

## **Agenda**

### **1. Call Meeting to Order and Pledge of Allegiance**

**Presenter:** John Nelson, Chair

### **2. Review / Revision of the Agenda**

### **3. District Mission / Vision Statement**

### **4. Comments from the Audience about Non Agenda Items**

### **5. Consent Agenda**

- a. Approve the Budget Hearing and School Board Meeting Minutes from June 18th, 2020.
- b. School Board Meeting Minutes from July 23rd, 2020
- c. School Board Work Session Meeting Minutes from August 13th, 2020
- d. Personnel Notes (July 23rd, 2020)
- e. Personnel Report

### **6. Board Action Calendar - Review**

#### **a. August:**

- Board Retreat
  - Discuss Superintendent Search plans for moving forward
  - Review District Data from 2019-2020
  - Review progress and success of professional development
    - What evidence do we have that these actions have worked?
    - What supports were needed for these actions to be fully implemented and successful?
    - What evidence do we have that these actions improved student learning and by how much?
    - Have the actions improved instruction?
    - Have these actions reached all students?
    - What barriers were impediments to successful implementation?
    - How were the barriers addressed?
    - How was implementation and student learning impact monitored?
  - Review Professional Development Calendar and Plan
  - Review Facilities Improvement Direction/Plan
  - Review results from Board Self Evaluation
  - Review Board Operating Procedures
  - Superintendent and Board set goals for the upcoming year.
  - Superintendent and Board clarify vision and mission and update long-range plans for the District.

#### **b.**

#### **September:**

- Monitor Facilities Direction
- Review/revise policies as needed
- Examples of opportunities for Board Members (when onsite instruction resumes)

- Visit Schools and Departments
- Attend Back to School Events
- Attend student activities

c.

d. **Discussion** - Superintendent Search timeline

Sample schedules:

- **Early schedule:**
  - Open Nationally, Sept 20th - Nov 12th
  - Screening, Nov 12th - 24th
  - Present to Board, Nov 25th
  - Interviews, Nov 30th - Dec 4th
  - Decision, week of December 13th

e.

- **Later Schedule**
  - Open Nationally, Oct 19th - Dec 9th
  - Screening, Dec 10th - 23rd
  - Present to Board, week of January 4th
  - Interviews, January 11th - 16th
  - Decision, week of January 18th, 2021

f.

7. **Board Discussion around Legislative Advocacy.**

8. **School Board Sub Committee Reports**

9. **New Business Discussion / Action:**

a. **Presentations / Reports:**

1. **Superintendent's Report**

a. **Superintendent Review / Update**

1. Start of School Year Update
2. Update on Equity Committee

1. Appoint Board Liaison to Equity Committee

b. REVISED Board Operating Procedures - Review / Adopt

c. Athletics Update

**Presenter:** Matt Morgan, Athletic Director

d. Wahtonka Community School (Riverbend CS) Annual Report - '19-20 year

**Presenter:** Stacey Shaw, Executive Director

2. **Chief Financial Officer's Report**

a. **Financial Statements:**

b. **Student Enrollment:**

3. **Board Attorney's Report**

10. **Discussion / Action Items:**

a. **Discussion:** Schedule possible Work Session, Thursday, September 10th, 2020, 6:00 PM

11. **1st Reading on School Board Policies** (*informational only*):

12. **2nd Reading / Adoption on School Board Policies** (*action required*):

a. School Board Policy BBF: Board Member Standards of Conduct

13. **Informational Only:**

**14. Adjourn the Regular School Board Meeting**

# North Wasco County School District

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

## PERSONNEL CHANGES AND VACANCIES School Board Meeting – July 23, 2020 *Current as of – July 16, 2020*

*Reference ORS 332.505 (2b) A District Board may employ personnel, including teachers and administrators, necessary to carry out the duties and powers of the board and fix the duties, terms and conditions of employment and the compensation.*

### Licensed Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
Susana Reyes-Montes	Kindergarten Teacher-DLI	CES	Begins August 24, 2020
Yousef Yousefi	Interim Science Teacher	TDHS	Begins August 24, 2020
Ann Scott	Teacher-SPED	CWE	Begins August 24, 2020

### 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
Kirsten Stevens	ELL Teacher	TDHS	Retires 8/21/2020

### Licensed Staff– Request for Leave of Absence

NAME	POSITION	BUILDING	COMMENTS
Leah McCollum	Grade 1 Teacher	DHE	1 Year Leave of Absence

### Administrative Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
N/A			

Please Note: The following information regarding ESP 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	POSITION	COMMENTS
Yesenia Marquez-Barragan	Ed Asst II-DLI Program-CES	Begins 8/26/2020-formerly at CWE

### 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
Alyson Wallis	Secretary III-AD Office	TDHS	Resigned June 19, 2020
Janice Davis	Ed Asst III-SLC	CES	Retired June 22, 2020

Diana Garcia-Hernandez	Secretary V-Lead	TDMS	Resigning July 31, 2020
Yesenia Marquez-Barragan	Ed Assistant II-ELL	CWE	Resigned June 16, 2020
Adriana Jensen	Ed Asst III-Transition 21 Program	Wahntonka Campus	Resigned July 14, 2020
Steven LaBrousse	Maintenance II	TDMS	Resigning July 24, 2020

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Confidential 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
Summer Bathke	Asst Cheerleading Coach	TDHS	Resigned March 6, 2020

**Advertised Vacancies**

Position	HRS/FTE	Building	Close Date	Comments
Elementary Teacher-Grade 4	1.0 FTE	CWE	July 31, 2020	Advertised
Elementary Teacher-Grade 1 (Temporary 20'-21' year)	1.0 FTE	DHE	July 31, 2020	Advertised
Reading Specialist-Title I	1.0 FTE	DHE	July 31, 2020	Advertised
Special Education Teacher-LTCT Program	1.0 FTE	WC	Open Until Filled	Advertised
High School Spanish Teacher	1.0 FTE	TDHS	Open Until Filled	Advertised
Secretary V-Lead	1.0 FTE	TDMS	July 21, 2020	Advertised
Secretary III-Athletics	8.0 Hrs	TDHS	July 31, 2020	Advertised
Educational Assistant III-SPED	7.5 Hrs	District Wide	Open Until Filled	Advertised
Educational Assistant III-SPED	7.5 Hrs	CWE	Open Until Filled	Advertised
Educational Assistant II-Jump Start Program	7.5 Hrs/Temp	CWE	May 26, 2020	Advertised-Internally
Educational Assistant III-SELA	7.5 Hrs	CWE	July 31, 2020	Advertised
Educational Assistant IV-Media Assistant	8.0 Hrs	TDMS	July 31, 2020	Advertised
District Maintenance II-Grounds	7.5 Hrs	Operations	July 31, 2020	Advertised
Substitute Bus Driver (Pool)	Substitute	Transportation	Open Until Filled	Advertised
Assistant Volleyball Coach	Seasonal	TDHS	Open Until Filled	Advertised

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

### PERSONNEL CHANGES AND VACANCIES

**School Board Meeting – August 27, 2020**

*Current as of – August 20, 2020*

*Reference ORS 332.505 (2b) A District Board may employ personnel, including teachers and administrators, necessary to carry out the duties and powers of the board and fix the duties, terms and conditions of employment and the compensation.*

#### Licensed Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
Emily Campagna	Spanish Teacher	TDHS	Begins August 25, 2020
Brian Hughitt	Math Teacher	TDMS	Begins August 25, 2020
Naomi Hill	Language Arts Teacher	TDHS	Begins August 25, 2020

#### 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
Olivia Martinez	LA/SS Teacher	TDHS	Resigned July 29,2020
Robert Wells-Clark	CTE Teacher	TDHS	Resigned July 27,2020
Kiraney Cummins	LA Teacher	TDMS	Resigned August 8,2020
Katelyn Karsten	SS Teacher	TDMS	Resigned August 8,2020

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

NAME	POSITION	BUILDING	COMMENTS
Jonathan Kranzley	CTE Woodshop Teacher	TDHS	

#### Administrative Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Please Note: The following information regarding ESP 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
Jesica Silva	Secretary V-Lead	TDMS	Begins August 5, 2020
Elizabeth Skinner	Ed Asst-III SPED	CWE	Begins August 25, 2020

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

NAME	POSITION	COMMENTS
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
Carrie Vergori	Ed Asst II-Instructional Assistant	NORCOR	Resigned August 14, 2020
Ashley Munsen	Nutrition Services I	TDMS	Resigned August 12, 2020
Ally Muhleman	Bus Driver	Transportation	Resigned August 21, 2020

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Confidential 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**

Position	HRS/FTE	Building	Close Date	Comments
Special Education Teacher-LTCT Program	1.0 FTE	WC	Open Until Filled	Advertised
Educational Assistant III-SPED	7.5 Hrs	District Wide	Open Until Filled	Advertised
Educational Asst II-ELL	7.5 Hrs	CWE	Open Until Filled	Advertised
Substitute Bus Driver (Pool)	Substitute	Transportation	Open Until Filled	Advertised
Assistant Volleyball Coach	Seasonal	TDHS	Open Until Filled	Advertised



## North Wasco County School District 21 Board Operating Protocols

**DRAFT**

**For the purpose of enhancing teamwork among members of the board and between the board and the administration, we, the members of the School District Board of Directors and Superintendent do hereby publicly commit ourselves collectively and individually to the following operating protocol:**

### **The Board and Superintendent shall:**

- Dedicate their efforts toward the success of the students and staff of the District.
- Operate in a positive, honest and transparent manner.
- Treat others with dignity and respect.
- Represent the District throughout the community.

### **Follow the chain of command.**

- Board acts only as a body. Individual board members do not have authority. Only the board as a whole has authority. We agree that an individual board member will not take unilateral action. The board chair will communicate the position(s) of the board on controversial issues. When board members serve on various school committees their role shall be defined by the board as silent observer or active participant.
- The last stop, not the first, will be the board. We agree to follow the chain of command and insist that others do so. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address the issue. Board requests that will likely require considerable time or have political implications are to be directed to the superintendent. All personnel complaints and criticisms received by the board or its individual members will be directed to the superintendent.

### **Communication.**

- Communication between staff and the board is encouraged as long as it follows board policy. The board and superintendent recognize that 'good', 'timely', 'open' and 'constant' communication regarding school district issues is extremely important. We will strive to anticipate issues which may become important or are sensitive to our school district and district stakeholders.
  - Commit to District communication that promotes openness, understanding and inclusion of the diverse perspectives of the community.
  - Effectively and tactfully use a variety of communication tools (i.e., public appearances, email, telephone.)
  - Clearly indicate that he/she is voicing his or her individual opinion, and not speaking on behalf of the Board, if discussing areas for which there is no existing Board policy or with prior directions from the Board.
  - Don't spring surprises on other board members or the superintendent. Surprises to the board or the superintendent will be the exception, not the rule. There should be no surprises at a board meeting. We agree to ask the board chair or the superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting.
- **Use social media, websites, or other electronic communication judiciously, respectfully, and in a manner that does not violate Oregon's Public Meetings Laws and follows School Board Policies JFCB: Personal Electronic Devices and Social Media and Policy GCAB: Personal Electronic Devices and Social Media.**
- **When posting online or to social media, Board members will treat and refer to other Board members, staff, students and the public with respect, and will not post confidential information about students,**

staff or district business and follows School Board Policies JFCB: Personal Electronic Devices and Social Media and Policy GCAB: Personal Electronic Devices and Social Media.

**Annually conduct a self-assessment/evaluation.**

- The board will address its behavior by yearly self-evaluation and by addressing itself to any individual problems, such as poor meeting attendance or leaks of confidential information.

**Clearly state goals.**

- The board will set clear goals for itself and the superintendent. The board and superintendent will set clear goals for the District.

**Own the collective decision making process.**

- Once a decision is made by the Board it will be supported by board members, the superintendent and the District Professional Learning Team.

**Children's interests come first.**

- The board will represent the needs and interests of *all the children* in our district.
- **Board members should refrain from bringing individual family concerns for board considerations.**

**Meeting protocol.**

- Board members will come prepared for the meeting by having read all packet materials. If additional items are provided during the meeting, the Board will take time to review them before voting.
- Conduct at a board meeting is very important. We desire to have a legacy of a well-functioning, effective board. We agree to avoid words and actions that create a negative impression on an individual, the board or the district. We will be open minded and willing to 'deeply listen' to all speakers/presenters. We agree that we can disagree and will do so using common courtesy and respect for others. We will not react to impromptu complaints on the spot, but encourage complainants to follow the District's complaint process stressing that following the process ensures District follow up.

**Avoid marathon board meetings.**

- To be efficient and effective, long board meetings must be avoided. Points are to be made in a few words as possible; speeches at board meetings must be minimal. If a board member believes he/she doesn't have enough information or has questions, either the superintendent or board chair is to be called before the meeting.

**Practice efficient decision-making.**

- Board meetings are for decision-making, action and votes, not endless discussion. We agree to move to the question when discussion is repetitive.
  - Specify timeframes for agenda items
  - Have a specific ending time for board meetings (6:00 – 8:00 pm)
  - If board discussion is at the specified ending time, board chair will ask for consensus of the board to continue or postpone discussion item until the next meeting.

**Executive / closed sessions.**

- Executive/closed sessions will be held only for appropriate subjects. The contents of an Executive Session must be kept confidential. Executive sessions will be held only when specific needs arise. Board members will be extremely sensitive to the legal ramifications of their comments during an executive session.

Re-affirmed by the North Wasco County SD 21 Board of Directors and Superintendent on \_\_\_\_\_:

\_\_\_\_\_  
John Nelson, Director

\_\_\_\_\_  
Jose Aparicio, Director

\_\_\_\_\_  
David Jones, Director

\_\_\_\_\_  
Solea Kabakov, Director

\_\_\_\_\_  
Dawn Rasmussen, Director

\_\_\_\_\_  
Rebecca Thistlethwaite, Director

\_\_\_\_\_  
Michael Sullivan, Director

\_\_\_\_\_  
Theresa Peters, Interim Superintendent

Revised: 8.27.20

## **BASIC FINANCIAL STATEMENTS**

**WAHTONKA COMMUNITY SCHOOL**  
**The Dalles, Oregon**

STATEMENT OF NET POSITION

June 30, 2019

	<u>Governmental Activities</u>
<b>ASSETS</b>	
Current assets	
Cash and cash equivalents	\$ 53,268
<b>DEFERRED OUTFLOWS OF RESOURCES</b>	
	<u>31,874</u>
<b>LIABILITIES</b>	
Current liabilities	
Accrued payroll	9,566
<b>NET POSITION</b>	
Restricted for various activities	19,621
Unrestricted	55,955
Total net position	<u>\$ 75,576</u>

The accompanying notes are an integral part of these financial statements.

**WAHTONKA COMMUNITY SCHOOL**  
**The Dalles, Oregon**

STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2019

<u>Functions/Programs</u>	<u>Expenses</u>	<u>Program Revenues</u>		<u>Net (Expense) Revenue and Changes in Net Position</u>
		<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	<u>Governmental Activities</u>
Governmental activities				
Instruction				
Regular programs	\$ 66,206	\$ -	\$ 51,897	\$ (14,309)
Support services				
Student support services	153	-	-	(153)
General administrative support	112,656	-	-	(112,656)
Business support services	78,976	-	-	(78,976)
Central activities support	1,561	-	-	(1,561)
Community services				
Enterprise and community services	<u>28,455</u>	<u>-</u>	<u>-</u>	<u>(28,455)</u>
Total governmental activities	<u>\$ 288,007</u>	<u>\$ -</u>	<u>\$ 51,897</u>	<u>\$ (236,110)</u>
General revenues				
State school fund - general support				311,345
Miscellaneous				<u>341</u>
Total general revenues				<u>311,686</u>
Change in net position				75,576
Net position - beginning				<u>-</u>
Net position - ending				<u>\$ 75,576</u>

The accompanying notes are an integral part of these financial statements.

**WAHTONKA COMMUNITY SCHOOL**  
**The Dalles, Oregon**

BALANCE SHEET

GOVERNMENTAL FUNDS

June 30, 2019

	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Total Governmental Funds</u>
<b>ASSETS</b>			
Cash and cash equivalents	\$ 33,647	\$ 19,621	\$ 53,268
<b>LIABILITIES</b>			
Current			
Accrued payroll	\$ 9,566	\$ -	\$ 9,566
<b>FUND BALANCE</b>			
Restricted for various activities	-	19,621	19,621
Unassigned	24,081	-	24,081
Total fund balance	24,081	19,621	43,702
Total liabilities and fund balance	\$ 33,647	\$ 19,621	\$ 53,268

The accompanying notes are an integral part of these financial statements.

**WAHTONKA COMMUNITY SCHOOL**  
**The Dalles, Oregon**

RECONCILIATION OF TOTAL GOVERNMENTAL FUND BALANCE  
TO NET POSITION OF GOVERNMENTAL ACTIVITIES

June 30, 2019

<b>Total fund balance</b>	\$ 43,702
<p>Amounts relating to the School's proportionate share of the net pension liability for the Oregon Public Employees Retirement Systems (PERS) are not reported in governmental fund statements. In the governmental fund statements, pension expense is recognized when due. These amounts consist of:</p>	
Deferred outflows of resources relating to pension expense	<u>31,874</u>
<b>Net position of governmental activities</b>	<u><u>\$ 75,576</u></u>

The accompanying notes are an integral part of these financial statements.

**WAHTONKA COMMUNITY SCHOOL**  
**The Dalles, Oregon**

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE

GOVERNMENTAL FUNDS

For the Year Ended June 30, 2019

	General Fund	Special Revenue Fund	Total Governmental Funds
<b>REVENUES</b>			
Local revenue	\$ 450	\$ -	\$ 450
State revenue	311,345	-	311,345
Federal revenue	-	51,788	51,788
Total revenues	311,795	51,788	363,583
<b>EXPENDITURES</b>			
Current			
Instruction	94,368	3,712	98,080
Support services	193,346	-	193,346
Community services	-	28,455	28,455
Total expenditures	287,714	32,167	319,881
Excess (deficiency) of revenues over (under) expenditures	24,081	19,621	43,702
Fund balance - beginning	-	-	-
Fund balance - ending	\$ 24,081	\$ 19,621	\$ 43,702

The accompanying notes are an integral part of these financial statements.

**WAHTONKA COMMUNITY SCHOOL**  
**The Dalles, Oregon**

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES  
AND CHANGES IN FUND BALANCE OF GOVERNMENTAL FUNDS  
TO THE STATEMENT OF ACTIVITIES

June 30, 2019

<b>Net change in fund balance</b>	\$ 43,702
Amounts reported for governmental activities in the statement of activities are different because:	
Pension expense or credits that do not meet the measurable and available criteria are not recognized as revenue or expense in the current year in governmental funds. In the statement of activities, pension expense or credits are recognized when determined to have been accrued.	<u>31,874</u>
<b>Change in net position of governmental activities</b>	<u><u>\$ 75,576</u></u>

The accompanying notes are an integral part of these financial statements.



**Riverbend Community School  
(formerly Wahtonka Community School)  
Annual Report 2019-2020**

**9<sup>th</sup> - 12<sup>th</sup> grade public charter high school**

**[www.riverbendcommunityschool.org](http://www.riverbendcommunityschool.org)**

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# Mission and Vision

## Mission

Our Mission is to empower our students to achieve their goals and make a positive impact on their community and their world through innovative project-based education, design thinking, and real-world application of new skills.

## Vision

Myself

My Community

My Nation

My World

# Core Principles

## What We Believe

- ◆ High school needs to prepare students for life after graduation.
- ◆ Students need the ability to be problem solvers and critical thinkers.
- ◆ Students need authentic real-world opportunities for problem solving.
- ◆ Students need to take pride and responsibility for their community.

***We believe in prioritizing our relationships with students and families***

## How We Accomplish This

- ◆ Hands-on real-world project learning across content areas
- ◆ School wide focus on STEM, CTE, design-thinking, and critical problem solving
- ◆ Small school - our student body is capped at 60 students.
- ◆ Small class sizes - our average class size is 15 or fewer students, allowing teachers to give individual attention to students needs
- ◆ Exhibitions of Learning- Students talk about their learning to families and community members through presentations of their work
- ◆ Extensive involvement from community mentors and real-world community internships for students
- ◆ Close support for students in developing plans for life after high school including college and career skills

## Background

Fifteen months ago, in mid-May Of 2019, Stacey Shaw was asked to step in as an interim executive director at Wahtonka Community School. At that time, WCS students were completing their work on Acellus and intermittent participation in some ongoing projects such as tending the school garden at Petersburg School, water testing, and computer rebuilding. At that time, there were systems that needed to be audited and brought up to date and into compliance with district and state expectations, in all areas (human resources, safety protocols, academic tracking, graduation requirements, Common Core academic standards, record keeping, and financial). Stacey and the WCS staff began the work of improving these systems immediately and in July, Stacey was appointed as executive director by the WCS board, removing interim status, increasing the ability to make necessary changes.

### **Since last July, these are the changes that we have made:**

- **We have grown and improved our teaching staff.** One year ago, WCS employed two teachers. We now have seven teachers; each with a high level of experience and expertise. We have a highly qualified staff that is dedicated to our students.
- **We have sent our board to OSBA board training and have added Lorraine Hernandez as a new board member.** Lorraine has a great deal of experience in education, and she also brings her own academic background in education, her bicultural and bilingual expertise and perspective and a commitment to equity in education. We will also be voting on the addition of a new board member at our September meeting. If they become a board member, this community member expressing interest in serving would bring a background in K12 education, CTE programs and college education.
- **We have focused our school on STEM and CTE education, while keeping a project-based approach to instruction and student learning outcomes.** We believe that this niche is needed, not only in the ecosystem of education opportunities in the Gorge region, but also nationally. Regional students will benefit from this education option.
- **We have created structure that students and families need and appreciate.** Students did not have classes and a regular class schedule previously. We created this structure and other systemic structure for family meetings, IEP services, grading etc. We regularly get the feedback from our students and their guardians that the specific courses, the regular communication of expectations, the ongoing support, and the follow through that are now a part of our school culture are all helpful to them.

- **We have created a new website that serves as a complete online education portal.** When Covid 19 caused building closure and cancellation of in-person classes, we were able to pivot quickly to create a robust, clear and informative website to help students and families stay engaged. In addition, we have skills and adaptability across our staff that made this possible.
- **We have increased our income and lowered the expenditures from our general budget, which has made our school much more stable and sustainable financially.** Through a combination of increased spending oversight and the addition of grant revenue, we are in a positive position and we intend to stay on this course into the future. We were recently awarded an ODE CTE Revitalization grant that will allow us to confidently fund the creation and maintenance of a strong CTE program partnership with Columbia Gorge Community College in the 2020-21 school year.
- **We have recently changed the name of the school.** We are in process with the logistics of right now (ODE paperwork etc.). We decided to change the name of the school last April, when it was clear to staff that we had not been successful in explaining to members of the community and to colleagues that the education model that we offer is not what Wahtonka had offered previously. This, along with many of our students (and their parents) telling us that they had been bullied for attending Wahtonka or had to defend attending Wahtonka due to a stigma associated with the legacy of the name. Our students chose the name in a multi-round voting process in early March. They chose the name Riverbend for a variety of reasons, one being that The Dalles is situated on a well-known large bend in the Columbia River.
- **We have recently changed the location of the school.** We are in process with this right now (physically moving school items from the WHS building etc.) We decided to change the location of the school because the need to find a long -term building that may also better suit the needs of our charter school has been a long-term problem for WCS to solve. This issue was a focus of the WCS board of directors and the previous ED when Stacey began working at WCS. She knew that she would need to resolve this problem for the school eventually and she waited until the school had been re-created and stabilized before moving it. She also waited until the name change and the location change could happen together, so as not to cause undue and additional confusion by changing the name, by remaining in the current building with WHS name on the front, for example). The new location at Columbia Gorge Community College will provide a great location and will also allow for a strong partnership for building more college and career opportunities for Riverbend students.

**In summary, Riverbend Community School has undergone an incredible amount of organizational growth in the 2019-2020 school year.** From academic offerings, to teaching staff, to system creation and improvement, to financial growth and stability, our school has increased the capacity to serve area students and families with a high-quality STEM and CTE focused high school education.



# Academics

## Riverbend Community School Courses

**Algebra 1 and 2**

**Advanced Algebra**

American Sign Language

Anatomy and Physiology

**Culinary Arts**

**Culture and Economics (Global Studies/Finance)**

**Digital Storytelling**

**Geology**

**Geometry**

**Health**

Intro to Filmmaking

**Journalism**

**Literary Analysis 1 and 2**

**Music Through the Decades (US History)**

**Narrative and Creative Writing**

**Personal Finance**

**Photography**

**Physical Education**

Research Writing and Senior Project

Spanish

Statistics

**STEM 9- 12<sup>th</sup> (encompassing Chemistry, Horticulture and Biology)**

**Visual Arts (encompassing image making and mixed media arts)**

Writing for College and Career

Wood Shop

**\*\* *Bolded* course titles are being offered in the current trimester**

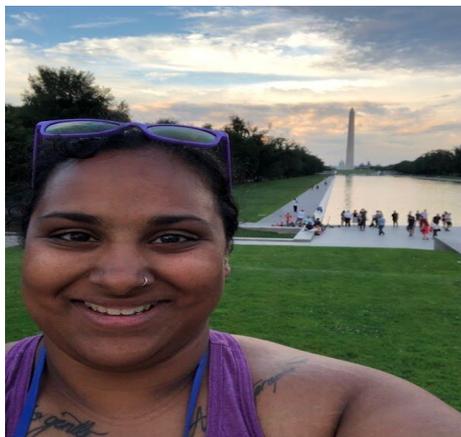
## Riverbend Community School Staff



Ms. Bourinskie (Ms. B) is our math teacher. She holds a degree in biology . Ms. B has years of experience as a biologist and as a substitute teacher, including a long-term substitute position as a SPED teacher in Hood River County School District. She holds endorsements in science and social studies. Ms. B is passionate about bringing these real-world experiences into the classroom to help her students connect the dots of how math and science enrich our lives. Her exuberance is contagious with students on their own path of self-discovery.



Mary Brossman received a B.F.A. from Pacific Northwest College of Art in 2013. Mary then double majored at PSU and received a B.S. in Earth Science in 2015 while teaching Science to 3rd-5th Graders at Sabin Elementary after school. She received her Master's in Secondary Education in 2020. Ms. Brossman combines her interest and experience in both art and science in her role as a science and arts teacher at Riverbend.



Ms. Colburn is originally from the Portland area, and graduated from Western Oregon University with a degree in History before studying education at Concordia University in Portland. Prior to starting at Riverbend Community School, Ms. Colburn taught 9th Grade English at Brookings Harbor High School in Brookings, Oregon and then moved to teach Seventh Grade ELA and Eighth grade ELA and Social Studies at The Dalles Middle School. Ms. Colburn is our social studies teacher and our after-school program coordinator.



Kieran Connolly has worked in the field of education since 2002, when he started as a teaching assistant in the Reynolds School District. Kieran has a bachelor's degree in Journalism and a master's degree in Teaching. He continued in the field, serving as a teacher at the Klahre House in Hood River and as principal of two Oregon charter schools: Trillium and Mosier Community School. Kieran is our English Language Arts and PE teacher.



Kyle Glenn received his BFA in Digital Media Production from The Art Institute of Portland in 2008. He was co-founder and Head of Production for the boutique production company Quarter Orange, producing videos for OMSI, Lewis and Clark College and Stand for Children - Oregon. Kyle teaches media arts at Riverbend, including Filmmaking, Digital Storytelling and Photography.



Sean O'Connor is an award-winning visual storyteller, media educator, internationally published photographer and contributor to an Emmy Award. His film credits include REI, PBS and BANFF as well as print and web photography publications with Smithsonian, Outside Magazine, Boston Globe and others. Sean currently owns and operates Story Gorge, an impact media and media arts education studio located in Hood River, OR. Sean teaches media arts for Riverbend, filmmaking, editing, photography, and digital storytelling.



Jocelyn Paris has taught in all levels of education, preschool through college, for the past 18 years. She holds a Master of Education degree from Northern Arizona University (with a focus on science) and her BA of Creative Writing from the University of Arizona. Ms. Paris has worked as a teacher and coach at the Arizona School for the Deaf and Blind. She has also coached the USA Women's Deaf National Team and currently is the coach of Gorge Roller Derby. She teaches STEM, ASL, Health and Culinary Arts at Riverbend.



Beth Wentz is the Business Manager/Registrar for Riverbend Community School. She grew up in Maryhill, WA amongst the orchards. She began her career in education in 1998 as a special education assistant. She has been a secretary for the Facilities, Athletics, and Nutrition Services departments. In 2018 she joined Riverbend Community School as the coordinator for the after-school program and became the Business Manager this year. When not working Beth enjoys spending time with family and friends, especially her new granddaughter. She also loves walking her fur babies on the beach, camping and spending time on the water.



Julia Cardiel is a mother of two children. Her son attends Mosier Community School, and her daughter attends school at Headstart. She has worked with children for 17 years. Julia is working on her degree in teaching and currently attending Columbia Gorge Community College. She loves working with children and loves her position as an instructional assistant for the after-school program at Riverbend Community School.



Stacey Shaw, Ed.D, ABD received her Bachelor of Arts from The Evergreen State College in 1992. Her undergraduate studies focused on bilingual education, Spanish language, and Latin American studies. She received her Master of Arts in Education with a focus on ecological and multicultural education from Prescott College in 2003. Stacey is currently working on her Doctorate in Education in Educational Leadership with a focus on social justice and equity at Lewis and Clark College. She has been in the field of education for 25 years and is the executive director/principal at Riverbend Community School.

**\*Extended teaching staff bios are available at [www.riverbendcommunityschool.org/teachingstaff](http://www.riverbendcommunityschool.org/teachingstaff)**

# Board of Directors

## Board Chair



Born in The Dalles, Oregon Bethany Ayres-McManus is the Farm Director of Little Bear Hill a combined sustainable farm and artist residency. After receiving a BS in Neuroscience and Ecology, with a Minor in Ceramics from the University of Oregon in 2004 Bethany then moved to upstate NY where she received her certification as a Veterinary Technician from Ulster Community College. She began serving on the Riverbend board in 2017.

## Vice Chair



Sarajane Viemeister has been a resident of The Dalles for over 20 years. She has worked for Columbia Gorge Community College since 2008 and has found a passion for education. She joined the board at Riverbend Community School just in time to help set up the charter school. Her goal has always been to build a bridge between the school and the college. She recently graduated with a Bachelors in Anthropology/Sociology, so her love of people and cultures has flourished.

## Board Members



Aaron Bowman was born and raised in The Dalles, OR. For the past 14 years he's worked in the special education field. With his wife, Katy, and other members of the community, he ran REACH The Dalles, a support group for parents of children with special needs, for several years. He was elected to the District #21 School board in 2014 and also served on the Wonderworks Children's Museum board. He joined the school board of Riverbend Community School in 2016.



Lorraine Hernandez is a recently retired educator and she has lived in The Dalles for 18 years. Her background as an educator includes a master's degree in education with an emphasis in Multicultural Studies, Bilingual Instruction and endorsements in teaching Spanish and English as a Second Language. Most of Lorraine's teaching experience has taken place in Oregon and Washington and includes 14 summers teaching abroad. She joined the Riverbend Community School board in August 2020.



Carrie Pipinich moved to The Dalles in 2011 with the RARE (Resource Assistance for Rural Environments) Americorps program and has continued to work with Mid-Columbia Economic Development District since. Prior to moving to The Dalles, Carrie received her BA in Urban Studies with a focus in Political Science from Barnard College of Columbia University and a Masters in Urban and Regional Planning from Portland State University.

# Enrollment



We currently have 30 students enrolled and are processing 5 additional new student inquiries and enrollments.

Of our currently enrolled students we have:

8 IEP students

1 ELL student

6 students identifying as Hispanic

2 students identifying as Black/African American

5 students identifying as American Indian/Alaska Native

25 students identifying White

- These numbers reflect several students identifying as more than one racial and/or ethnic identity and or/receiving more than one type of academic support.

Riverbend qualifies for Title I funds based on our percentage of students qualifying for free and reduced lunch. We have a high number of students have been and/or are currently impacted by traumatic events and life circumstances. Many of our students face multiple barriers to educational access and equity and we work diligently as a staff to provide support to students and families to address and change identified inequities and challenges.

Our enrollment is on an upswing, as area families are understanding that we are offering high quality STEM/CTE focused educational opportunities, high quality distance courses and a partnership with Columbia Gorge Community College. We are excited about the future of Riverbend Community School and anticipate that our enrollment numbers will continue to rise in 2020-21.

## Important Work

One of the things that we are proud of in the past year is the **collaboration between our students and ODE that directly helped ODE to create a report on best practices for schools for LGBTQ2SIA+ students**. This work began when Colt Gill, superintendent of public instruction, contacted Candy Armstrong with a request to speak with Stacey Shaw to invite WCS students to tell ODE directly about their experiences of belonging and unbelonging at our school. He requested this based on a site visit in a previous year.

WCS students identifying with the LGBTQ2SIA+ community had expressed that they felt a sense of safety and belonging, and he had remembered that experience. We accepted this invitation, and the state sent an interviewer from Seechange.org to the school. We made sure that the interviewer took a mandatory reporting training and we gave informed consent/confidentiality forms to parents and students, ensuring that they gave permission for students to participate. We talked to all of our students prior to her visit and they all knew that it was entirely voluntary to participate. We did not ask for any confirmation or reporting to us about their identity or expression and we let the interviewer know that we were making the interview opportunity available to all students.

The majority of our students did decide to have a one-on-one interview and offer their insights about belonging and unbelonging in schools. Student names and identities were kept confidential in the data collection and reporting, but the interviewer conveyed that our students reported a very positive school climate and culture that supports gender identity and expression, including a sense of physical and emotional safety and a low incidence bullying. WCS was one of only four schools that ODE selected for direct student interviews. **This report has been distributed by the office of the superintendent and by Oregon Department of Education and will be used in Salem for legislative work on funding.**

Click [HERE](#) to see the LGBTQ2SIA+ Student Success Plan

## Plans and Partnerships

In the 2020/21 school year, we plan to continue to improve and refine our online education offerings through the course of the Covid19 pandemic. **We are committed to ensuring the safety of our students, families and staff, while also providing high quality STEM/CTE and project-based learning opportunities in all content areas.** We will continue to work diligently to remove barriers to access, including supporting students with technology and materials access, translation, IEP support and accommodation, and referral to support agencies as needed for additional resources as needs are identified. We will work closely with our existing partners to provide increased opportunities for dual credit, career training, college readiness and attendance, internships and scholarships. **We will continue to provide an engaging, safe and academically enriching after school program for D21 2<sup>nd</sup> through 5<sup>th</sup> grade students.** We will continue to develop the training and provide the resource support for Riverbend staff as needed to achieve these plans.

### **We currently have working partnerships with:**

- Columbia Gorge Community College
- Google
- Story Gorge
- Immense Imagery
- Gorge STEM Hub
- SeeChange.org
- CREN Columbia Regional Educators Network
- Seed to Table Educational Farm
- GLSEN (LGBTQIA+ student support organization)

## Student Interview Comments

**Tell me one great experience you had at Wahtonka Community School (Riverbend). What was it? Why was it great? How did you feel? Tell me more.**

“Coming to school and meeting everyone, people are so friendly. There are no put downs. No one here tolerates it. This is the only school that doesn’t tolerate it. It’s like you’re Zen here, like we’re monks. One thing we have here is no bullies. We are all friends, it’s kinda like one big family. That is a great experience for me and a great experience in general. We all get to know one another and just connect with people. Like you might think “oh I can’t be friends with that one person (in another social group), but then you come here and see “oh, I can actually be friends with anyone. Here everyone just comes together. I like that we have stability now. Before we didn’t have any stability because we did not have any system. But now with new teachers, we are all getting on track to graduate, to get on with our lives. I am just so thankful for the experience.” (11<sup>th</sup> grade student)

**Tell me about the strengths our school has. What are the positive things happening in our school and for you as a student?**

“Well, the school is a very positive community. There are less people here than other schools and I think that is a better thing because with more people there could be more possibility of fights, people being mean to each other and creating a negative atmosphere. The overall niceness of the staff is good and the kids treat each other pretty well. It is a lot easier to make friends here than at my old school. This is a great community that has a lot of kids that would be called "different" in other schools ... like me.” (9<sup>th</sup> grade student)

**How would you describe our school community? What is unique about our school? Can you describe how you feel when you are here?**

“The school community is very positive. Or school is unique because ... besides being 4 days a week and year-round, teachers feel like they are not just teachers, they are your friends. Like they are not just here doing a job, they are here to help you graduate, which is not something I have seen in other schools. I am pretty happy.” (9<sup>th</sup> grade student)

## Parent Interview Comment

“I think that you have given our son the ability to express himself at his pace. He doesn’t feel ostracized for not being the smartest or being the cool kid. He’s free to have his own thoughts and opinions and not be stressed out over it.” – (Parent of 9<sup>th</sup> grade student)

# Financials

Riverbend has grown quickly as a school organization. We have added staff, created a full course catalog, added significant revenue and increased expenditures. Taken together, this has increased our capacity to serve students and families. Our ability to provide academic and social emotional resources and support has grown and we anticipate this trajectory will continue as we communicate with stakeholders, seek new grant funding opportunities, and build partnerships.

**Please refer to the following documents, included separately:**

- **Financial Statement and Supplemental Info. from June 2019 audit**  
*\*Our next audit is scheduled for September 17th, 2020*
- **P & L comparison: July 2018-June 2019 to July 2019 to June 2020.**
- **Balance sheet comparison: July 2018-June 2019 to July 2019 to June 2020**

**REQUIRED SUPPLEMENTAL INFORMATION**

**WAHTONKA COMMUNITY SCHOOL**  
**The Dalles, Oregon**

SCHEDULE OF THE SCHOOL'S CONTRIBUTIONS

**OREGON PERS SYSTEM**

**Schedule of the School's Proportionate Share of the Net Pension Liability**

	2019
School's Proportion of the net pension liability (asset)	0.00000000%
School's proportionate share of the net pension liability (asset)	\$ -
School's covered-employee payroll (from actuarial exhibits)	\$ -
School's proportionate share of the net pension liability (asset) as a percentage its covered-employee payroll	0%
Plan fiduciary net position as a percentage of the total pension liability	82%

**Schedule of the School's Contributions**

	2019
Contractually required contribution	\$ 20,416
Contributions in relation to the contractually required contribution	(20,416)
Contribution deficiency (excess)	\$ -
School's covered-employee payroll	\$ 149,050
Contributions as a percentage of covered-employee payroll	14%

## OTHER INFORMATION

**WAHTONKA COMMUNITY SCHOOL**  
**The Dalles, Oregon**

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -  
 BUDGET AND ACTUAL

GENERAL FUND

For the Year Ended June 30, 2019

	Original and Final Budget	Variance with Final Budget Over (Under)	GAAP Basis
<b>REVENUES</b>			
Local revenue	\$ -	\$ 450	\$ 450
State revenue	-	311,345	311,345
	-	311,795	311,795
Total revenues	-	311,795	311,795
<b>EXPENDITURES</b>			
Current			
Instruction	-	94,368	94,368
Support services	-	193,346	193,346
	-	287,714	287,714
Total expenditures	-	287,714	287,714
Excess (deficiency) of revenues over (under) expenditures	-	24,081	24,081
Fund balance - beginning	-	-	-
Fund balance - ending	\$ -	\$ 24,081	\$ 24,081

**WAHTONKA COMMUNITY SCHOOL**  
**The Dalles, Oregon**

SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -  
 BUDGET AND ACTUAL

SPECIAL REVENUE FUND

For the Year Ended June 30, 2019

	Original and Final Budget	Variance with Final Budget Over (Under)	GAAP Basis
<b>REVENUES</b>			
Federal revenue	\$ -	\$ 51,788	\$ 51,788
Total revenues	-	51,788	51,788
<b>EXPENDITURES</b>			
Current			
Instruction	-	3,712	3,712
Community services	-	28,455	28,455
Total expenditures	-	32,167	32,167
Excess (deficiency) of revenues over (under) expenditures	-	19,621	19,621
Fund balance - beginning	-	-	-
Fund balance - ending	\$ -	\$ 19,621	\$ 19,621

# Wahtonka Community School

## BALANCE SHEET COMPARISON

As of June 30, 2019

	TOTAL	
	AS OF JUN 30, 2019	AS OF JUN 30, 2020 (PP)
<b>ASSETS</b>		
Current Assets		
Bank Accounts		
0100 Current Assets		
0101 Bank of the West	53,068.47	-360.82
0101001 General Cash Account	0.00	0.00
0102 Rivermark Community Credit Union		174,584.81
0103 Petty Cash	200.00	200.00
<b>Total 0100 Current Assets</b>	<b>53,268.47</b>	<b>174,423.99</b>
<b>Total Bank Accounts</b>	<b>\$53,268.47</b>	<b>\$174,423.99</b>
Accounts Receivable		
Accounts Receivable (A/R)		26,873.00
<b>Total Accounts Receivable</b>	<b>\$0.00</b>	<b>\$26,873.00</b>
Other Current Assets		
Payroll Corrections	0.00	0.00
<b>Total Other Current Assets</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Total Current Assets</b>	<b>\$53,268.47</b>	<b>\$201,296.99</b>
<b>TOTAL ASSETS</b>	<b>\$53,268.47</b>	<b>\$201,296.99</b>
<b>LIABILITIES AND EQUITY</b>		
Liabilities		
Current Liabilities		
Accounts Payable		
0421 Accounts Payable (A/P)	0.00	618.50
<b>Total Accounts Payable</b>	<b>\$0.00</b>	<b>\$618.50</b>
Other Current Liabilities		
0471 Payroll Liabilities		
0471001 Federal Income Tax Payable	0.00	0.00
0471003 OR Income Tax	0.00	0.00
0471004 OR Employment Taxes	577.39	1,918.36
0471005 Prepaid Workers Compensation	-769.73	0.00
0471006 Workers' Compensation	655.72	-88.47
0471007 OR Statewide Transit Taxes	-32.49	-104.16
0471008 PERS IAP	1,266.73	-1,874.36
0471009 PERS Pension	-2,098.55	-3,835.37
0471010 OPSRP Pension	7,359.13	-5,754.24
0471011 OEBA	2,473.99	3,054.53
0471012 OEBA LTD	116.00	146.33
0471013 OEBA Life & AD&D	-1.87	-7.12
0471014 OEBA Optional AD&D	20.20	20.20
0471015 OEBA STD	0.00	0.00
0471016 HRA/VEBA	0.00	0.00

	TOTAL	
	AS OF JUN 30, 2019	AS OF JUN 30, 2020 (PP)
0471017 WCS HSA	3,062.50	3,062.50
0471018 D21 Group HRA	0.00	0.00
0471019 PERS Retiree Tier 1 & 2		135.45
0471020 OSGP	0.00	0.00
0471021 American Fidelity TSA	0.00	0.00
0471030 American Fidelity	0.00	0.00
0471031 American Fidelity 125	0.00	0.00
0471035 Texas Life	0.00	0.00
<b>Total 0471 Payroll Liabilities</b>	<b>12,629.02</b>	<b>-3,326.35</b>
Direct Deposit Payable	0.00	0.00
<b>Total Other Current Liabilities</b>	<b>\$12,629.02</b>	<b>\$ -3,326.35</b>
<b>Total Current Liabilities</b>	<b>\$12,629.02</b>	<b>\$ -2,707.85</b>
<b>Total Liabilities</b>	<b>\$12,629.02</b>	<b>\$ -2,707.85</b>
Equity		
0730 Retained Earnings		
Net Income	40,639.45	204,004.84
<b>Total Equity</b>	<b>\$40,639.45</b>	<b>\$204,004.84</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$53,268.47</b>	<b>\$201,296.99</b>

# Wahtonka Community School

## PROFIT AND LOSS COMPARISON

July 2018 - June 2019

	TOTAL	
	JUL 2018 - JUN 2019	JUL 2019 - JUN 2020 (PP)
<b>Income</b>		
1000 Revenue - Local Sources		33,694.74
1510 Interest Earned from Bank Account	3.98	422.82
1920 Contributions/Donations	109.00	
1990 Miscellaneous Income	335.00	1,722.62
<b>Total 1000 Revenue - Local Sources</b>	<b>447.98</b>	<b>35,840.18</b>
2000 Revenue - Intermediate Sources		155,260.53
3000 Revenue - State Sources		
3101 State School Fund	311,345.04	525,915.04
3299 Other Restricted Grants-in-aid		98,263.82
<b>Total 3000 Revenue - State Sources</b>	<b>311,345.04</b>	<b>624,178.86</b>
4000 Revenue - Federal Sources		19,436.34
4500 Restricted Revenue From Federal Government		166,603.24
4700 Federal Grants Through Other Intermediate Agencies	51,788.40	
<b>Total 4000 Revenue - Federal Sources</b>	<b>51,788.40</b>	<b>186,039.58</b>
7410		-29.65
<b>Total Income</b>	<b>\$363,581.42</b>	<b>\$1,001,289.50</b>
<b>GROSS PROFIT</b>	<b>\$363,581.42</b>	<b>\$1,001,289.50</b>
<b>Expenses</b>		
100 Salaries		
111 Licensed Salary	54,078.72	172,809.69
112 Classified Salary	19,254.83	42,093.84
113 Administrator Salary	66,702.16	115,601.82
114 Non-Licensed Administrator Salary	31,922.63	47,886.93
121 Substitutes - Licensed	10,106.00	3,065.88
122 Substitutes - Classified		1,087.34
<b>Total 100 Salaries</b>	<b>182,064.34</b>	<b>382,545.50</b>
200 Employee Benefits		0.00
211 Employers Contribution	26,270.56	48,735.04
212 PERS IAP Contribution	8,942.72	20,948.07
216 Employer OPSRP	11,473.06	53,119.91
220 Social Security	0.00	27,738.07
231 Workers Comp	655.72	2,057.26
232 Unemployment Compensation	18.20	7,442.64
241 OEBA M/V/D Insurance	20,872.66	36,873.53
242 Health Savings Account	3,362.89	0.00
243 LTD Insurance	32.52	31.57
244 Life/AD&D Insurance	65.45	107.13
246 HRA VEBA Contribution	8,050.00	5,600.00
<b>Total 200 Employee Benefits</b>	<b>79,743.78</b>	<b>202,653.22</b>
300 Purchased Services		
311 Instructional Services	4,807.65	761.84

	TOTAL	
	JUL 2018 - JUN 2019	JUL 2019 - JUN 2020 (PP)
319 Other Instruction/Pro Services		103,930.45
324 Rentals/Leases	18,000.00	22,000.00
331 Reimbursable Student Transportation	840.94	2,386.44
332 Non-reimbursable Student Transportation	1,065.00	776.00
341 In-District Travel		173.01
342 Out of District Travel		2,610.86
381 Audit Services		2,000.00
382 Legal Services	825.00	825.00
389 Other Non-Instructional Services	933.25	1,536.83
<b>Total 300 Purchased Services</b>	<b>26,471.84</b>	<b>137,000.43</b>
350 Communication		
353 Postage	18.45	32.69
<b>Total 350 Communication</b>	<b>18.45</b>	<b>32.69</b>
400 Supplies & Materials		
410 Consumable Supplies	6,397.62	4,205.79
411 Photocopy Expenses		396.40
412 Copy Paper Costs	169.90	
430 Books		4,481.74
460 Non-Consumable Items	5,911.51	20,106.64
470 Computer Software	2,453.25	5,042.44
480 Computer Hardware	934.02	71,957.04
<b>Total 400 Supplies &amp; Materials</b>	<b>15,866.30</b>	<b>106,190.05</b>
600 Other Objects		
640 Dues & Fees	1,108.04	2,579.99
651 Liability Insurance		6,013.00
<b>Total 600 Other Objects</b>	<b>1,108.04</b>	<b>8,592.99</b>
Payroll Expenses		
Company Contributions		
American Fidelity 125		0.00
American Fidelity TSA		0.00
OEBB STD		0.00
OSGP		0.00
<b>Total Company Contributions</b>		<b>0.00</b>
Wages		909.23
<b>Total Payroll Expenses</b>		<b>909.23</b>
Payroll Expenses (deleted)		
Taxes (deleted)		0.00
<b>Total Payroll Expenses (deleted)</b>		<b>0.00</b>
Payroll Expenses-1 (deleted)		
Company Contributions (deleted)		
American Fidelity 125 (deleted)	0.00	
<b>Total Company Contributions (deleted)</b>	<b>0.00</b>	
Taxes (deleted)	17,669.22	0.00
<b>Total Payroll Expenses-1 (deleted)</b>	<b>17,669.22</b>	<b>0.00</b>
<b>Total Expenses</b>	<b>\$322,941.97</b>	<b>\$837,924.11</b>
<b>NET OPERATING INCOME</b>	<b>\$40,639.45</b>	<b>\$163,365.39</b>

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	TOTAL	
	JUL 2018 - JUN 2019	JUL 2019 - JUN 2020 (PP)
NET INCOME	<b>\$40,639.45</b>	<b>\$163,365.39</b>

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# NORTH WASCO COUNTY SCHOOL DISTRICT

## Expenditure Status Report

For the twelve months ending June 30, 2020\*

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance
<b>100 General Fund</b>				
1000 - Instruction	20,642,966	19,847,507	-	795,459
2000 - Support Services	12,888,189	12,754,734	-	133,455
5000 - Debt Service & Fund Transfers	2,351,000	2,343,032	-	7,968
6000 - Contingency	300,000	-	-	300,000
7000 - Unappropriated Ending Fund Balance	1,000,000	-	-	1,000,000
<b>Totals</b>	<b>\$ 37,182,155</b>	<b>\$ 34,945,273</b>	<b>\$ -</b>	<b>\$ 2,236,882</b>
<b>210-242 Special Revenue Funds</b>				
1000 - Instruction	2,916,378	2,462,037	-	454,341
2000 - Support Services	1,571,720	704,942	-	866,778
3000 - Enterprise & Community Services	92,755	43,348	-	49,407
7000 - Unappropriated Ending Fund Balance	45,000	-	-	45,000
<b>Totals</b>	<b>\$ 4,625,853</b>	<b>\$ 3,210,327</b>	<b>\$ -</b>	<b>\$ 1,415,526</b>
<b>250 Nutrition Services Fund</b>				
3000 - Enterprise & Community Services	1,541,488	1,371,859	-	169,629
<b>Totals</b>	<b>\$ 1,541,488</b>	<b>\$ 1,371,859</b>	<b>\$ -</b>	<b>\$ 169,629</b>
<b>285 Technology Fund</b>				
1000 - Instruction	-	-	-	-
2000 - Support Services	160,000	74,892	-	85,108
<b>Totals</b>	<b>\$ 160,000</b>	<b>\$ 74,892</b>	<b>\$ -</b>	<b>\$ 85,108</b>
<b>292-298 Replacement Funds</b>				
1000 - Instruction	225,000	5,803	-	219,197
2000 - Support Services	241,400	-	-	241,400
7000 - Unappropriated Ending Fund Balance	180,000	-	-	180,000
<b>Totals</b>	<b>\$ 646,400</b>	<b>\$ 5,803</b>	<b>\$ -</b>	<b>\$ 640,597</b>
<b>302-304 Debt Service Funds</b>				
5000 - Debt Service & Fund Transfers	3,859,443	4,496,275	-	(636,832)
7000 - Unappropriated Ending Fund Balance	14,352	-	-	14,352
<b>Totals</b>	<b>\$ 3,873,795</b>	<b>\$ 4,496,275</b>	<b>\$ -</b>	<b>\$ (622,480)</b>
<b>Total All Funds</b>	<b>\$ 48,029,691</b>	<b>\$ 44,104,429</b>	<b>\$ -</b>	<b>\$ 3,925,262</b>

*\*These numbers are as of 8/20/2020; however, the fiscal year is not closed.*

NOTE: Student Body Funds (290) are not included on this report. Reported on annual audit only.

## NORTH WASCO COUNTY SCHOOL DISTRICT

### Financial Statements\*

June 30, 2020

Balance Sheet	General Fund	Special Revenue Funds	Nutrition Services Fund	Technology Fund	Replacement Funds	Debt Service Funds	Totals
<b>ASSETS:</b>							
Cash & Investments	1,097,938	(599,255)	(51,841)	74,493	637,213	14,840	<b>1,173,388</b>
Accounts Receivable	3,239,813	1,233,266	99,433		-	-	<b>4,572,512</b>
Inventory/Prepaid expense	315,995	45,000	3,560	-	-	-	<b>364,555</b>
<b>Total Assets</b>	<b>4,653,746</b>	<b>679,011</b>	<b>51,152</b>	<b>74,493</b>	<b>637,213</b>	<b>14,840</b>	<b>6,110,455</b>
<b>LIABILITIES:</b>							
Accounts Payable	257,915	3,887	46,186	-	-	-	<b>307,988</b>
Payroll Liabilities	3,425,323	-	-	-	-	-	<b>3,425,323</b>
Deferred Revenue	561,814	-	3,985	-	-	-	<b>565,799</b>
<b>Total Liabilities</b>	<b>4,245,052</b>	<b>3,887</b>	<b>50,171</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,299,110</b>
<b>FUND BALANCE:</b>							
<b>Total Fund Balance</b>	<b>408,694</b>	<b>675,124</b>	<b>981</b>	<b>74,493</b>	<b>637,213</b>	<b>14,840</b>	<b>1,811,345</b>
<b>Revenues &amp; Expenditures: 2019-20 Year to Date</b>							
Beginning Fund Balance	1,960,243	618,855	30,459	49,385	352,659	714,517	<b>3,726,118</b>
Year to Date Revenues	33,393,724	3,266,596	1,342,381	100,000	290,357	3,796,598	<b>42,189,656</b>
Year to Date Expenditures	34,945,273	3,210,327	1,371,859	74,892	5,803	4,496,275	<b>44,104,429</b>
Year to Date Net Income (Loss)	<b>(1,551,549)</b>	<b>56,269</b>	<b>(29,478)</b>	<b>25,108</b>	<b>284,554</b>	<b>(699,677)</b>	<b>(1,914,773)</b>
<b>Ending Fund Balance</b>	<b>408,694</b>	<b>675,124</b>	<b>981</b>	<b>74,493</b>	<b>637,213</b>	<b>14,840</b>	<b>1,811,345</b>

*\*These numbers are as of 8/20/2020; however, the fiscal year is not closed.*

# North Wasco County School District

Code: BBF  
Adopted: 1/14/04  
Revised/Readopted: 10/25/07; 10/22/15

## Board Member Standards of Conduct

**A Board member should** ~~As a member of my local school board, I will strive to improve public education and to that end I will:~~

1. **Comply with ethics laws for public officials;**
2. **Understand that the Board sets the standards for the district through Board policy. Board members do not manage the district on a day-to-day basis;** ~~Work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the superintendent;~~
3. Attend all regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
4. **Understand that the Board makes decisions by a quorum vote of the Board. Individual Board members may not commit the Board to any action;**
5. Recognize that I ~~must make~~ policy decisions **must be made** only after full discussion at publicly held Board meetings;
6. **Respect the right of other Board members to have opinions and ideas which differ;** ~~Encourage the free expression of opinion by all Board members and seek systematic communications between the Board and students, staff and all elements of the community;~~
7. **Recognize that decisions made by a quorum vote are the final decisions of the Board. Such decisions should be supported by all Board members;**
8. **Make decisions only after the facts are presented and discussed;** ~~Render all decisions based on the available facts and my independent judgment and refuse to surrender that judgment to individuals or special interest groups;~~
9. ~~Communicate to other Board members and the superintendent expressions of public reaction to Board policies and school programs;~~
10. ~~Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards associations~~
11. ~~Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff;~~
12. **Understand the chain of command and refer problems or complaints directly to the superintendent unless the complaint is again the superintendent which should be referred to the Board chair on behalf of the Board.** ~~proper administrative office;~~

13. Recognize that the Board must comply with the Public Meetings Law and only has authority to make decisions at properly noticed Board meetings;
14. Insist that all Board and district business is ethical and honest; ~~Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal or partisan gain;~~
15. Be open, fair and honest — no hidden agendas;
16. Understand that Board members will receive information that is confidential and cannot be shared; ~~Take no private action that will compromise the Board or administration and respect the confidentiality of information that is privileged under applicable law;~~
17. Recognize that the superintendent is the Board's employee and designated as the chief executive officer of the district;
18. Take action only after hearing the superintendent's recommendations;
19. Refuse to bring personal or family problems into Board considerations;
20. Give district staff the respect and consideration due to skilled, professional employees;
21. Present personal criticism of district operations to the superintendent, when appropriate, not to district staff;
22. Respect the right of the public to attend and observe Board meetings;
23. Respect the right of the public to be informed about district decisions and school operations as allowed by law;
24. Remember that content discussed in executive session is confidential;
25. Use social media, websites, or other electronic communication judiciously, respectfully, and in a manner that does not violate Oregon's Public Meetings Laws and follows School Board Policies JFCEB: Personal Electronic Devices and Social Media and Policy GCAB: Personal Electronic Devices and Social Media.
26. When posting online or to social media, Board members will treat and refer to other Board members, staff, students and the public with respect, and will not post confidential information about students, staff or district business and follows School Board Policies JFCEB: Personal Electronic Devices and Social Media and Policy GCAB: Personal Electronic Devices and Social Media.
27. A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make an oral report by telephone or otherwise to the local Department of Human Services (DHS), to the designee of the department or to a local law enforcement within the county where the person making the report is located at the time of contact.
28. Remember always **the** ~~that~~ my first and greatest concern **of the board** must be the educational welfare of the students attending the public schools.

## END OF POLICY

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### Legal Reference(s):

[ORS 162.015 - 162.035](#)  
[ORS 162.405 - 162.425](#)  
[ORS 192.610 - 192.710](#)

[ORS Chapter 244](#)  
[ORS 332.055](#)  
[ORS 419B.005](#)

[ORS 419B.010](#)  
[ORS 419B.015](#)  
[Senate Bill 415 \(2019\)](#)

1st Reading