

## Regular Meeting

Thursday, January 22, 2026 6:00 PM

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

1. **Call Meeting to Order and Pledge of Allegiance** **Presenter:** Betsy Hege, Chair

2. **District Mission / Vision / Values**

3. **Review / Revision of the Agenda**

4. **Public Comment on Agenda Items Only**

5. **Building Student Representative Reports:**

6. **Student / Staff Recognition**

6.a. **School Board Appreciation Month** **Presenter:** Dr. Carolyn Bernal, Superintendent

7. **Consent Agenda**

7.a. School Board Meeting Minutes from previous meeting

7.a.1. **12.4.25 - Board Work Session Minutes**

7.a.2.

- **12.18.25 - Regular Board Meeting Minutes**

7.b. Personnel Report

7.c. 2nd Reading & Adoption of Policies

7.c.1. **Action Item:** *Adopt Policy IKF - Graduation Requirements (UPDATED)*

8. **Board of Directors Operations:**

8.a. **Board Action Calendar - Review**

8.a.1. **January:**

- [Worksession: Superintendent gives update on progress towards goals](#)
- Finalize Board Operating Agreement
- Initiate Targeted Feedback Survey
- Monitor Facilities Direction
- Review Board goals
- Review/revise policies as needed

8.a.2.

**February:**

- [Superintendent to complete self-evaluation & Board members to complete individual Superintendent evaluations.](#)
- By March 15<sup>th</sup> approve recommended actions on licensed

staff

- Monitor Facilities Improvement Direction
- Review/revise policies as needed.

8.b. **Members Reports, to include Committee Reports if applicable:**

9. **Student Representatives to the Board - Report:**

- *Nancy Diaz Sanchez*
- *Rafael Comacho*
- *Lariah Lind*

10. **Staff Reports:**

11. **New Business:**

11.a. **Presentations / Reports:**

11.a.1. **Presentation: Co-op Agreements for Spring 2026 Sports with Dufur.** **Presenter:** Jim Taylor, AD

11.a.1.a. **Action Item: Approve HS Baseball and Softball Co-op with Dufur for the Spring 2026 season**

11.a.1.b. **Action Item: Approve HS Boys Volleyball Co-op with Dufur for the Spring 2026 season**

11.a.2. **Superintendent's Report** **Presenter:** Dr. Carolyn Bernal, Superintendent

11.a.2.a. **Follow-ups from prior meetings, as needed:**

11.a.2.b. **Presentation: Monthly Data Drip - Literacy** **Presenter:** Dr. Carolyn Bernal, Superintendent and Allie Ivey, TLA Director

11.a.3. **Chief Financial Officer's Report** **Presenter:** Dan Pedersen, CFO

11.a.3.a. **Financial Statements:**

11.a.3.b. **Student Enrollment:**

11.a.3.c. **Presentation: District Audit Report for the 2024-2025 year**

11.a.4. **Board Attorney's Report** **Presenter:** Jason Corey, Board Attorney

12. **Discussion / Action Items:**

12.a. **Action Requested: Ratify the North Wasco Education Support Professionals Collective Bargaining Agreement for the 2025/2026 and 2026/2027 school years.**

12.b. **Action Requested: Ratify the D21 Education Association Collective Bargaining Agreement for the 2025/2026 and 2026/2027 school years.**

12.c. **Action Requested: Approve 2025/2026 and 2026/2027 Salary Increases for Confidential Employees**

12.d. **Action Requested: Approve 2025-2026 and 2026-2027 Salary Increases for Non-Represented Employees**

12.e. **DISCUSSION: Board Operating Agreement**  
Look over the proposed Board Operating Agreement edits from the December 4th Work Session, and decide on the highlighted text, then approve and adopt the agreement as edited.

**ACTION ITEM: Move to Approve and Adopt Board Operating Agreement as edited.**

13. **Comments from the Audience about Non Agenda Items**

14. **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 – January 22, 2026 *Current as of -January 13, 2026*

### 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
N/A			

### 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
N/A			

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

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

**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
Libia Ruiz Najera	Nutrition Svcs I	CWE	Resigned December 19, 2025
Angela Ortega	Ed Asst IV-SPED	TDHS	Resigned December 19, 2025
Nubia Contreras Villa	Media Asst IV	TDHS	Resigned December 15, 2025
July Maus	Bus Driver	Transportation	Resigned December 19, 2025
Alyssa Harris	Ed Asst IV-LTCT	WC	Resigned December 19, 2025
Eric Manning	Bus Driver	Transportation	Resigned January 9, 2026
LaDawna Harn	Ed Asst IV-SPED	CES	Retiring January 30, 2026
Dayana Valera	Maintenance I	TDHS	Resigned January 6, 2026

**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
N/A			

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Advertised Vacancies**

<b>Position</b>	<b>HRS/FTE</b>	<b>Building</b>	<b>Close Date</b>	<b>Comments</b>
School Psychologist	8 Hrs	Dist Wide	Open Until Filled	Advertised
Physical Therapy Assistant	8 Hrs	Dist Wide	Open Until Filled	Advertised
Nutrition Services-PT	6 Hrs	NS	Open Until Filled	Advertised
Maintenance I-FT	8 Hrs	Operations	Open Until Filled	Advertised
Maintenance III-Grounds Lead	8 Hrs	Operations	January 23, 2026	Advertised
Ed Asst IV-Mental Health (Temp 25'-26' SY)	7.5 Hrs	Student Services	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
ELL Assistant (Temporary 25'-26' SY)	7.5 Hrs	TDHS	Open Until Filled	Advertised
ELL Assistant (Temporary 25'-26' SY)	7.5 Hrs	TDMS	Open Until Filled	Advertised
Director of Transportation	8 Hrs	Transportation	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 Softball Coach(s) 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Head Boys Golf Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Track Coach 25'-26'	Seasonal	TDMS	Open Until Filled	Advertised

# North Wasco County School District 21

Code: IKF  
 Adopted: 5/26/04  
 Revised/Readopted: 3/10/11; 5/10/12; 7/10/14;  
 6/16/16; 6/15/17; 8/24/17;  
 1/30/18; 3/22/18; 8/23/18;  
 6/13/19; 2/23/23; 1/22/26  
 Orig. Code: IKF

## Graduation Requirements\*\*

The Board ~~will~~ **establishes** graduation requirements for the awarding of a regular high school diploma, modified diploma, extended diploma and ~~alternative a~~ certificate **of attendance** which meet or exceed state standards.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is ~~received~~ **given** by the student's parent or guardian, or by the student if the student is 18 years of age or older or emancipated.

~~Students and their parents will be notified annually of the requirements for all high school diplomas. See the graduation requirements in the high school student handbook for specific instructions.~~

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. ~~A~~ **In foster care child**<sup>1</sup>;
2. **Experiencing houselessness** <sup>2</sup> ~~Homeless~~;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; ~~or~~
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program; **or**
7. <sup>3</sup>**Enrolled in an approved recovery school under ORS 336.680.**

<sup>1</sup> "Foster child" is ~~As~~ defined in ORS 30.297.

<sup>2</sup> See OAR 581-022-2000 for additional information.

<sup>3</sup> Applies to high school diplomas awarded on or after January 1, 2026.

For any student identified above, the district shall accept any credits earned by the student, in an educational program<sup>4</sup> in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

## Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits of language arts<sup>5</sup> (shall include the equivalent of one unit in written composition);
3. Three credits of science;
4. Three credits of social sciences (including shall include 0.5 units of US history, civics<sup>6</sup> credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, and economics. and<sup>7</sup> financial literacy including personal finance);
5. <sup>8</sup>One-half credit of higher education and career path skills;
6. <sup>9</sup> One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education;
9. Three credits in career technology education, the arts or world language<sup>10</sup> (units shall be earned in any one or a combination).
10. Five credits of elective courses; and

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<sup>4</sup> “Educational program in this state” means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.962~~961~~ or a hospital identified in ORS 343.261.

<sup>5</sup> “Language arts” includes reading, writing and other communications in any language, including English.

<sup>6</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

<sup>7</sup> This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

<sup>8</sup> Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>9</sup> Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>10</sup> “World languages” includes sign language, heritage languages and languages other than a student’s primary language.

11. Schools may require community service hours to be completed during the four year duration of high school.

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements, as outlined in ~~OAR 581-022-2000~~ above, a student must<sup>11</sup>:

1. <sup>12</sup>Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. ~~Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collections(s)); and~~
4. Participate in career-related learning experiences.

### Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has ~~Have~~ a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall with at least 13 of those credits to include:

3. Two credits of mathematics;
4. Three credits of language arts;
5. Two credits of science;

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<sup>11</sup> ~~The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).~~

<sup>12</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

6. Two credits of social sciences (which may include history, civics, geography and economics); ~~including personal finance~~);
7. <sup>13</sup>One-half credit in personal financial education;
8. <sup>14</sup>One-half credit in higher education and career path skills;
9. One credit in health education;
10. One credit in physical education; ~~and~~
11. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination); ~~and~~
12. ~~Eleven credits in elective courses.~~

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. <sup>15</sup>Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. ~~Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).~~

Districts may make modifications to the assessment for a student who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in ~~learning expectations~~ ~~the achievement level~~, construct, or ~~content that is to be measured,~~ ~~grade level standard~~ or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard; ~~The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;~~
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed, and in the year in

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<sup>13</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

<sup>14</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

<sup>15</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified ~~Smarter-Balanced~~ statewide assessment.

A student's school team (~~which must include an adult student, parent/guardian of the student~~) shall decide ~~that if a student should~~ will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

~~Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.~~

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

## Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than ~~six~~ 6 credits in a self-contained special education classroom, and will include:
  - a. Two credits of in mathematics;
  - b. Two credits of in language arts;
  - c. Two credits of in science;
  - d. Three credits of in history, geography, economics or civics;
  - e. One credit of in health;
  - f. One credit of in physical education; and
  - g. One credit of in the arts or a world language; and

2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievements; or
  - c. A change in the student’s ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

~~Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.~~ For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### **Alternative Certificate**

~~Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.~~

~~Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.~~

### **Certificate of Attendance**

A certificate of attendance<sup>16</sup> will be awarded to students who:

1. Have maintained regular full-time attendance<sup>17</sup> for at least four years beginning in grade nine;
- 2 Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and

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<sup>16</sup> A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

<sup>17</sup> There is no established definition of “regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided.

“Regular full-time attendance” means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences are considered absences for this purpose. ~~will not be counted against a student.~~

“Regular full-time attendance” means not having eight or more unexcused absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.

3. Have a documented history<sup>18</sup>.

For students with a documented history<sup>19</sup>, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

4. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and
5. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve a high school diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student who has the documented history listed under the above modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative a certificate of attendance in either the later of 4 four years after starting the ninth grade 9, or until the student reaches the age of 21 years, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy complete the requirements for a modified diploma, an extended diploma or an alternative a certificate of attendance in less than 4 four years but not less than 3 three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative a certificate of attendance in less than 4 four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

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<sup>18</sup> "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

<sup>19</sup> "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or ~~an alternative~~ a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or ~~an alternative~~ a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. ~~and when~~ When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that are is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an individualized education program (IEP) completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education ("FAPE") until the age of 21, even if they have earned a modified diploma, an extended diploma, ~~an alternate~~ a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities who receives for a modified diploma, extended diploma or ~~alternative~~ certificate of attendance is contingent on the IEP team determining the student's continued eligibility and ~~need for~~ special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out of the ~~Smarter Balanced or alternate Oregon Extended Assessment~~ Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form<sup>20</sup> and submitting the form to the district.

The district will issue a high school diploma, ~~upon request and pursuant to Oregon law (ORS 332.114)~~, to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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<sup>20</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

**Legal Reference(s):**

[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 336.585](#)  
[ORS 336.590](#)

[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)  
  
[OAR 581-021-0009](#)  
[OAR 581-022-0102](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.

*Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992*, published by the OREGON DEPARTMENT OF EDUCATION.

**Cross Reference(s):**

IKFA - Early and Delayed Graduation Requirements

DRAFT

## Coop Information - The Dalles / Dufur

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

**Reason:** *This is the reason for creating this cooperative sponsorship.*  
Lack of athletes, geographic isolation.

**Practice Location:** The Dalles High School  
*This is where practices will be held.*

**Contest Location:** The Dalles High School  
*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 Classification:** 4A  
*Based on the combined ADM, this coop would compete in this classification.*

**Coop League:** 4A-2 (2022-2025) Tri-Valley Conference  
*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-2 Tri-Valley Conference

**Name:** Andrew Mott **School:** Estacada High School  
**Email:** motta@estacada.k12.or.us **Role:** Athletic Director  
**Signature:** /Andrew Mott/ **Date Decided:** 1/7/2026  
**Approved?:**  **Approved**  
**Comments:** --

## Host School Information - The Dalles

### Activity Participation - Baseball - The Dalles

*The Dalles Baseball participants, by school year and grade*

Participation	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	5	6	4	3
Current Year	5	3	7	18
Next Year	3	7	18	5

### 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	158	179	166	174
Current Year	179	166	174	200
Next Year	166	174	200	205

### 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 - Baseball - Dufur

*Dufur Baseball participants, by school year and grade*

Participation	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	0	0	0	2
Current Year	0	0	2	0
Next Year	0	2	0	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.*

### School Enrollment - Dufur

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

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	18	22	24	27
Current Year	18	18	27	29
Next Year	18	27	29	29

### 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.*

## Coop Information - The Dalles / Dufur

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

**Reason:** *This is the reason for creating this cooperative sponsorship.*  
Lack of athletes, rural geographic location.

**Practice Location:** The Dalles High School  
*This is where practices will be held.*

**Contest Location:** The Dalles High School  
*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 Classification:** 4A  
*Based on the combined ADM, this coop would compete in this classification.*

**Coop League:** 4A-2 (2022-2025) Tri-Valley Conference  
*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-2 Tri-Valley Conference

**Name:** Andrew Mott

**School:** Estacada High School

**Email:** motta@estacada.k12.or.us

**Role:** Athletic Director

**Signature:** /Andrew Mott/

**Date Decided:** 1/7/2026

**Approved?:**  **Approved**

**Comments:** --

## Host School Information - The Dalles

### Activity Participation - Softball - The Dalles

*The Dalles Softball participants, by school year and grade*

Participation	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	1	4	4	12
Current Year	4	4	12	11
Next Year	4	12	11	10

### 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	158	179	166	174
Current Year	179	166	174	200
Next Year	166	174	200	205

### 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 - Softball - Dufur

*Dufur Softball participants, by school year and grade*

Participation	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	0	2	1	1
Current Year	2	0	1	1
Next Year	0	1	1	2

### 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	18	22	24	27
Current Year	18	18	27	29
Next Year	18	27	29	29

### 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.*

## Coop Information - The Dalles / Dufur

**Activity:** Boys Volleyball      **Duration:** 1 years      **School Years:** 2025-26 through 2025-26

**Reason:** *This is the reason for creating this cooperative sponsorship.*  
Dufur does not have enough boys interested to sponsor their own team.

**Practice Location:** The Dalles High School  
*This is where practices will be held.*

**Contest Location:** The Dalles High School  
*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:** Mike Lord

**School:** Molalla High School

**Email:** mike.lord@molallariv.k12.or.us

**Role:** Athletic Director

**Signature:** *Not Yet Signed*

**Date Decided:** --

**Approved?:**  *Awaiting League Approval*

**Comments:** --

## Host School Information - The Dalles

### Activity Participation - Boys Volleyball - The Dalles

*The Dalles Boys Volleyball participants, by school year and grade*

Participation	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	0	0	0	0
Current Year	7	5	3	5
Next Year	5	3	5	5

### 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	177	164	174
Current Year	177	164	174	198
Next Year	164	174	198	205

#### 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 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 - Boys Volleyball - Dufur

*Dufur Boys Volleyball participants, by school year and grade*

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

### School Enrollment - Dufur

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

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade
Last Year				
Current Year				
Next Year				

#### 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 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.*



# Monthly Data Drip Protocol: *Literacy*

# Data Review Focus



This data review will explore patterns of literacy development and growth across schools and student groups as well as learn about the work happening in North Wasco to support early literacy development.

# Data Review Objectives



By the end of the data review, board members will be able to:

- Interpret literacy data by school and student group
- Identify trends, gaps, and patterns in literacy growth and performance
- Learn about strategies to support early literacy development including teacher professional learning and student interventions and supports.

# Reflection



When you think about learning to read, what do you remember most clearly?

- *Did someone read to you regularly?*
- *Do you remember phonics, sounding out words, or memorizing words?*
- *Do you remember struggling or reading easily?*

# Literacy Development



- K-2: Learning to Read
- 3-5: Reading to Learn
- 6-8: Applying Reading to Complex Texts

# Why Early Literacy Matters



When students do not develop literacy skills early on:

- Students struggle across subjects:
- Gaps often grow over time
- Support needs become more intensive

# How Reading Was Often Taught in the Past



Many students learned to read through:

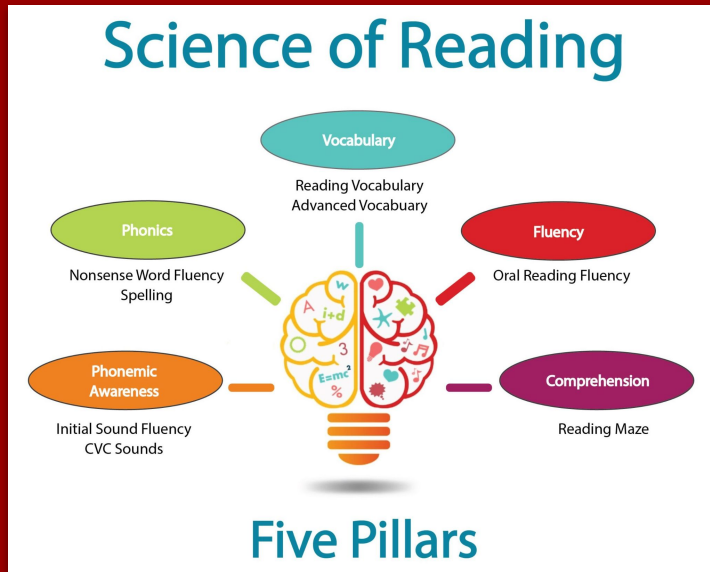
- Context clues
- Pictures
- Guessing unfamiliar words
- Memorization

# What is the Science of Reading?

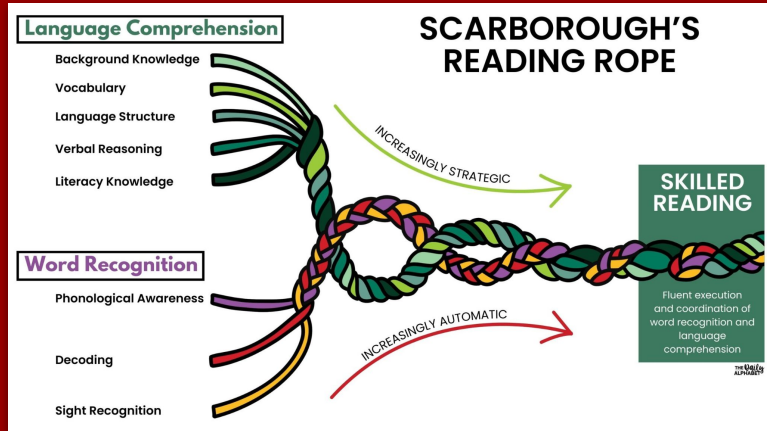
The science of reading is research, not a program.

It draws from:

- Neuroscience
- Psychology
- Linguistics
- Education research



# What the Science of Reading Emphasizes



Most students need explicit, systematic instruction in:

- Hearing and working with sounds in spoken language
- Understanding how letters represent sounds
- Blending sounds to read words
- Building fluency so reading becomes automatic
- Developing vocabulary and comprehension

# What This Looks Like in Our District



The district is supporting strong literacy instruction by:

- Implementing curriculum that aligns with Science of Reading including Foundations.
- Training teachers in the science of reading through Eastern Oregon University
- Using iReady interim assessment data to reflect and improve instruction
- Providing reading interventions to students across K-8.
- Providing high-dosage tutoring to students after-school.

# Why Teacher Training Matters



High-quality reading instruction depends on:

- Understanding how students learn to read
- Consistency across classrooms
- Ability to respond when students struggle

# High Dosage Tutoring

- North Wasco applied and received high dosage tutoring dollars;
- $25/26 = \$97,182.85$
- $26/27 = \$101,149.49$
- Total amount over two years = \$198,332.34
- We are currently working on the plan for what HDT will look like in NWCSD;

# High Dosage Tutoring

## High-Dosage Tutoring Program Criteria

Category	Our High-Dosage Tutoring Program:
Schedule	<ul style="list-style-type: none"><li>• Is provided during the school year<sup>1</sup> (occurring during the school day or before/after school).</li><li>• Is provided outside of regular core instruction.<sup>2</sup></li></ul>
Frequency & Duration	<ul style="list-style-type: none"><li>• Ensures each student receives tutoring 2 or more times per week over a 10-week period.</li></ul>
Student Groupings	<p>Includes 4 or fewer students per group. Strategically groups students to allow the tutor to deliver consistent relevant instruction to the same students. Prioritizes participation of students not yet reading at grade level and student groups that have historically experienced academic disparities.</p>
Science of Reading & Writing	<ul style="list-style-type: none"><li>• Is based on the science of reading and writing, which means:<ul style="list-style-type: none"><li>• The convergence of findings from research on reading and writing processes, development and instruction;<sup>3</sup></li><li>• The teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension through explicit and systematic instruction that can be differentiated and responsive to meet the needs of individual learners; and</li><li>• The integration of reading and writing.</li></ul></li></ul>
High-Quality Instructional Materials <sup>4</sup>	<p>Uses materials aligned to Oregon's <a href="#">English Language Arts Standards</a> and connected to <b>the core adopted high-quality instructional materials of the school</b> that help accelerate student learning toward grade-level standards.</p>
Reaching All Learners	<ul style="list-style-type: none"><li>• Uses culturally-responsive practices for all students, particularly supporting student groups that have historically experienced disparities.<sup>5</sup></li></ul>

# Assessment Types: Purpose & Role in Learning

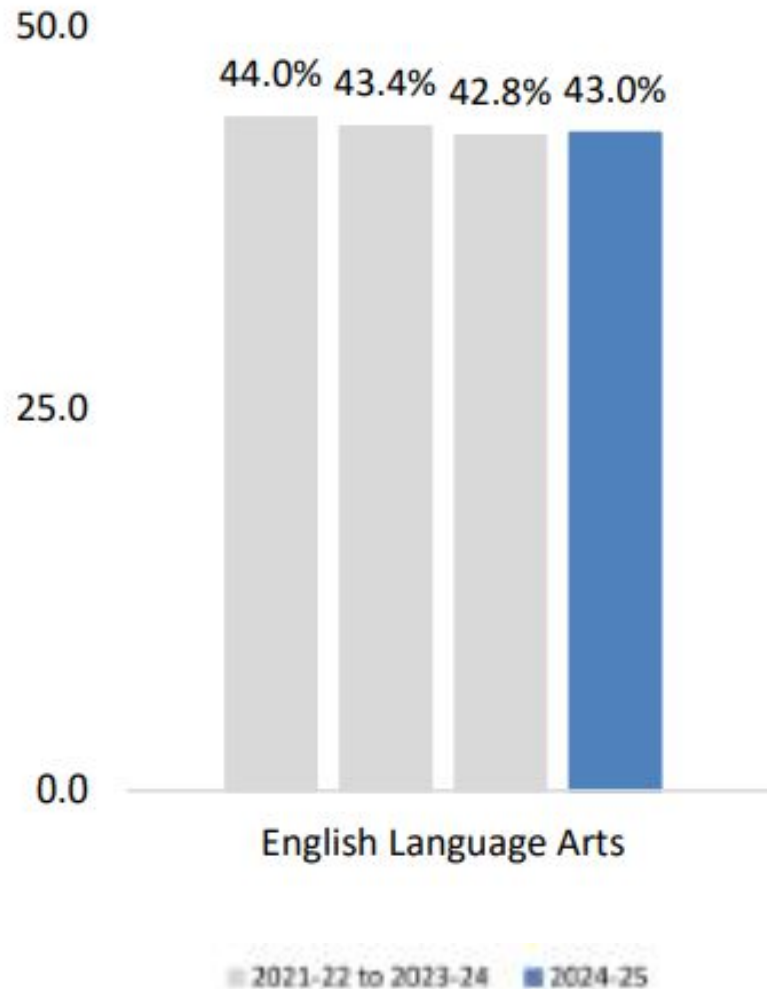
- **Statewide Assessments (OSAS):** Assessment OF Learning
- **Interim Assessments (iReady):** Assessment FOR Learning
- **Local Performance Assessments (Teacher Chosen):** Assessment AS Learning

# Assessments OF Learning

# Oregon Statewide Assessment System (OSAS)

- Measures student mastery of Oregon academic standards
- Summative snapshot after instruction is complete
- Administered statewide in ELA, Math, and Science
- Provides consistent data across schools and districts
- Used for accountability, trend analysis, and system improvement
- Informs programs and policy not daily classroom instruction

# Statewide Literacy Context: English Language Arts Arts Proficiency

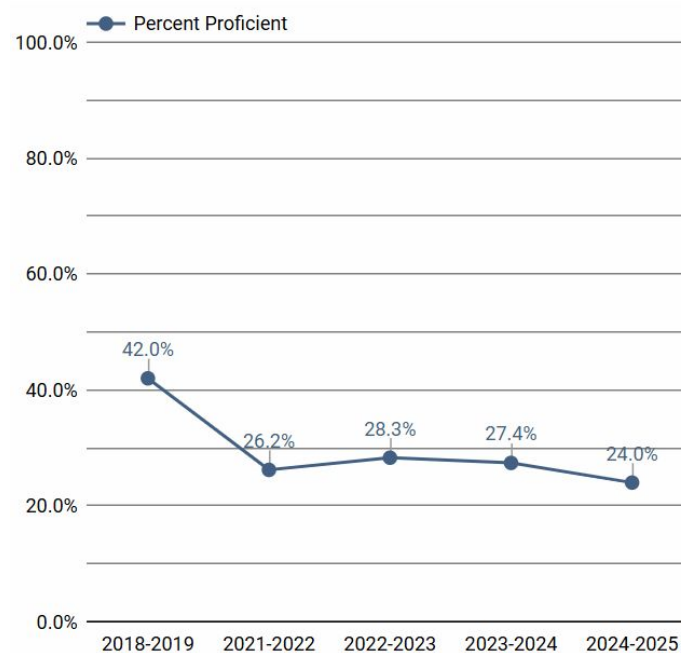


# Statewide Literacy Context: Third-Grade Proficiency

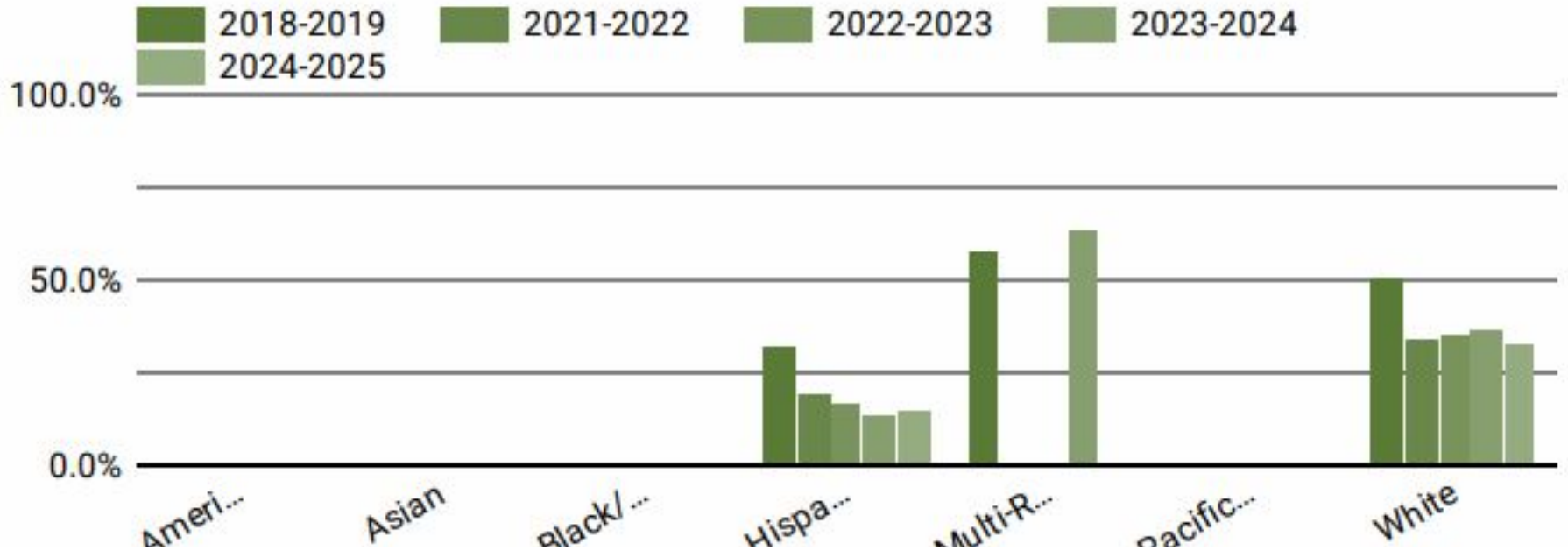
Student Group	English Language Arts (ELA)
All Students	40%
Students Experiencing Poverty	23%
English Learners <sup>1</sup>	6%
Students with Disabilities <sup>2</sup>	21%
American Indian/Alaska Native	31%
Asian	53%
Black/African American	24%
Hispanic/Latino	23%
Multi-racial	46%
Native Hawaiian/Pacific Islander	18%
White	48%
Extended Assessment <sup>2</sup>	19%
Migrant Education	12%
Houseless	17%
Military-connected	41%
Students in Foster Care	18%

# North Wasco Literacy Context: Longitudinal Third-Grade Proficiency

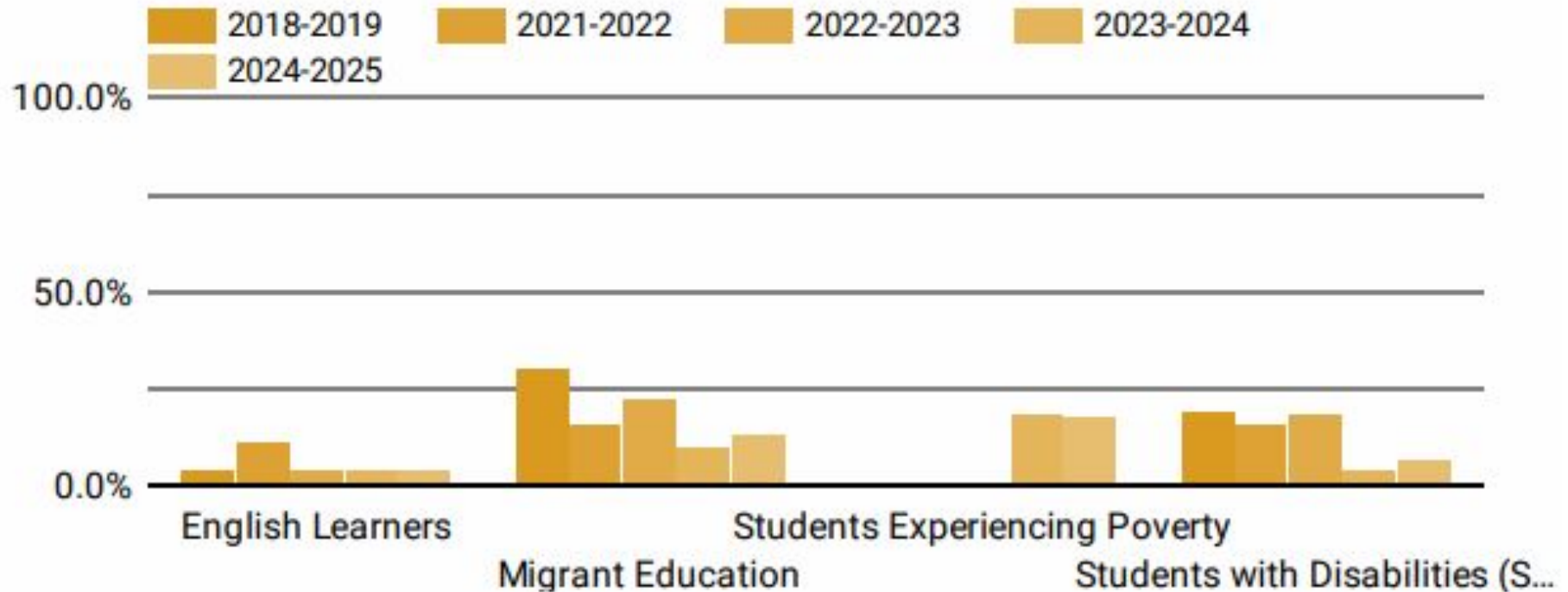
Percent Scoring 3 or Higher in 3rd Grade Overtime



# North Wasco Literacy Context: Third-Grade Proficiency by Race Over Time



# North Wasco Literacy Context: Third-Grade Proficiency by Program Over Time



# Assessments FOR Learning

# iReady Interim Assessments

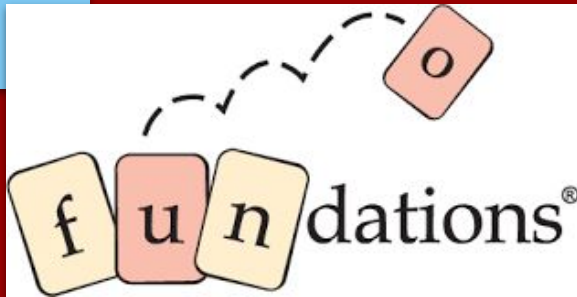


- Measures student progress toward grade-level standards
- Administered multiple times during the school year
- Adaptive diagnostic and progress monitoring in Reading and Math
- Provides timely, actionable data for teachers and teams
- Used to guide instruction, intervention, and support learning growth

# Assessments AS Learning

# Local Performance Assessments

WIT &  
WISDOM<sup>®</sup>



- Measures student understanding through authentic application
- Embedded within daily instruction
- Includes projects, presentations, performances, and portfolios
- Provides rich evidence of learning beyond selected-response tests
- Used to support student reflection, feedback, and revision

# Notice → Wonder → Monitor



## How to Read the i-Ready Reading Data

- **Most Recent:** Latest completed i-Ready diagnostic
- **Tier 1 / Tier 2 / Tier 3:** On grade level / approaching / significantly below
- **By Group:** Performance compared across student groups
- **Distribution:** Percentage of students in each tier
- **Over Time:** Growth trends across years

# Notice

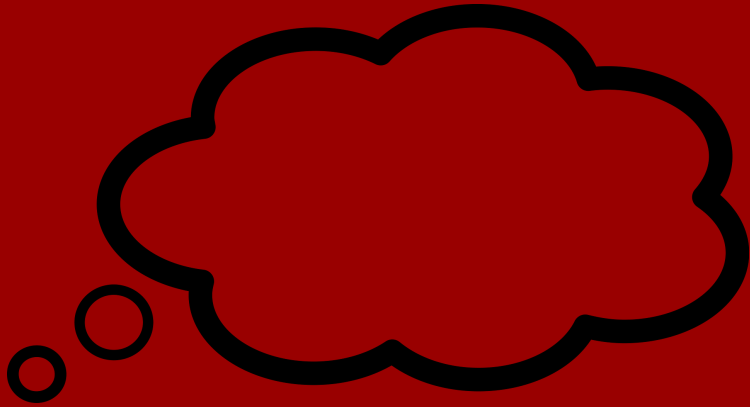


## What do you see?

- Bright spots
- Patterns
- Trends
- Differences

✓ No interpretation  
✓ No causes yet

# Wonder

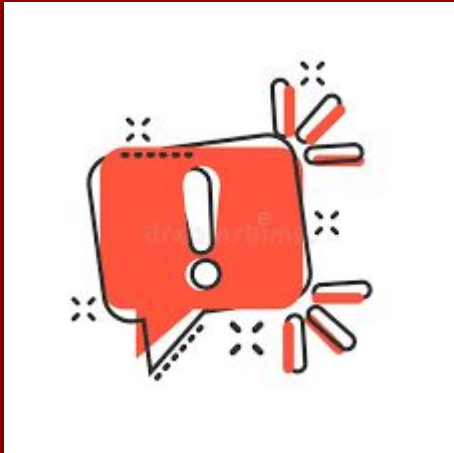


## What questions does data this raise?

- “I wonder why...”
- “I wonder whether...”
- “I wonder how this compares over time...”

- ✓ Curiosity, not critique
- ✓ Invites thinking without conclusions

# Monitor



## What should we watch going forward?

- Which indicators will tell us if things are improving?
- When should we expect to see movement?
- Which data source will show progress?

✓ Keeps board out of instruction

✓ Connects directly to

# Next Month's Data Drip: 9th Grade on-Track



**NORTH WASCO COUNTY SCHOOL DISTRICT**

**Balance Sheet**

**For the six months ending December 31, 2026**

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	9,386,508	483,883	(222,834)	(414,824)	100,086	63,586	47,881	1,479,311	39,945	228,525	11,192,066
Accounts Receivable	694,330										694,330
Inventory/Prepaid expense	77,881			(165)			15,135				92,851
<b>Total Assets</b>	<b>10,158,719</b>	<b>483,883</b>	<b>(222,834)</b>	<b>(414,990)</b>	<b>100,086</b>	<b>63,586</b>	<b>63,016</b>	<b>1,479,311</b>	<b>39,945</b>	<b>228,525</b>	<b>11,979,247</b>
<b>LIABILITIES:</b>											
Accounts Payable											-
Payroll Liabilities	(356,366)										(356,366)
Deferred Revenue	592,862						16,201				609,063
<b>Total Liabilities</b>	<b>236,495</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>16,201</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>252,697</b>
<b>FUND BALANCE:</b>											
<b>Total Fund Balance</b>	<b>9,922,224</b>	<b>483,883</b>	<b>(222,834)</b>	<b>(414,990)</b>	<b>100,086</b>	<b>63,586</b>	<b>46,815</b>	<b>1,479,311</b>	<b>39,945</b>	<b>228,525</b>	<b>11,726,550</b>
<b>Revenues &amp; Expenditures: 2025-26 Year to Date</b>											
Beginning Fund Balance	(520,510)	288,285	58,246	87,897	76,882	298,263	86,533	25,097	119,136	161,481	681,310
Year to Date Revenues	27,977,309	760,745	481,538	3,381,349	178,850	13,302	661,099	1,700,601	62,573	210,170	35,427,537
Year to Date Expenditures	17,534,576	565,148	762,618	3,884,235	155,647	247,979	700,817	246,387	141,764	143,126	24,382,298
Year to Date Net Income (Loss)	10,442,734	195,598	(281,080)	(502,886)	23,203	(234,677)	(39,718)	1,454,214	(79,191)	67,044	11,045,240
<b>Ending Fund Balance</b>	<b>9,922,224</b>	<b>483,883</b>	<b>(222,834)</b>	<b>(414,990)</b>	<b>100,086</b>	<b>63,586</b>	<b>46,815</b>	<b>1,479,311</b>	<b>39,945</b>	<b>228,525</b>	<b>11,726,550</b>

# NORTH WASCO COUNTY SCHOOL DISTRICT

## Expenditure Status Report

For the six months ending December 31, 2026

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expended
<b>100 General Fund</b>					
1000 - Instruction	24,755,914	8,902,811	14,381,547	1,471,556	35.96%
2000 - Support Services	16,805,988	7,502,186	7,451,508	1,852,294	44.64%
5000 - Debt Service & Fund Transfers	1,140,000	1,129,579	-	10,421	99.09%
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>17,534,576</b>	<b>21,833,055</b>	<b>4,709,272</b>	<b>39.78%</b>
<b>105 Technology Fund</b>					
2000 - Support Services	354,000	162,882	58,673	132,446	46.01%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	-
<b>Totals</b>	<b>354,000</b>	<b>162,882</b>	<b>58,673</b>	<b>132,446</b>	<b>46.01%</b>
<b>107 - Textbook Replacement Fund</b>					
1000 - Instruction	449,500	365,651	13,923	69,926	81.35%
2000 - Support Services	12,000	11,994	-	6	99.95%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	-
<b>Totals</b>	<b>461,500</b>	<b>377,645</b>	<b>13,923</b>	<b>69,932</b>	<b>81.83%</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	685,438	1,027,484	390,490	32.59%
2000 - Support Services	366,459	59,817	9,398	297,245	16.32%
3000 - Enterprise & Community Services	29,000	15,079	-	13,921	52.00%
4000 - Capital Outlay	500,000	2,285	-	497,715	0.46%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%
<b>Totals</b>	<b>2,998,871</b>	<b>762,618</b>	<b>1,036,882</b>	<b>1,199,371</b>	<b>25.43%</b>
<b>220 - State Grant Funds</b>					
1000 - Instruction	1,703,477	664,283	408,168	631,026	39.00%
2000 - Support Services	440,799	106,213	23,384	311,203	24.10%
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>1,945,331</b>	<b>431,552</b>	<b>2,182,763</b>	<b>42.66%</b>
<b>230 - Local Grants</b>					
1000 - Instruction	29,000	5,055	-	23,945	17.43%
2000 - Support Services	197,450	142,426	1,061	53,964	72.13%
3000 - Enterprise & Community Services	1,000	8,166	16,424	(23,589)	816.57%
4000 - Capital Outlay	1,000	-	-	1,000	0.00%
5000 - Debt Service & Fund Transfers	-	-	-	-	-
<b>Totals</b>	<b>228,450</b>	<b>155,647</b>	<b>17,484</b>	<b>55,319</b>	<b>68.13%</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 six months ending December 31, 2026

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	247,979	-	43,022	85.22%
<b>Totals</b>	<b>291,000</b>	<b>247,979</b>	<b>-</b>	<b>43,022</b>	<b>85.22%</b>
<b>251 - Student Investment Account</b>					
1000 - Instruction	1,516,409	530,056	889,334	97,019	34.95%
2000 - Support Services	2,921,411	1,176,159	1,721,004	24,248	40.26%
3000 - Enterprise & Community Services	-			-	
4000 - Capital Outlay				-	
<b>Totals</b>	<b>4,437,820</b>	<b>1,706,215</b>	<b>2,610,338</b>	<b>121,267</b>	<b>38.45%</b>
<b>252 - High School Success Account</b>					
1000 - Instruction	442,809	129,186	301,788	11,835	29.17%
2000 - Support Services	454,435	103,503	157,688	193,244	22.78%
4000 - Capital Outlay				-	
<b>Totals</b>	<b>897,244</b>	<b>232,689</b>	<b>459,476</b>	<b>205,079</b>	<b>25.93%</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	700,817	648,138	531,502	37.27%
<b>Totals</b>	<b>1,880,458</b>	<b>700,817</b>	<b>648,138</b>	<b>531,502</b>	<b>37.27%</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	63,531	-	313,532	16.85%
7000 - Unappropriated Ending Fund Balance	2,937			2,937	0.00%
<b>Totals</b>	<b>380,000</b>	<b>63,531</b>	<b>-</b>	<b>316,469</b>	<b>16.72%</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	141,764	-	18,236	88.60%
<b>Totals</b>	<b>160,000</b>	<b>141,764</b>	<b>-</b>	<b>18,236</b>	<b>88.60%</b>
<b>601 - Internal Services</b>					
2000 - Support Services	410,576	143,126	161,358	106,092	34.86%
5000 - Debt Service & Fund Transfers	485,000			485,000	0.00%
<b>Totals</b>	<b>895,576</b>	<b>143,126</b>	<b>161,358</b>	<b>591,092</b>	<b>15.98%</b>
<b>Total All Funds</b>	<b>64,289,231</b>	<b>24,382,298</b>	<b>27,270,879</b>	<b>12,636,054</b>	<b>37.93%</b>
				<i>Including Encumbrances</i>	<b>80.34%</b>

# NORTH WASCO COUNTY SCHOOL DISTRICT

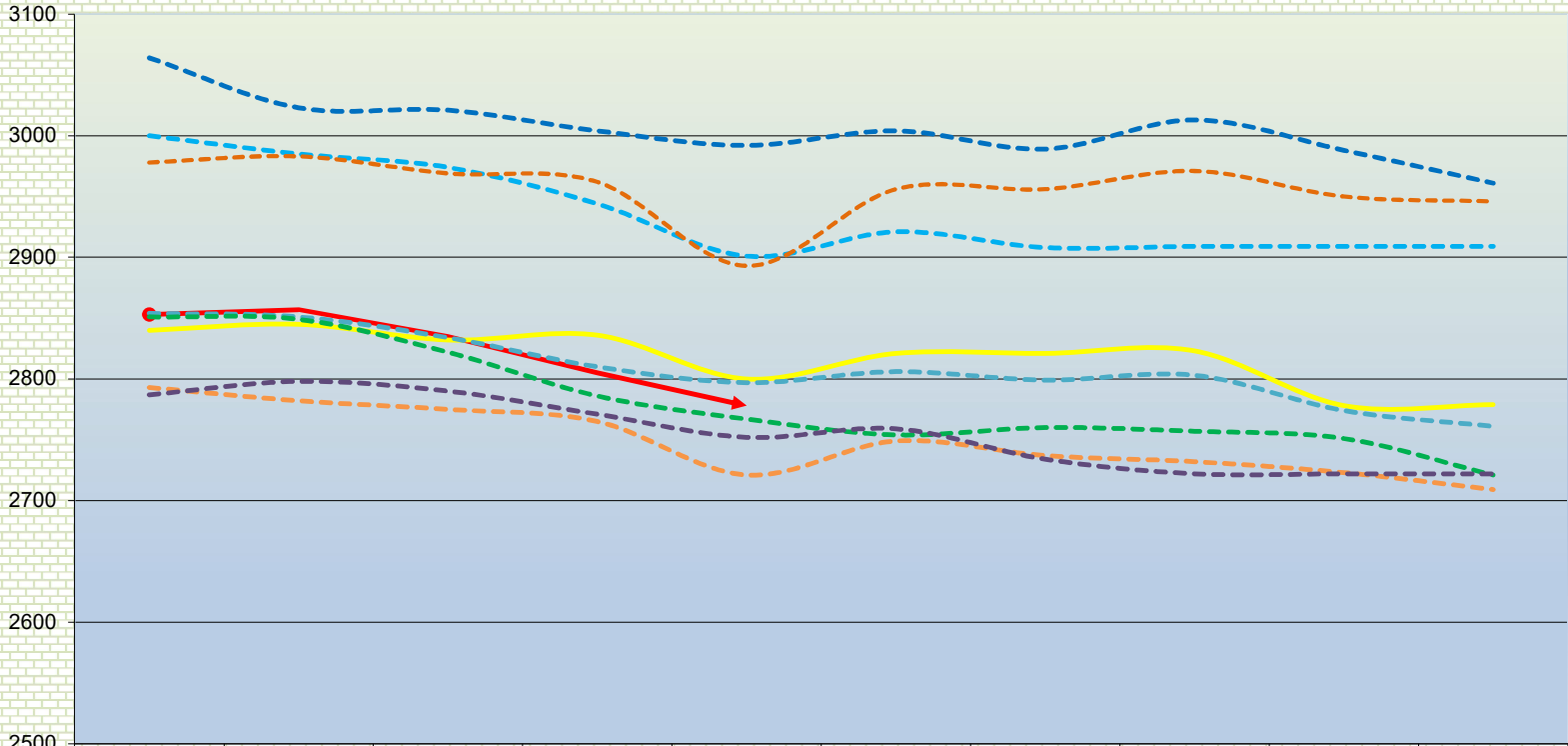
## Revenue Status Report

**For the six months ending December 31, 2026**

DESCRIPTION	Budget	Year to Date Revenues	Balance	% Budget Received
100 General Fund	44,076,902	27,977,309	\$ (16,099,593)	63%
105 Technology Fund	354,000	340,402	\$ (13,598)	96%
107 Textbook Replacement Fund	461,500	395,145	\$ (66,355)	86%
110 Vehicle Replacement Fund	30,000	25,198	\$ (4,802)	84%
210 Federal Programs	2,998,871	481,538	\$ (2,517,333)	16%
220 State Grant Funds	4,559,646	1,706,048	\$ (2,853,598)	37%
230 Local Grant Programs	228,450	178,850	\$ (49,600)	78%
240 Vocational Education Fund	27,000	938	\$ (26,062)	3%
242 Enterprise Zone Funds	291,000	609	\$ (290,391)	0%
251 Student Investment Account	4,437,820	1,230,500	\$ (3,207,320)	28%
252 High School Success Account	897,244	444,801	\$ (452,443)	50%
295 Bus Replacement Fund	310,000	11,754	\$ (298,246)	4%
299 Nutrition Services Fund	1,880,458	661,099	\$ (1,219,359)	35%
303 OSBA PERS Bonds	2,115,764	1,335,634	\$ (780,130)	63%
304 Full Faith & Credit Obligation	380,000	364,967	\$ (15,033)	96%
305 Bus Purchase Fund	185,000	-	\$ (185,000)	0%
401 Capital Improvements	160,000	62,573	\$ (97,427)	39%
601 Internal Services	895,576	210,170	\$ (685,406)	23%
<b>Totals</b>	<b>64,289,231</b>	<b>35,427,537</b>	<b>\$ (28,861,694)</b>	<b>55%</b>

Month 2025-26	Chenowith	Colonel 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	<b>2870</b>	AFTER "no show" drops
October 6	409	277	436	190	537	741	99	168	3	<b>2860</b>	10 ↓ AFTER continued "no show" drops
November 3	406	274	427	190	533	738	94	173	5	<b>2840</b>	20 ↓
December 2	401	272	422	191	520	730	91	178	6	<b>2811</b>	29 ↓
January 2	386	270	423	190	508	718	85	198	6	<b>2784</b>	27 ↓
February 2											
March 2											
April 1											
May 1											
June 1											
Average	402.20	274.20	427.80	190.00	526.60	734.80	93.80	179.00	4.60	<b>2833.00</b>	
Peak	409	278	436	191	537	747	100	198	6	<b>2870</b>	

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	2,805	2,778					
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

**2025-2027 Collective Bargaining Agreement (Changes) - NWESP**

	<b>PREAMBLE</b>	All references to members in this agreement shall be gender neutral
<b>ARTICLE 1:</b>	<b>RECOGNITION</b>	No Changes
<b>ARTICLE 2:</b>	<b>MANAGEMENT RIGHTS</b>	No Changes
<b>ARTICLE 3:</b>	<b>GRIEVANCE PROCEDURE</b>	<p>Days" means schedule work days,</p> <p>Continuation of the grievance process may occur during any scheduled recess with mutual consent of the parties</p> <p>There will be a written confirmation that the verbal responses were delivered</p> <p>If the Superintendent determines that a hearing with the grievant is warranted, the grievant will be notified in writing, and the hearing will be convened not less than five (5) days from the date of notice.</p> <p>Time limits can be extended by written mutual consent of the parties involved at any level of the procedure</p> <p>Failure to communicate decisions in writing, on time, will move the grievance to the next level or will be deemed as acceptance of the decision.</p>
<b>ARTICLE 4:</b>	<b>ASSOCIATION RIGHTS</b>	<p>Association will be allotted 60 minutes during orientation to meet with new employees</p> <p>The Association will meet with employees hired during the year. Meetings shall be at a time and place set by the Association, provided that the meetings do not interfere with the District's operations</p> <p>Executive Board member shall have access to, and is entitled to retrieve Association records that were possessed by a member no longer employed in the district</p> <p>NWESP reports shall be a standing agenda item on regular school board meeting agendas</p> <p>The Association president will provide an outline of the report for the school board secretary 24 hours in advance of the meeting date.</p>
<b>ARTICLE 5:</b>	<b>MEMBER RIGHTS</b>	The personal nor public life of a member is not an appropriate concern of the District, unless it interferes with the member's execution of their professional duties, school environment, student relationships, statutory responsibilities or is otherwise related to their work. Members retain the rights accorded them by the just cause provisions in this agreement.

<b>ARTICLE 6:</b>	<b>OFFICIAL PERSONNEL RECORDS AND EVALUATION</b>	The member and their representative shall have access to view any electronic surveillance footage that will be used for potential disciplinary purposes, The District reserves the right to edit or redact student information from the footage.
<b>ARTICLE 7:</b>	<b>EMPLOYMENT PRACTICES</b>	No Changes
<b>ARTICLE 8:</b>	<b>COMPLAINT PROCEDURE</b>	The member shall be given not less than twenty-four (24) hours advance notice of the scheduled conference. The nature of the complaint and the complainant shall be identified.
<b>ARTICLE 9:</b>	<b>SENIORITY, LAYOFF AND RECALL</b>	Notify Association at least 10 days prior to notifying employee. Notice to affected employee at least 20 days in advance of layoff date
<b>ARTICLE 10:</b>	<b>CALENDAR AND WORK SCHEDULE</b>	No Changes
<b>ARTICLE 11:</b>	<b>TRANSPORTATION</b>	Current drivers will be notified when a new or existing route becomes available during the year The District will strive to staff one bus aide on each special education route Drivers on trips for more than one night shall be compensated for 8 hours as layover time. Scheduled weekly trips shall be posted by Friday for the following week Drivers will be compensated for not more than 2 hours of time necessary to complete any required DOT physical exam
<b>ARTICLE 12:</b>	<b>PAID LEAVES</b>	Employee paid leave may be used for any reason in any state or federal law Bereavement Leave: expand the leave allowance for death of spouse, domestic partner, child, stepchild, foster child, parent, step-parent, foster parent, sister, brother, grandchild, grandparent, of either the member or their spouse If the member qualifies for leave under OFLA, they may take bereavement leave for an additional amount of time beyond the contractual bereavement allotment as well as bereavement leave for any individuals covered by OFLA who are not included ORS 659A.150. Such leave shall be governed by OFLA rules and shall be unpaid, for the period exceeding the five District paid bereavement days above (if applicable), unless the member elects to utilize accrued paid sick or personal leave. Personal Leave: Transfers will be recorded on an hour-for-hour basis without regard for any differences in wage rates. Transferred-in hours become the property of the recipient, and the use or refund of these hours will be subject to the terms of the appropriate collective bargaining agreement. A member receiving benefits under PLO/PFMLI may also choose to use up to a full day of accrued sick leave for any day of PLO/PFMLI to exceed their normal wage.

		To the extent allowed by law, all statutorily protected leaves will run concurrently
<b>ARTICLE 12a:</b>	<b>UNPAID LEAVES</b>	<p>The district will grant leaves as required by federal and Oregon law, including FMLA, OFLA and PLO/PFMLI.</p> <p>Family Care: Unpaid leave to care for a member of the immediate family may be granted for the remainder of the school year for any member who has been employed by the District for at least one hundred eighty (180) consecutive calendar days. For the purposes of this section, “immediate family” shall be defined as spouse, son, daughter, person who was or is currently serving in loco parentis to the member, parents or parents-in-law, or other members living in the immediate household who qualify as IRS dependents.</p> <p>Leave for military duty as provided for by state and federal statutes</p> <p>The denial of any unpaid leave request may not be subject of a grievance, and is therefore expressly excluded from the grievance procedure</p>
<b>ARTICLE 13:</b>	<b>EMPLOYEE BENEFITS</b>	<p>The District’s contribution toward the payment of health/vision/dental insurance premiums or other health care related benefits as outlined below will be made for the benefit of all bargaining unit members, who are regularly scheduled to work one-half time (.5 FTE) or more, and their eligible family members.</p> <p>Parties agree to reopen the Article 13 on or about May 15, 2026.</p> <p>Topics: viability of HRA, premium cost changes and respective cost-share amounts to provide these benefits</p> <p>Plans are substantially equivalent to those provided under Moda medical plan 1</p> <p>Members cost-share is \$45 dollars per month</p> <p>Members who demonstrate credible group insurance coverage from another source may waive or opt out of participation in the District health insurance program. Funds will go into a VEBA account</p> <p>Members with the VEBA account will receive \$400 per month in that account</p>
		<p>2025-2026 Member will receive 2.5%</p> <p>The salary schedule for the 2026-27 school year shall be the 2025- 26 salary schedule increased by the average of the values of the 12-month column in the All Urban Consumers, West Region (CP/-U) as published by the Bureau of Labor Statistics for the calendar year 2025 or 2% whichever is greater.</p> <p>A separate Salary Schedule was developed for any member that is not eligible for IAP contributions (PERS). When their eligibility status changes during the year, they will be placed appropriately on the PERS embedded salary schedule</p>

<b>ARTICLE 14:</b>	<b>SALARY</b>	Work sites will designate two members as eligible for bilingual services stipend of \$1 per hour in addition to their regular rate of pay. This stipend is not available to any member currently employed in a bilingual required position.
		Additional time will be counted in not less than 15 minute increments.
		In order to be eligible for a differential, employee may be required to pass a District designated exam or assessment
		Nutrition Clothing Allowance: \$300 for each employee hired prior to March 1, apart from the Secretary: Closed toe, slip-resistant footwear, may use allotted amount for special footwear
		Facilities Staff: \$400 for each employee, excluding secretary and bus mechanics: work boots with steel toe or composite safety toe, appropriate clothing suitable for their jobs.
		District will provide 3 hours during their regular work day and pay for three hours for members to complete required vector training.
		District will determine when the 3 hours will be scheduled. All required state-mandated training must be completed prior to the assigned deadline.
<b>ARTICLE 15:</b>	<b>TRAINING</b>	District will provide computers at the transportation building for Vector/Safeschools training for Facilities and Transportation Employees
		Access to training will be available on or before August 1 of each year
<b>ARTICLE 16:</b>	<b>FUNDING</b>	No Changes
<b>ARTICLE 17:</b>	<b>HEALTH AND SAFETY</b>	District will establish a district wide committee that will meet once during each trimester to review discipline data, student behaviors and related policies/procedures. The committee will include a building administrator, two representatives of this Association and District representatives with knowledge of student behavior
		In regard to heat and cold, the district will follow all OSHA rules and regulations.
<b>ARTICLE 18:</b>	<b>NON-DISCRIMINATION</b>	No Changes
<b>ARTICLE 19:</b>	<b>GENERAL PROVISIONS</b>	No Changes
<b>ARTICLE 20:</b>	<b>TERMS AND CONDITIONS</b>	Contract runs from June 30, 2025 through June 30, 2027

2025- 2027 Collective Bargaining Agreement (Changes)- D21EA		
	<b>PREAMBLE</b>	All references to members in this agreement shall be gender neutral
<b>ARTICLE 1:</b>	<b>RECOGNITION</b>	Removal of need to notify Association when new positions are created
<b>ARTICLE 2:</b>	<b>GRIEVANCE PROCEDURE</b>	<p>"Days" means schedule work days,</p> <p>Continuation of the grievance process may occur during any scheduled recess with mutual consent of the parties</p> <p>There will be a written confirmation that the verbal responses were delivered</p> <p>If the Superintendent determines that a hearing with the grievant is warranted, the grievant will be notified in writing, and the hearing will be convened not less than five (5) days from the date of notice.</p> <p>Time limits can be extended by written mutual consent of the parties involved at any level of the procedure</p> <p>Failure to communicate decisions in writing, on time, will move the grievance to the next level or will be deemed as acceptance of the decision.</p>
<b>ARTICLE 3:</b>	<b>MANAGEMENT RIGHTS</b>	No Changes
<b>ARTICLE 4:</b>	<b>ASSOCIATION RIGHTS</b>	<p>Executive Board member shall have access to, and is entitled to retrieve Association records that were possessed by a member no longer employed in the district</p> <p>Association will be allotted no less than 60 minutes during orientation to meet with new employees.</p> <p>Prior to posting a newly created licensed or administrative position, the district will notify the Association</p> <p>The District will invite an Association member to be on the interview committee</p> <p>D21EA reports shall be a standing agenda item on regular school board meeting agendas</p> <p>The Association president will provide an outline of the report for the school board secretary 24 hours in advance of the meeting date.</p> <p>Association president can ask for more time, 24 hours in advance of the meeting</p> <p>The association president will send a calendar of Executive Board meetings at the beginning of the school year, and the District will comply to the best of their ability with keeping Executive Board meeting nights free</p> <p>Within one week of notifying building administrators the district shall notify the association president of the anticipated staffing levels for the upcoming school year</p> <p>The district will provide class sizes for each classroom at the elementary level and for each classroom teacher per class period at the middle and high school levels. To be reported monthly to the association president per student contact months (September – May).</p>
<b>ARTICLE 5:</b>	<b>DUES AND PAYROLL DEDUCTION</b>	The district will make other payments to vendors/service providers including but not limited to 403b accounts, Veba accounts, etc. on a set schedule and the dates of those payments shall be shared with the Association.

<b>ARTICLE 6:</b>	<b>MEMBER RIGHTS</b>	<p>The personal nor public life of a member is not an appropriate concern of the District, unless it interferes with the member’s execution of their professional duties, school environment, student relationships, statutory responsibilities or is otherwise related to their work. Members retain the rights accorded them by the just cause provisions in this agreement.</p> <p>Recognizing that not all students learn in the same manner, members may choose effective instructional techniques and supplementary materials consistent with State and District standards, District learning goals and the delivery of District adopted curriculum.</p>
<b>ARTICLE 7:</b>	<b>HEALTH, SAFETY, AND DISRUPTED LEARNING</b>	<p>The Safety Committee will maintain a Google Form, with safety concern reports and actions, and make them available as a view only spreadsheet to all members for their specific worksite. All building Administrators shall be notified with an automatic notification from the previously mentioned form at each building.</p> <p>To the extent permitted by law, the District will make formalized plans available to licesned staff members who are responsible for implementing any part of a formalized plan.</p> <p>Other Licensed staff will be given information about students who has a record of violent behavior and that threatens harm to themselves or others, and with whom they have regular contact with</p> <p>Members will be provided with Functional Behavior Assessments, and/or Positive Behavior Intervention Plans for students who enter their class. These plans will be provided ASAP. For in-district transfers, these documents will be available following the transfer procedures</p> <p>The administrator or employee may request a conference that includes the employee, the administrator, the parent and the student to discuss the problem and establish a plan to prevent or manage future concerns.</p> <p>If the affected member is not a part of the process of developing the student’s return plan they will receive a copy of the plan outlining how the student’s behavior will be managed and have the opportunity to speak with the administrator within 24 hours of the student returning to the classroom.</p> <p>The member and their representative shall have access to view any electronic surveillance footage that will be used for potential disciplinary purposes. The District reserves the right to edit or redact student information from the footage.</p> <p>District Wide committee to review discipline data, student behaviors and related policies/procedures will meet at the conclusion of each trimester.</p> <p>In regard to heat and cold, or poor air quality, the District will follow all OSHA rules and regulations.</p>
<b>ARTICLE 8:</b>	<b>PERSONNEL FILES AND RECORDS</b>	No Changes
<b>ARTICLE 9:</b>	<b>COMPLAINT PROCEDURE</b>	<p>The name of the complainant shall be included in the meeting notice</p> <p>Within 5 business days of the conclusion of processing the complaint the member shall be given the outcome of the investigation in writing.</p>

<b>ARTICLE10:</b>	<b>TRANSFERS/REASSIGNMENTS/RELOCATION AND VACANCIES</b>	<p>By March 1 or within three days of the announced vacancy. The building administrator will consider all reassignment requests received prior to posting the vacancy with Human Resources.</p> <p>Any involuntary transfer decisions shall be made by the District after reassignment decisions and prior to the consideration of transfer requests.</p> <p>Transfer requests expire on August 15 of each year. Temporary employees are not eligible for this provision.</p> <p>All unfilled transfer requests will be considered prior to filling the vacancy. The District shall not post notice of a vacancy on the District website until all transfer requests have been considered.</p>
<b>ARTICLE 11:</b>	<b>EVALUATIONS</b>	No Changes
<b>ARTICLE 12:</b>	<b>REDUCTION IN FORCE (RIF) AND RECALL</b>	<p>RIF: Notify Association at least 10 days prior to notifying affected employee</p> <p>RIF: Notice to affected employee at least 20 days in advance of layoff date</p>
<b>ARTICLE 13:</b>	<b>WORK YEAR</b>	<p>District new hires will have an additional scheduled work day at the beginning of the school year used to prep in the classroom.</p> <p>Any scheduled Wellness Wednesdays will be identified on the Annual Employee Work Year Calendar.</p> <p>District will provide 3 hours during their regular work day and pay for three hours for members to complete required vector training.</p> <p>District will determine when the 3 hours will be scheduled. All required state-mandated training must be completed prior to the assigned deadline.</p>
<b>ARTICLE 14:</b>	<b>TEACHING HOURS</b>	<p>On days when evening events are assigned, members may depart as soon as the student contact day ends and duties are fulfilled. Members will return at the staff start time of the scheduled event.</p> <p>When a teacher's assigned duties require time beyond the contracted workday; defined as assigned responsibilities that exceed two (2) hours per month, the District shall provide appropriate adjustments such as release time, flexible scheduling, and/or additional compensation to ensure the teacher workload remains reasonable and sustainable. The Superintendent or their designee will determine the form of support in consultation with the teacher. The teacher will be required to track their own hours, on a monthly basis, and submit to the Building Administrator for verification at the end of each month.</p> <p>Supervisory duties shall be distributed in a reasonable and equitable manner among licensed staff, consistent with operational needs, while preserving the instructional and preparation responsibilities of licensed staff.</p> <p>Teachers assigned to the "self-contained classrooms", shall have a minimum of three hundred (300) minutes per regular five-day work week, in not less than thirty (30) minute increments, for planning and preparation.</p> <p>Innovations Academy teachers shall have a minimum of 300 minutes of prep per regular five-day work week, in not less than 30 minute increments.</p>

		<p>Classroom educators assigned to blended elementary classrooms will receive additional supports which shall include at least one of the following:</p> <ol style="list-style-type: none"> <li>1. Additional planning time;</li> <li>2. Extended contract;</li> <li>3. Additional classified support;</li> <li>4. Schedule coordination that allows member to teach only one level of math and one level of language arts.</li> <li>5. Member will collaborate with their administrator to identify these supports. Support must be mutually agreed to.</li> </ol>
<b>ARTICLE 15:</b>	<b>JOB SHARING</b>	No Changes
<b>ARTICLE 16:</b>	<b>PROFESSIONAL LEARNING</b>	<p>At least one PLC/PD per every four consecutive weeks of school. The teacher(s) will determine and manage the agenda and content. A copy of the agenda and minutes of the PLC/PD will be provided to the building administrator within forty-eight (48) hours of the completion of the meeting.</p> <p>When a new curriculum is adopted, the district will pay members four hours of paid time at curriculum rate. This is in addition to the company provided training.</p>
<b>ARTICLE 17:</b>	<b>MENTOR TEACHER</b>	The District will pay the teacher who is acting as a mentor Thirty-two (\$32.00)/ hour
<b>ARTICLE 18:</b>	<b>SALARY AND RELATED PROVISIONS</b>	<p>2025-2026 Member will receive 1%</p> <p>The salary schedule for the 2026-27 school year shall be the 2025- 26 salary schedule increased by the average of the values of the 12-month column in the All Urban Consumers, West Region (CP/-U) as published by the Bureau of Labor Statistics for the calendar year 2025 or 2% whichever is greater.</p> <p>A separate Salary Schedule was developed for any member that is not eligible for IAP contributions (PERS). When their eligibility status changes during the year, they will be placed appropriately on the PERS embedded salary schedule</p> <p>Salary advancement may be submitted prior to April 30 of each year</p> <p>Special Education facilitators and will receive a \$3000 stipend. Half-time or more Special Education Teachers and Facilitators will receive a prorated amount.</p> <p>Upon request, the District will make opportunities available for members' bilingual competencies to be assessed. Members will be required to sign up for an assessment session one week prior to the start of the session.</p> <p>School Psychologists shall receive the same stipend as for Speech and Language Pathologists, Physical Therapists, and Occupational Therapists.</p>
<b>ARTICLE 19:</b>	<b>TRAVEL</b>	No Changes
<b>ARTICLE 20:</b>	<b>INSURANCE</b>	<p>District pays \$1599 toward insurance premium</p> <p>Parties agree to reopen the Article 20 on or about May 15, 2026.</p> <p>Topics: viability of HRA, premium cost changes and respective cost-share amounts to provide these benefits</p> <p>Plans are substantially equivalent to those provided under Moda medical plan 1</p> <p>Members cost-share is \$45 dollars per month</p>

