board.

END OF POLICY

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## Legal Reference(s):

[ORS 174.130](#)

[ORS 192.610 - 192.695](#)

[ORS 581-022-2307](#)

[ORS 328.542](#)

[ORS 294.305 - 294.565](#)

[ORS 329.711](#)

[ORS 433.835 - 433.875](#)

# North Wasco County School District 21

Code: IIA  
 Adopted: 6/08/00  
 Revised/Readopted: 5/26/04; 6/15/17; 5/26/22;  
 6/26/25; 2025  
 Orig. Code: IIA

## Instructional Materials

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and ~~school and classroom~~ library materials ~~in school and classroom libraries, and that those materials should be inclusive of populations represented in a global society. The process to select materials will reflect respect for all people, regardless of race, color, creed, national origin, age, sex, sexual orientation, gender identity, or disability.~~

Any person responsible for the adoption of textbooks or the approval of instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.

Any person responsible for the selection or retention of library materials may not prohibit the selection or retention of, or refuse to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by any individual or group against whom discrimination is prohibited under ORS 659.850, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability.

Material involved with a reconsideration ~~request~~ will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations. Meetings of reconsideration committees may be subject to Public Meetings Law. Records regarding reconsideration procedures are subject to Public Records Law.

This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures.

The term “instructional material” includes core instructional materials, supplemental materials, ~~school library materials, and classroom library materials~~ and library materials made available in classroom or school libraries as defined below.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

### Definitions

“Core instructional material,”<sup>1</sup> sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

“Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

“Library materials” includes educational or literary materials that are nonfiction or fiction and that are available in print or an electronic format. “Library materials” does not include textbooks or instructional materials that are selected under ORS 337.120, 337.141 or 337.260.

“School library materials” means ~~and collection of library materials which are kept in the school library for student selection and use~~ made available to students at school, either at a central location of the school, at a common area for one or more grades of the school, or through an online remote education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. ~~These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc.~~ These materials are not adopted by the Board.

“Classroom library materials” means ~~any collection of library materials which are kept in the classroom for student selection and use~~ made available to students in a single classroom or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use.

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<sup>1</sup> This comes from OAR 581-011-0050(1), referring to instructional materials which must be adopted by local school boards.

~~These may include books, media, newspapers, magazines, videos, etc.~~ These materials are not adopted by the Board.

### **Core Instructional Materials**

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent or designee to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide for involvement of administrators, staff, parents, and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed on a seven-year cycle and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. The adoption of textbooks for American history and government by the Board and any committee shall be done in a manner ~~in accordance~~ **compliant** with ORS 337.260. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge. All requests for reconsideration of core instructional materials may be considered under administrative regulation IIA-AR(2) - Reconsideration of Core Instructional Materials.

The district may choose to independently adopt core instructional materials which are not on the state-approved list, using state-approved selection criteria.

### **Supplemental Instructional Materials**

All supplemental instructional materials will be selected by teachers, principals, librarians, and/or others, as determined appropriate which may not be through any formal selection procedure. **Decisions regarding the use of, or refusal to approve the use of, supplemental instructional materials shall be made in a manner compliant with ORS 337.260.** Such materials will contain suitable readability levels and support the district's adopted curriculum content. Materials will be used for their intended audience.

### **School Library Materials**

All school library materials will be selected by a librarian using established selection criteria. **The selection or retention of library materials in a school library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025).** Such materials will contain suitable readability levels.

### **Classroom Library Materials**

All classroom library materials will be selected by a classroom teacher and/or others, with no formal selection procedure. **The selection or retention of library materials in a classroom library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025).** Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library.

END OF POLICY

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**Legal Reference(s):**

[ORS 174.100](#)  
[ORS 332.107](#)  
[ORS 336.035](#)  
[ORS 336.082](#)  
[ORS 336.840](#)  
[ORS 337.120](#)  
[ORS 337.141](#)

[ORS 337.150](#)  
[ORS 337.260](#)  
[ORS 337.511](#)  
[ORS 339.155](#)  
[ORS 659.850](#)

[OAR 581-011-0050 - 0117](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2340](#)  
[OAR 581-022-2350](#)  
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (~~2018~~ 2024).

Title VI of the Civil Rights Act ~~of 1964~~, 42 U.S.C. § 2000d (~~2018~~ 2024); 28 C.F.R. §§ 42.101-42.106 (~~2019~~ 2024).

Title IX of the Education Amendments ~~of 1972~~, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (~~2018~~ 2024);

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2024~~ 2020).

[American with Disabilities Act](#)/Americans with Disabilities Act Amendments Act ~~of 2008~~, 42 U.S.C. §§ 12101-12133 (~~2018~~ 2024); 29 C.F.R. Part 1630 (~~2019~~ 2024); 28

C.F.R. Part 35 (~~2019~~-2024).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2018~~ 2024).

[Senate Bill 1098](#) (2025).

**Cross Reference(s):**

INB - Studying Controversial Issues

KH - Public Gifts to the District

# North Wasco County School District 21

Code: JHFE/GBNAB-AR(2)  
Revised/Reviewed: 1/30/18; 8/23/18; 12/16/21; 11/20/25  
Orig. Code: JHFE-AR

## Abuse of a Child Investigations Conducted on District Premises

The Department of Human Services (DHS) or a law enforcement agency has the authority to conduct an investigation of a report of child abuse on school premises according to Oregon Revised Statute (ORS) 419B.045. The school administrator must be notified that the investigation is to take place, unless the administrator is a subject of the investigation. The investigator is not required to reveal information about the investigation to the school as a condition of conducting the investigation.

After the investigator provides adequate identification, school staff shall allow access to the child and provide a private space for conducting the interview. The investigator shall be advised by a school administrator or a school staff member of a child’s disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator’s discretion, be present to facilitate the investigation.

School staff may only notify DHS, the law enforcement agency or school employees that are necessary to enable the investigation. School staff may not notify any other persons, including the child’s parent(s) or guardian(s).

Investigator Name (Printed)	Name of Agency
Investigator Position & Badge or ID Number	Record Reference # <i>(if available)</i>
Investigator Signature	Student Name
Name of Worker’s/Investigator’s Supervisor	School
Supervisor Contact Information	Date

Investigator refused to sign. District staff should not deny entry based on refusal to sign.

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**FOR COMPLETION BY DISTRICT STAFF**

Name of Administrator Notified	<input type="checkbox"/> Student not available for interview
Name of Office Staff Involved	<input type="checkbox"/> Student refused to be interviewed
Name of Participating Administrator	<input type="checkbox"/> Administrator participated in interview

*This form should be placed in a separate secure file and not in the student’s file.*

# North Wasco County School District 21

Code: BCBA-AR(1)  
Adopted: 2/23/23  
Revised/Readopted: 6/20/24;  
6/26/25; 11/20/2025

## Student Representatives to the Board

The Board recognizes and values student input in the decision-making process. To support and encourage student participation, the Board may ~~allow up to~~ select a minimum of two student representatives to serve as advisory members of the Board.

### Student Representative Eligibility

1. Student representatives must attend The Dalles High School or Innovations Academy as a full-time student. A student may automatically be selected to serve another term without reapplying if they choose to serve again.
2. Student representatives must be able to serve for the period of September 1 through June 30.
3. Student representatives must complete the selection process in full, including the Student Representative **on** the Board Application Form and interviews with a board sub-committee. Application forms are due to the school principal by May 15.

### Application and Selection Process

1. Student representatives will be nominated by the principal of the school in which they attend (The Dalles High School or Innovations Academy).
2. The principal will consider recommendations from the student body and faculty.
3. Upon receiving a nomination, interested candidates must complete the Student Representative to the Board Application Form and Essay and return it to the principal before May 15.
4. Principal-approved application forms will be reviewed by a board member panel and interviews may be conducted to determine which candidate(s) will be the best fit.
5. The Board may select a minimum of two candidates to serve in equal advisory positions. The selection of a student representative for the subsequent school year will be made by committee no later than June 15.
6. If a student representative is removed as a board member or abdicate their position voluntarily, the principal may be asked to select a replacement to complete that representative's term.

## **District Role and Responsibilities**

1. The district administration will ensure the student representative on the Board receives the same notices and materials as elected/appointed school board members, e.g., notice of meetings, agenda, appropriate meeting materials, except confidential information or materials concerning personnel, bargaining or legal matters.
2. The district will invite student representatives to attend public budget meetings.
3. Provide space at the board table for two student representatives during all regular sessions. Special sessions such as the Board retreat or conferences can be attended at the student's discretion. Student representatives are not allowed to attend executive or emergency sessions.
4. Allow student representatives the same privileges of discussion that apply to all Board members. Student representatives may make advisory recommendations which will be captured in the Board meeting minutes, but they may not cast votes on any motions.
5. Assign one or more mentors to the student representatives regarding Board member roles, responsibilities, etiquette and protocol. The mentor may be a current or former school board member with at least two full years of school board experience.
6. Remove a student representative or end the program if issues transpire that lead members to determine it (or an individual) has become counter-productive to the guiding principles of the Board.

## **Student Representative Role and Responsibilities**

1. Take the following Oath of Office stated in Board policy BCBA – Student Representative(s) on the Board before taking their seat on the Board;
2. Attend monthly regular board meetings, work sessions and invited to attend budget meetings that are deemed necessary. Transportation to and from meetings is the responsibility of the student;
3. Will review and read the board packet in preparation for meetings;
4. Shall not be a voting member of the Board or hold an officer position on the Board;
5. Shall not attend an executive session of the Board;
6. Can participate in discussions of the Board at regular meetings and work sessions;
7. Speak to the interests of the students in a manner that is appropriate and respectful to all members of the Board, school faculty and members of the audience;
8. Maintain confidentiality while serving as a liaison between the Board and the student body;
9. Meet with the superintendent and or board secretary as needed;
10. Read and sign the Board Operating Protocols;

11. Will give earliest possible notification to the Board of intent to resign, if applicable. Vacancies will be filled through the established process or a student representative may be appointed as deemed appropriate by the Board;
12. May be removed from office for failing to meet roles and responsibilities or regulations outlined herein as deemed by the Board, or if deemed necessary by district administration as part of a disciplinary proceedings issued by school administration.

#### Other Responsibilities and/or Duties as Assigned

The following is a non-inclusive list of other possible duties and/or responsibilities for student representative on the board:

1. May be asked to present specific school board proposals to the district's student community to gain insight and opinions from local students, as appropriate.
2. May be asked to communicate with school-sponsored clubs and organizations on topics proposed by the Board.
3. May be asked to serve on a Board committee.
4. May be asked to participate in the promotion for the role of student representative on the Board during the application period for a successor.