

Regular Meeting / Budget Hearing

Thursday, June 18, 2020 6:00 PM
@northwascoschools

1. **Call the Budget Hearing to Order** **Presenter:** John Nelson, Chair
2. **Public Input on the FY 2020-2021 Budget document.**
3. **Adjourn Budget Hearing.**
4. **Call the Regular School Board Meeting to Order.** **Presenter:** John Nelson, Chair
5. **District Mission / Vision Statement**
6. **Public Comments Submitted:**
7. **Consent Agenda**
 - 7.a. Approve the Work Session Meeting minutes from June 9th, 2020
 - 7.b. Approve the School Board Meeting Minutes from May 28th, 2020
 - 7.c. Personnel Report
8. **Old Business Discussion / Action:**
9. **New Business Discussion / Action:**
 - 9.a. **Presentations / Reports:**
 - 9.a.1. **Superintendent's Report** **Presenter:** Candy Armstrong
 - 9.a.1.a. Update on Summer Planning (fields/building use)
 - 9.a.1.b. Update on Reopening in the fall (ODE guidance)
 - 9.a.1.c. Equity Audit - moving forward with planning
 - 9.a.2. **Board Discussion - Equity in Education**
 - 9.a.3. **Chief Financial Officer's Report** **Presenter:** Randy Anderson
 - 9.a.3.a. **Financial Statements:**
 - 9.a.3.b. **Enrollment:**
 - 9.a.4. **Board Attorney's Report** **Presenter:** Jason Corey
10. **Discussion / Action Items:**
 - 10.a. **2nd Reading & Adoption of Board Policy**
 - 10.a.1. **School Board Policy GBL - Personnel Records** *(No changes from 1st Reading)*
 - 10.a.2. **School Board Policy GBN/JBA - Sexual Harassment** *(Required changes)*

10.a.3. **School Board Policy JHH - Student Suicide Prevention (Required New Policy)**

10.b. **Action Item:** *Approve Resolution #20-21-01: Resolution adopting the budget, making appropriations, imposing and categorizing the tax.* **Presenter:** Randy Anderson, CFO

10.c. **Action Item:** Approve Resolution #19-20-08: Closing a Fund

11. **Executive Session**

12. **Adjourn the Executive Session.**

12.a. **Possible Action Item:** Possible action on complaint received

13. **Adjourn the 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 – June 18, 2020 *Current as of – June 11, 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
Clara Hochstetler	Counselor	TDHS	Begins July 1, 2020
Raquel MacSwain	Counselor	TDHS	Begins July 1, 2020
Ashley Lisbin	Music Teacher	DHE	Begins August 24, 2020
Cory Erickson	Math Teacher	TDMS	Begins August 24, 2020
Amanda Moreno	Math Teacher	TDMS	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
N/A			

Licensed Staff– Request for Leave of Absence

NAME	POSITION	BUILDING	COMMENTS
N/A			

Administrative Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
Kara Flath	Chief Financial Officer	District Office	Begins July 1, 2020

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
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
Amanda Moreno	Ed Asst III-SELA	Colonel Wright Elementary	Resigns June 12, 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	1.0 FTE	District Wide	Open Until Filled	Advertised
Special Education Teacher-LTCT Program	1.0 FTE	WC	June 30, 2020	Advertised
Interim Science Teacher	1.0 FTE	TDHS	June 19, 2020	Advertised
Educational Assistant II-DLI	1.0 FTE	CES	June 30, 2020	Advertised
Educational Assistant III-SPED	7.5 Hrs	District Wide	Open Until Filled	Advertised
Educational Assistant III-SPED	7.5 Hrs	CWE	June 12, 2020	Advertised
Educational Assistant II-Title 1 Reading	7.5 Hrs	CWE	June 12, 2020	Advertised
JumpStart Kindergarten Teacher	1.0 FTE/Temp	CWE	May 26, 2020	Advertised-Internally
Educational Assistant III-SELA	7.5 Hr	CWE	May 26, 2020	Advertised-Internally
Educational Assistant II-Jump Start Program	7.5 Hrs/Temp	CWE	May 26, 2020	Advertised-Internally
Substitute Bus Driver (Pool)	Substitute	Transportation	Open Until Filled	Advertised
Assistant Volleyball Coach	Seasonal	TDHS	Open Until Filled	Advertised
Grade 1 Job Share-Temporary	.50 FTE	DHE	6/26/2020	Advertised-Internally

OSBA Model Sample Policy

Code: JBB
Adopted:

Educational Equity

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. “Achieving equity” means students’ identities will not predict or predetermine their success in school.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by [race/ethnicity, national origin, language, special education, sex, socioeconomic status and mobility¹] to inform district decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating the predictability and disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation² and national origin in discipline, special education and in various advanced learning.
4. Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

1. The district shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.

¹ These are data categories that the Oregon Department of Education collects. Districts may choose to add to this list from data the district collects.

² “Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identify, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

2. The district shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed [using an educational equity analysis tool] [with educational equity as a priority].
3. The district shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce that includes racial, sex and linguistic diversity, as well as culturally responsive administrative, instructional and support personnel.
4. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
5. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.
6. The district shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
7. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.
8. The district shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, class, language, ethnicity, poverty, ability and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall [develop procedures] [develop an action plan] [include equity practices in the district's strategic plan strategies] to implement this policy. The superintendent will [annually] report to the Board the progress of the [implementation of this policy] [action plan] [strategic plan].

END OF POLICY

Legal Reference(s):

[ORS 174.100\(7\)](#)
[ORS 332.075](#)

[ORS 332.107](#)
[ORS 342.437 to -342.449](#)

Hood River County School District

Code: **JBB**
Adopted: 1/25/17

Educational Equity

The Hood River County School District is a community of learners who believes that educational excellence can only exist in the presence of educational equity. In our schools, every student - regardless of race, nationality, ethnicity, family economics, mobility, gender, sexual orientation, disability, or initial educational background - shall receive an excellent educational experience in an environment where adults empower them to be critical thinkers, independent workers, innovators, exceptional teammates, and lifelong, civically-oriented learners.

The Board believes in the enormous benefit of a high-quality, inclusive and socially just education for every child. The principle of educational equity is distinct from the notion of conventional equality, where all students are treated the same; rather, educational equity acknowledges that students from different backgrounds often require different levels of support to achieve their goals. The District will strive to apply this principle of educational equity to all policies, programs, operations, practices, and resource allocations, while ensuring that all students will have access and opportunity to an outstanding education.

The Hood River County School District is committed to the following beliefs:

1. Children of every background can and will learn at the highest levels when all staff holds every student to high expectations and ensures equitable access to curriculum, instruction, assessment, and co-curricular activities.
2. All adults working and volunteering within the Hood River County School District have a substantial impact on each student's success and that they must have the will and skill to eliminate disparities in academic and social outcomes for every student.
3. We will only achieve our mission of "Excellence. Every student. Every day." when all families - regardless of their race, class, nationality or primary language - are empowered as equal partners to influence, inform, and impact decisions throughout our school system.
4. Our community will be able to reach its fullest potential only when the Hood River County School District educates students of all races and cultural backgrounds to the highest levels.

To realize our beliefs, the Hood River County School District will:

1. Systematically use data disaggregated by race and English language proficiency - as a minimum - to inform decision-making at the district, school, and classroom levels.
2. Provide students with equitable access to high-quality curriculum, instruction, programs, and support services, even when this means differentiating resource allocation.
3. Nurture staff members' engagement in explicit discussions about equity towards maximizing our collective wisdom, expertise, resolve, and capacity to eliminate historically predictable achievement disparities in our district.

4. Engage members of our community who are racially and culturally representative of our student demographics on decision-making bodies and honor their distinctive perspectives.
5. Hold one another mutually accountable for examining our policies, practices, and programs for cultural biases, and for eliminating access and outcome disparities based on race and cultural background wherever they are found.
6. Strive for continuous growth in all that we do by creating, reinforcing, and nurturing a district-wide, equity-focused professional learning culture.
7. Hire the very best candidates in all positions that reflect the diversity of the community that we serve.
8. Nurture a community of learners where college placement and/or family-wage career is the expectation for all students.
9. Ensure that the District's Strategic Plan embraces the principles of educational equity as a key feature with measurable outcomes to prepare each student to graduate with the knowledge and courage to learn, serve, and pursue their dreams.

END OF POLICY

Legal Reference(s):

[ORS 174.100\(7\)](#)

[ORS 332.075](#)

[ORS 332.107](#)

[ORS 342.437 to -342.449](#)

Educational Equity

The Hillsboro School District is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing and eliminating institutional barriers and creating access and opportunities that benefit each student. “Achieving equity” means students’ identities will not predict or predetermine their success in school.

Educational equity is based on the principle that each student receives what is required for them to achieve success with regard to allocation of resources, opportunity, treatment, and access.

The principle of educational equity goes beyond formal equality where all students are treated the same. Instead, educational equity fosters a barrier-free environment in which all students have the opportunity to benefit equally. Educational equity promotes equality of educational outcomes for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity, the district will commit to:

- Systematically using districtwide, school- and classroom-level data, disaggregated by Oregon Department of Education data sets (e.g., race/ethnicity, national origin, language, qualification for special education services, gender, socioeconomic status and mobility) to inform district decision making.
- Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
- Eliminating the predictability and disparity in all aspects of our education system and its administration, including but not limited to, the disproportionate representation of students by race/ethnicity, national origin, language proficiency, socioeconomic status, mobility, sexual orientation, perceived ability level, perceived/identified disability, and gender identity¹ in discipline, special education services and in various advanced learning opportunities.
- Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

- The Hillsboro School District shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.

¹“Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

- The Hillsboro School District shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed with educational equity as a priority.
- The Hillsboro School District shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce that includes racial, sex, gender, and linguistic diversity, as well as culturally responsive administrative, instructional and support personnel.
- The Hillsboro School District shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
- The Hillsboro School District shall create schools with a safe, welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families, district staff, and our community. Information provided by the district and schools shall be accessible to families.
- The Hillsboro School District shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
- The Hillsboro School District shall provide multiple pathways to success in order to meet the needs of the diverse student body (in terms of race/ethnicity, national origin, language proficiency, socioeconomic status, mobility, sexual orientation, perceived ability level, perceived/identified disability, and gender identity) and shall actively encourage, support and expect high academic achievement for each student.
- The Hillsboro School District shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, language, ethnicity, socioeconomic status, ability and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall develop an action plan in order to embed equity practices in the district's strategic plan, for which updates are provided throughout the course of the year.

END OF POLICY

Legal Reference(s):

[ORS 174.100\(7\)](#)
[ORS 332.075](#)
[ORS 332.107](#)
[ORS 342.437 to -342.449](#)

Educational Equity

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. “Achieving equity” means students’ identities will not predict or predetermine their success in school.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by race/ethnicity, national origin, language, special education, sex, socioeconomic status and mobility¹ to inform district decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating the predictability and disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation² and national origin in discipline, special education and in various advanced learning.
4. Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

1. The district shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.

¹These are data categories that the Oregon Department of Education collects. Districts may choose to add to this list from data the district collects.

²“Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

2. The district shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed with educational equity as a priority.
3. The district shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce that includes racial, sex and linguistic diversity, as well as culturally responsive administrative, instructional and support personnel.
4. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
5. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.
6. The district shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
7. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.
8. The district shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, class, language, ethnicity, poverty, ability and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall develop procedures to implement this policy. The superintendent will report to the Board the progress of the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 174.100\(7\)](#)
[ORS 332.075](#)

[ORS 332.107](#)

[ORS 342.437 to -342.449](#)

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

ADMINISTRATIVE POLICY

Name: Educational Equity

Section: Students

Code: JBB-AP

Bend-La Pine Schools is a community of learners committed to the success of each and every student. This success must not be predicted or predetermined by race, ethnicity, country of origin, family economics, mobility, gender, sexual orientation, gender identity, disabilities, or religion.

To achieve this goal, the district will pursue equity: a commitment to ensure that all students receive what they need to succeed. The principle of equity supersedes the notion of equality, where all are treated the same. Pursuing equity requires the removal of barriers and the promotion of inclusive practices so that all students fully benefit. The principle of equity will inform all district policies, regulations, programs, operations, practices, and resource allocations.

The district has identified the following foundational beliefs:

1. Each student can learn at the highest level when staff hold high expectations for all and provide appropriate support.
2. Maximizing the success of all students requires allocating resources equitably.
3. Every adult in the district shares the moral imperative and collective ownership to eliminate disparities and ensure each student's current and future success.
4. We honor the cultures and background experiences of all families and members of our community, recognizing them as critical partners in supporting students' educational success.

In order to achieve our beliefs, the district shall:

1. Ensure that Bend-La Pine Schools' policies and practices embrace the principle of equity, identifying, eliminating, or modifying practices that perpetuate achievement disparities and lead to disproportionate levels of student success, including inequitable discipline and exclusionary practices.
2. Systemically use district and school data, disaggregated by race, ethnicity, language, special education, gender, socioeconomic background, and mobility to inform district decision making in our pursuit of equitable outcomes.
3. Provide all students with equitable access to curricula, programs, instruction, extracurricular activities, and support services.
4. Support the continuing development of personnel at all organizational levels in the mindset, beliefs, knowledge, and skills, including understanding of implicit bias and racial identity, to ensure the success of all students.
5. Incorporate the voices, cultures, and perspectives of diverse students, families, and communities into decision making to support success for all students; and affirm these differences to create a sense of belonging for all.
6. At all organizational levels, recruit, hire, support, and retain culturally proficient, highly capable staff that reflect the diversity of our students.

The superintendent, district leadership staff, and school leaders share accountability for demonstrating measurable, ongoing progress:

- *In implementing the key actions outlined in this policy, and*
- *In ensuring the success of all students.*

NORTH WASCO COUNTY SCHOOL DISTRICT

Financial Statements

May 31, 2020

Balance Sheet	General Fund	Special Revenue Funds	Nutrition Services Fund	Technology Fund	Replacement Funds	Debt Service Funds	Totals
ASSETS:							
Cash & Investments	3,418,296	77,724	(104,028)	89,114	636,648	530,009	4,647,763
Accounts Receivable	2,784,684	240,000	-	-	-	182,465	3,207,149
Inventory/Prepaid expense	72,789	60,860	3,560	-	-	-	137,209
Total Assets	6,275,769	378,584	(100,468)	89,114	636,648	712,474	7,992,121

LIABILITIES:							
Accounts Payable	(1,033)	-	-	-	-	-	(1,033)
Payroll Liabilities	850,572	-	-	-	-	-	850,572
Deferred Revenue	532,252	-	3,544	-	-	101,605	637,401
Total Liabilities	1,381,791	-	3,544	-	-	101,605	1,486,940

FUND BALANCE:							
Total Fund Balance	4,893,978	378,584	(104,012)	89,114	636,648	610,869	6,505,181

Revenues & Expenditures: 2019-20 Year to Date							
Beginning Fund Balance	1,960,243	618,855	30,459	49,385	352,659	714,517	3,726,118
Year to Date Revenues	32,008,697	2,172,322	990,156	100,000	289,792	3,755,794	39,316,761
Year to Date Expenditures	29,074,962	2,412,593	1,124,627	60,271	5,803	3,859,442	36,537,698
Year to Date Net Income (Loss)	2,933,735	(240,271)	(134,471)	39,729	283,989	(103,648)	2,779,063
Ending Fund Balance	4,893,978	378,584	(104,012)	89,114	636,648	610,869	6,505,181

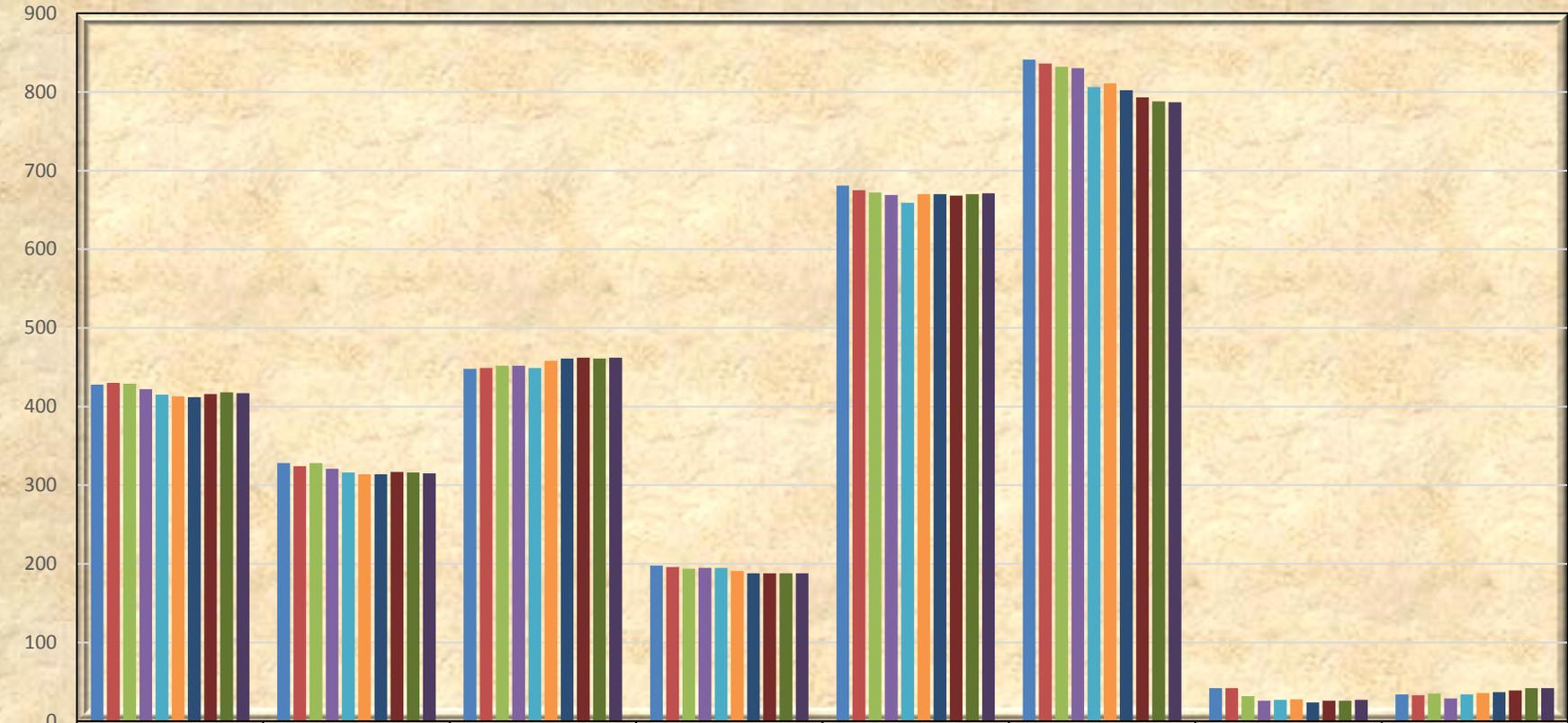
NORTH WASCO COUNTY SCHOOL DISTRICT

Expenditure Status Report For the eleven months ending May 31, 2020

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance
100 General Fund				
1000 - Instruction	20,642,966	15,753,124	4,065,251	824,591
2000 - Support Services	12,888,189	10,978,806	1,708,758	200,625
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
Totals	37,182,155	29,074,962	5,774,009	2,333,184
210-242 Special Revenue Funds				
1000 - Instruction	2,888,905	1,846,529	447,419	594,957
2000 - Support Services	1,468,970	547,565	78,014	843,391
3000 - Enterprise & Community Services	92,755	18,499	108	74,148
7000 - Unappropriated Ending Fund Balance	45,000	-	-	45,000
Totals	4,495,630	2,412,593	525,541	1,557,496
250 Nutrition Services Fund				
3000 - Enterprise & Community Services	1,541,488	1,124,627	293,819	123,042
Revenues & Expenditures: 2018-19 Year	1,541,488	1,124,627	293,819	123,042
285 Technology Fund				
1000 - Instruction	-	-	-	-
2000 - Support Services	160,000	60,271	9,346	90,383
Totals	160,000	60,271	9,346	90,383
292-298 Replacement Funds				
1000 - Instruction	225,000	5,803	-	219,197
2000 - Support Services	241,400	-	-	241,400
7000 - Unappropriated Ending Fund Balance	180,000	-	-	180,000
Totals	646,400	5,803	-	640,597
302-304 Debt Service Funds				
5000 - Debt Service & Fund Transfers	3,859,443	3,859,442	-	1
7000 - Unappropriated Ending Fund Balance	14,352	-	-	14,352
Totals	3,873,795	3,859,442	-	14,353
Total All Funds	47,899,468	36,537,698	6,602,715	4,759,055

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

Enrollment by School by Month



	Chenowith	Col. Wright	Dry Hollow	Mosier	Middle Sch	High School	WCS	Alt. School
■ Sept	428	328	448	198	681	841	42	34
■ Oct	430	324	449	196	675	836	42	33
■ Nov	429	328	452	194	672	832	32	35
■ Dec	422	321	452	195	669	830	26	29
■ Jan	415	316	449	195	659	806	27	34
■ Feb	413	314	458	191	670	811	28	36
■ Mar	412	314	461	188	670	802	24	37
■ Apr	416	317	462	188	668	793	26	39
■ May	418	316	461	188	670	788	26	42
■ June	417	315	462	188	671	787	27	42

Personnel Records

An official personnel file will be established for each person employed by the district. Such files will be maintained in a central location.

All records containing employee medical condition information such as workers' compensation reports and release/permission to return to work forms will be kept confidential, in a separate file from personnel records. Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

The superintendent will be responsible for establishing regulations regarding the control, use, safety and maintenance of all personnel records. Employees will be given a copy of evaluations, complaints and written disciplinary actions to be placed in their personnel file. All charges resulting in disciplinary action shall be considered a permanent part of a teacher's personnel file and shall not be removed for any reason. Employees may submit a written response to any materials placed in their personnel file.

~~The following have been designated as having access to personnel files in the district:~~ **Except as provided below, or required by law, district employees' personnel records will be available for use and inspection only by the following:**

1. The individual employee. An employee or designee may arrange with the personnel office to inspect the contents of ~~his/her~~ **their** personnel file on any day the personnel office is open for business;
2. Others designated in writing by the employee **in writing may arrange to inspect the contents of the employee's personnel file in the same manner described above;**
3. The comptroller or auditor, when such inspection is pertinent to carrying out ~~his/her~~ **their** respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
4. A Board member when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;
5. The superintendent and members of the central administrative staff **designated by the superintendent;**
6. District administrators and supervisors who currently or prospectively supervise the employee;
7. Employees of the personnel office;
8. Attorneys for the district or the district's designated representative on matters of district business;

9. ~~The disciplinary records[†] of a district employee convicted of a crime listed in ORS 342.143 are not exempt from disclosure under ORS 192.501 or 192.502 and shall be released to any person upon request. Prior to the release of disciplinary records the district shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a district employee who is not the subject of the disciplinary record~~ Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
10. Upon request from a law enforcement agency, the Oregon Department of Human Services, ~~or the Teacher Standards and Practices Commission,~~ or the Oregon Department of Education, in conducting an investigation related to a suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination. ~~a district shall provide the records of investigations of suspected child abuse by a district employee;~~

Any others wishing access to personnel files must present to the district office a written statement from the employee granting such access or be officially designated to do so by the Board.

The superintendent may permit persons other than those specified above to use and to inspect personnel records when, in ~~his/her~~ their opinion, the person requesting access has a legitimate official purpose. The superintendent will determine in each case the appropriateness and extent of such access.

Release of personnel records to parties other than those ~~authorized to inspect them will be only upon receipt of a court order~~ listed above, will be in line with [the district's public records procedures][Board policy KBA-Public Records]. [The district will attempt to notify the employee of the request and that the district believes it is legally required to disclose certain records.]

END OF POLICY

Legal Reference(s):

[ORS 342.143](#) [ORS 339.388](#)
[ORS 342.850](#) [OAR 581-022-2405](#)
[ORS 652.750](#) [ORS 339.370 to -339.374](#)

OSEA v. Lake County Sch. District, 93 Or. App. 481 (1988).
 Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12113 [112 \(2018\)](#); 29 C.F.R. Part 1630 [\(2019\)](#); 28 C.F.R. Part 35 [\(2019\)](#).
 Americans with Disabilities Act Amendments Act of 2008, [42 U.S.C. § 2000ff-1 \(2018\)](#).

[†]Disciplinary records is defined as records related to a personnel discipline action or materials or documents supporting that action.

Sexual Harassment

The ~~Board~~ district is committed to the elimination of sexual harassment in district schools, ~~and~~ activities and programs. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment: of students, ~~by~~ staff members, other students or third parties; ~~of staff members by students, other staff members or third parties; and of third parties by staff members and students. This policy applies to third parties~~ who are on or immediately adjacent to school grounds or district property, ~~are~~ at any ~~district-school-sponsored or district-sponsored activity or program, or are off school or district property, if~~ a student or staff member acts toward the person in a manner that creates a hostile environment for the person while at school or school-sponsored or district-sponsored activity or program. ~~on any district-provided transportation or at any official district bus stop, by other students, staff members, Board members or third parties.~~ “Third parties” include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events. “District” includes district facilities; district premises and nondistrict property if the student or staff member is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events, where students are under the jurisdiction of the district; or where the staff member is engaged in district business. [The prohibition also includes off duty conduct which is incompatible with a staff member’s district job responsibilities.]

All staff members, students, and third parties are subject to this policy.

Sexual harassment of students, staff members or third parties shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that interferes with a student’s educational program or activity or that creates an intimidating, offensive or hostile educational environment; unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that interferes with the staff member’s ability to perform the job or that creates an intimidating, offensive or hostile work environment; or unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that creates an intimidating, offensive or hostile environment; and
3. Assault when sexual contact occurs without the student’s, staff member’s or third party’s consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.

Examples of sexual harassment may include, but not be limited to, ^{[[1]]}physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials;

[¹ OAR 581-021-0038 requires that the policy include a “list of examples of harassing behaviors covered by policy”. The bracketed list in this policy reflects OSBA’s recommendations. The district does have discretion in what is included in this list.]

sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexuality in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance].

All complaints or reports about behavior that may violate this policy shall be promptly investigated.

Any staff member who becomes aware of behavior that may violate this policy shall [immediately] report to a district official so that the district official (and the reporting staff member when the victim of the harassment is a student or third party) may coordinate efforts to take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions that are necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the staff member who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to [immediately] report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Upon receipt of a complaint from a student or the student's parents, a staff member or a third party alleging behavior that may violate this policy, the district shall provide written notice as required by Oregon Revised Statute (ORS) 342.704(5) to the complainant.

The person who initiated the complaint and if applicable the student's parents or person's parents shall be notified when the investigation is initiated and concluded and as to whether a violation of this policy was found to have occurred to the extent allowable under state and federal student confidentiality laws.

The initiation of a complaint, and the participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the educational assignments or any terms or conditions of employment or of work or educational environment of the person who initiated the complaint or who participates in the investigation. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness

training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Additionally, the district may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff members and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available upon request to all students, parents of students, staff members and third parties, posted on the district's website and published in student/parent and staff handbooks. The district's policy shall be posted on a sign in ²[all grade 6 through 12 schools] [all schools]. Posted signs shall be at least 8-1/2 inches by 11 inches in size.

The superintendent will establish a process of reporting incidents of sexual harassment.

~~Sexual harassment of students, staff members or third parties shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:~~

- ~~1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;~~
- ~~2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student or employment or assignment of staff members;~~
- ~~3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or with a staff member's ability to perform job responsibilities; or creates an intimidating, offensive or hostile educational or working environment. Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students, staff members or third parties.~~

~~Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature, displaying or distributing of sexually explicit drawings, pictures and written materials, sexual gestures or obscene jokes, touching oneself sexually or talking about one's sexuality in front of others or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.~~

² Posting in "in grade 6 through 12 schools" is the minimum requirement per ORS 342.700.]

All complaints about behavior that may violate this policy shall be promptly investigated. Any students, staff members or third parties who has knowledge of conduct in violation of this policy or feels they are a victim of sexual harassment must immediately report their concerns to the building principal, compliance officer or superintendent, who has overall responsibility for all investigations. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Upon receipt of a complaint by a student, student's parents, a staff member or a third party alleging behavior that may violate this policy, the district shall provide written notice as required by Oregon Revised Statute (ORS) 342.704(4) to the complainant.

The student and/or the student's parents, the staff member or the third party who initiated the complaint shall be notified that the investigation has been concluded and as to whether a violation of this policy was found to have occurred to the extent allowable under state and federal confidentiality laws.

The initiation of a complaint in good faith about behavior that may violate this policy may not adversely affect the educational assignments or educational environment of a student complainant, any terms or conditions of employment or work environment of the staff member complainant or any terms or conditions of employment or of work or educational environment of a third party complainant. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Additionally, the district may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff members and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available upon request to all students, parents of students, staff members and third parties, posted on the district's website and published in student/parent and staff handbooks. The district's policy shall be posted on a sign in all schools. Posted signs shall be at least 8 1/2" by 11" in size.

The superintendent will establish a process of reporting incidents of sexual harassment.

END OF POLICY

Legal Reference(s):

ORS 243.706
ORS 342.700
ORS 342.704
ORS 342.708
ORS 342.850

ORS 342.865
ORS 659.850
ORS 659A.006
ORS 659A.029
ORS 659A.030

OAR 581-021-0038
OAR 584-020-0040
OAR 584-020-0041
ORS 332.107

HB 4150 (2018)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2019).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

North Wasco County School District 21

Code: JHH
Adopted:

Student Suicide Prevention**

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

[The district may consult with state or national suicide prevention organizations, the Oregon Department of Education (ODE), school-based mental health professionals, parents, guardians, employees, students, administrators and school boards associations when developing the required plan.]

The plan shall include, at a minimum:

1. Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;
2. Identification of the school officials responsible for responding to reports of suicidal risk;
3. A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;
4. Methods to address the needs of high-risk groups, including:
 - a. Youth bereaved by suicide;
 - b. Youth with disabilities, mental illness or substance abuse disorders;
 - c. Youth experiencing homelessness or out of home settings, such as foster care; and
 - d. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, Native American, Black, Latinx, and Asian students.
5. A description of, and materials for, any training to be provided to employees as part of the plan, which must include:
 - a. When and how to refer youth and their families to appropriate mental health services; and
 - b. Programs that can be completed through self-review of suitable suicide prevention materials.
6. Supports that are culturally and linguistically responsive;
7. Procedures for reentry into a school environment following a hospitalization or behavioral health crisis¹; and

¹ “Behavioral health crisis” as defined by Oregon Administrative Rule (OAR) 581-022-2510, means a disruption in an individual’s mental or emotional stability or functioning resulting in an urgent need for immediate treatment to prevent a serious deterioration in the individual’s mental or physical health.

8. A process for designating staff to be trained in an evidence-based suicide prevention program.²

The plan must be written to ensure that a district employee acts only within the authorization and scope of the employee's credentials or licenses.

The plan must be available annually to the community of the district, including district students, their parents and guardians, and employees and volunteers of the district, and readily available at the district office and on the district website.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.343](#)

[OAR 581-022-2510](#)

² ODE will provide a list of available programs.

North Wasco County School District 21
Resolution adopting the budget, making appropriations,
imposing and categorizing the tax

Resolution No. 20-21-01

RESOLUTION ADOPTING THE BUDGET

BE IT RESOLVED, that the Board of Directors of North Wasco County School District 21 hereby adopts the budget for fiscal year 2020-2021 in the total amount of \$49,455,180 now on file at the Business Office of the School District.

RESOLUTION MAKING APPROPRIATIONS

BE IT RESOLVED, that the amounts for the fiscal year beginning July 1, 2020, and for the purposes shown below are hereby appropriated:

100 - GENERAL FUND

Instruction	\$ 20,975,768
Support services	13,717,049
Transfers	870,000
Contingency	<u>300,000</u>
Total	<u>\$ 35,862,817</u>

210 - FEDERAL PROGRAMS

Instruction	\$ 1,637,357
Support services	377,177
Enterprise & Comm. Svcs.	<u>72,140</u>
Total	<u>\$ 2,086,674</u>

220 - STATE PROGRAMS

Instruction	\$ 2,331,283
Support services	1,658,336
Enterprise & Comm. Svcs.	<u>69,652</u>
Total	<u>\$ 4,059,271</u>

230 - LOCAL PROGRAMS

Instruction	\$ 50,000
Total	<u>\$ 50,000</u>

240 - VOCATIONAL EDUC. FUND

Instruction	\$ 46,500
Total	<u>\$ 46,500</u>

242 - ENTERPRISE ZONE PROJECTS

Support services	<u>\$ 676,800</u>
Total	<u>\$ 676,800</u>

250 - NUTRITION SERVICES

Enterprise and Community Services	\$ 1,586,288
Total	<u>\$ 1,586,288</u>

285 - TECHNOLOGY FUND

Support services	\$ 160,000
Total	<u>\$ 160,000</u>

290 - STUDENT BODY FUND

Instruction	\$ 545,000
Support services	<u>12,000</u>
Total	<u>\$ 557,000</u>

292 - TEXTBOOK REPLACEMENT FUND

Instruction	\$ 480,000
Total	<u>\$ 480,000</u>

295 - BUS REPLACEMENT

Support services	\$ 435,000
Total	<u>\$ 435,000</u>

298 - VEHICLE REPLACEMENT

Support services	\$ 53,000
Total	<u>\$ 53,000</u>

303 - DEBT SERVICE - OSBA PERS BONDS

Debt service	\$ 1,672,230
Total	<u>\$ 1,672,230</u>

RESOLUTION MAKING APPROPRIATIONS (cont.)

304 - DEBT SERVICE - FFCO

Debt service	\$ 380,963
Total	<u>\$ 380,963</u>

Total Appropriations, All Funds \$ 48,106,543

Total Unappropriated and Reserve Amounts, All Funds 1,288,637

TOTAL ADOPTED BUDGET \$ 49,395,180

RESOLUTION IMPOSING THE TAX

BE IT RESOLVED that the following ad valorem property taxes are hereby imposed upon the assessed value of all taxable property within the district for tax year 2019-2020:
 (1) At the rate of \$5.2399 per \$1,000 of assessed value for permanent tax rate;

RESOLUTION CATEGORIZING THE TAX

BE IT RESOLVED that the taxes imposed are hereby categorized for the purposes of Article XI section 11b as:

	Education Limitation	Excluded from Limitation
Permanent Rate.....	\$5.2399 / \$1,000	

Adopted this 18th day of June, 2020.

John Nelson, Board Chair

Randal Anderson, Chief Financial Officer

RESOLUTION TO CLOSE A FUND
DISTRICT 12 DEBT SERVICE - FUND 302

RESOLUTION 19-20-08

Whereas, North Wasco County School District 21 has maintained a debt-service fund to account for receipts and expenditures properly chargeable to that fund; and

Whereas, all of the bonds and bond interest coupons have been retired; and

Whereas, ORS 294.475 allows the governing board to eliminate unnecessary funds by adoption of a resolution;

Therefore, be it resolved, that the District 12 Debt Service Fund (302) be closed and any remaining balances shall be transferred to the General Fund of the District.

Adopted this 18th day of June, 2020.

John Nelson, Board Chair

Randal Anderson, CFO