

Regular Meeting with Executive Session (5:15 PM)

Thursday, February 24, 2022 6:00 PM

Via Zoom

1.	5:15 PM - Executive Session - ORS 192.660(2)(i) - Superintendent Evaluation	Presenter: Jose Aparicio, Chair
2.	<u>Available to view livestream:</u>	
3.	Call Regular Meeting to Order and Pledge of Allegiance	Presenter: Jose Aparicio, Chair
4.	Review / Revision of the Agenda	
5.	District Mission / Vision Statement	
6.	Student / Staff Recognition	
7.	Student Representative Reports	
8.	Comments from the Audience about Non Agenda Items	
9.	Consent Agenda	
9.a.	District Professional Learning Team Meeting from January 12th, 2022.	
9.b.	School Board Meeting Minutes from January 20th, 2022.	
9.c.	Personnel Report	
9.d.	Licensed Contract Renewals for the 2022-2023 school year	
10.	Board Action Calendar - Review:	
11.	School Board Sub Committee Reports	
12.	New Business:	
12.a.	<u>Presentations / Reports:</u>	
12.a.1.	Safe Routes to School Report (Informational Only)	Presenter: Katie Selin & Phillip Longenecker, Alta Planning
12.a.2.	The Dalles High School - Update / Report	Presenter: Kurt Evans, Principal
12.a.3.	Educational Success and Innovative Programs - Update	Presenter: Kim Tyskiewicz, Director
12.a.4.	Presentation: Columbia Gorge ESD - 2022-2023 Local Service Plan	Presenter: Pat Sublette, ESD Superintendent
12.a.4.a.	Action Item: Adopt Resolution #21-22-05: Columbia Gorge ESD Resolution Services and Local Service Plan for 2022-2023	
12.a.5.	<u>Superintendent's Report</u>	Presenter: Dr. Carolyn Bernal, Superintendent
12.a.5.a.	Action Item: Approve the Nonresident	Presenter: Dr.

Release & Acceptance Requests for the 2022-2023 school year.

Carolyn Bernal,
Superintendent

12.a.6. Chief Financial Officer's Report

Presenter: Kara
Flath, CFO

12.a.6.a. Financial Statements:

12.a.6.b. Student Enrollment:

12.a.7. Board Attorney's Report

Presenter: Jason
Corey, Board Attorney

13. Discussion / Action Items:

13.a. Appoint two D21 Board Members to ESD Budget Committee

13.b. Action Item: Approve and Adopt Resolution #21-22-06: Capital Project Funds

Presenter: Kara
Flath, CFO

13.c. Action Item: Out of State Travel Request

Presenter: Kurt
Evans, Principal

14. 1st Reading on School Board Policies (informational only):

14.a. Policy GBL - Personnel Records

14.b. Board Policy IGBB: Talented and Gifted Programs

14.c. Board Policy DH: Loss Coverage

14.d. Board Policy EEAB: School Bus Scheduling & Routing (to be rescinded)

15. 2nd Reading / Adoption on School Board Policies (action required):

15.a. Policy JFC: Student Conduct

15.b. Policy JFCF - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying/Teen Dating Violence, or Domestic Violence - Students

16. Informational Only:

16.a. Policy GCBDA/GDBDA-AR(1); Family Leave

16.b. Board Policy IGBAF-AR: Special Education - Individualized Education Program (IEP)

16.c. Board Policy IGBAG-AR: Special Education - Procedural Safeguards

17. 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 – February 24, 2022

Current as of – February 17, 2022

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
Kirstin Walters	Full Time Substitute-Temporary 21-22	CES	Begins January 21, 2022
Katrina O'Connor	Project Based Mathematics Teacher	Riverbend	Begins January 24, 2022
Gina Furth	SPED Teacher-Remote	District Wide	Began January 19, 2022

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
Josephine Colburn	Project Based Social Studies Teacher	Riverbend Community School	Resigning March 4, 2022 unless position is filled before that date.

Licensed Staff– Request for Leave of Absence

NAME	POSITION	BUILDING	COMMENTS
N/A			

Administrative Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
Kimberly Tyskiewicz	Director of Educational Success and Innovative Programming	Riverbend	Begins January 31, 2022

Administrative Staff – Internal Transfer and or Hires

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
Sandra Harris	TDMS/Principal	District Office/Director of Human Resources

Administrative Staff – Resignation/Retirements/Separation of Employment

NAME	POSITION	BUILDING	COMMENTS
Carol Dowsett	Principal	Colonel Wright	Resigning June 17, 2022

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
Armando Perez	Ed Asst IV-Media PT	DHE	Begins January 21, 2022
Priscilla Irving	Ed Asst I-Duty PT	TDMS	Begins January 28, 2022

ESP Staff –Transfers and Internal Hires – No Action Required

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
Rebecca Anderson	WC-Secretary III/Program Secretary	WC/Riverbend-Secretary V Lead and Program Secretary
Miriam Torres Valdes	CWE-Nutrition SVC 1 (PT)	DHE-Nutrition SVC 1-FT

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
Elizabeth Waters	Ed Asst IV-Media Asst PT	CWE	Resigned January 18, 2022
Angelina Piza	Nutrition Services 1	DHE	Resigned February 4, 2022

Confidential Staff – New Hires – No Action Required

NAME	POSITION	BUILDING	COMMENTS
Keri Newland	Accounting Specialist	District Office	Begins February 4, 2022

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
DLI Grade 2 Teacher 22'-23'	8 Hrs	CES	Open Until Filled	Advertised
Educational Assistant I-Duty Assistant	7.5 Hrs	CES	Open Until Filled	Advertised
Educational Assistant III-SELA	7.5 Hrs	CES	Open Until Filled	Advertised
Educational Asst III-SPED	7.5 Hrs	CES	Open Until Filled	Advertised
Ed Assistant II-Classroom Assistant	7.5 Hrs	CES	Open Until Filled	Advertised
Grade 1 Teacher 22'-23'	8 Hrs	CWE	Open Until Filled	Advertised
Grade 3 Teacher 22'-23'	8 Hrs	CWE	Open Until Filled	Advertised
Elementary Principal 22'-23'	8 Hrs	CWE	4/10/2022	Advertised
Educational Assistant I-Duty Assistant	3.75Hrs	CWE	Open Until Filled	Advertised
Educational Asst IV-Media PT	4.0 Hrs	CWE	Open Until Filled	Advertised
Reading Specialist –Title I	8 Hrs	DHE	Open Until Filled	Advertised
Dean of Students	8 Hrs	DHE	Open Until Filled	Advertised
Grade 1-Teacher	8 HRs	DHE	Open Until Filled	Advertised
Educational Assistant I-Duty Assistant	7.5 Hrs	DHE	Open Until Filled	Advertised
Educational Assistant II-Instructional	3.75 Hrs	DHE	Open Until Filled	Advertised
Educational Asst III-SPED	3.75 Hrs	DHE	Open Until Filled	Advertised
Educational Asst III-SPED	7.5 Hrs	DHE	Open Until Filled	Advertised
Ed Asst II-Title I Reading	3.75	DHE	Open Until Filled	Advertised
Special Education Teacher	8 Hrs	District Wide	Open Until Filled	Advertised
Educational Asst III-SPED	7.5 Hrs	District Wide	Open Until Filled	Advertised
Full Time Sub Teacher (Temp 21-22)	8 Hrs	District Wide	Open Until Filled	Advertised

Speech Language Pathologist	8 Hrs	District Wide	Open Until Filled	Advertised
Speech Language Pathologist Assistant	8 Hrs	District Wide	Open Until Filled	Advertised
Summer School Site Coordinator 2022-TDMS	5 Hrs	TDMS	4/11/2022	Advertised
Summer School Site Coordinator 2022-TDHS	5 Hrs	TDHS	4/11/2022	Advertised
Summer School Secretary	5 Hrs	District Wide	4/11/2022	Advertised
Summer School Teacher (s)-2022	5 Hrs	District Wide	4/11/2022	Advertised
Special Ed Summer School Teacher-2022	5 Hrs	District Wide	4/11/2022	Advertised
Summer School Student Intern-2022	5 Hrs	District Wide	4/11/2022	Advertised
Summer School Ed Asst II-2022	5 Hrs	District Wide	4/11/2022	Advertised
Occupational Therapist	8 Hrs	District Wide	Open Until Filled	Advertised
Online Core Subject and Intervention Teacher	8 Hrs	District Wide	2/21/2022	Advertised
Maintenance I	8 Hrs	Operations	Open Until Filled	Advertised
District Courier/Maintenance I	8 Hrs	Operations	Open Until Filled	Advertised
Project Based Social Studies Teacher	8 Hrs	Riverbend	Open Until Filled	Advertised
Educational Asst III-SPED	7.5 Hrs	TDHS	Open Until Filled	Advertised
CTE Woods Teacher-22'-23'	8 Hrs	TDHS	Open Until Filled	Advertised
Advanced Math Teacher-22'-23'	8Hrs	TDHS	Open Until Filled	Advertised
Assistant Coach-Softball	Seasonal	TDHS	Open Until Filled	Advertised
Head Football Coach (22'-23')	Seasonal	TDHS	Open Until Filled	Advertised
Assistant Football Coach (22'-23')	Seasonal	TDHS	Open Until Filled	Advertised
Assistant Coach Baseball	Seasonal	TDHS	Open Until Filled	Advertised
Principal 22'-23'	8 Hrs	TDMS	4/10/2022	Advertised
Special Education Teacher 22'-23'	8 Hrs	TDMS	Open Until Filled	Advertised
Electives Teacher-22'-23'	8 Hrs	TDMS	Open Until Filled	Advertised
Temporary Science Teacher 21'-22'	8 Hrs	TDMS	Open Until Filled	Advertised
Educational Asst III-SPED	7.5 Hrs	TDMS	Open Until Filled	Advertised
Ed Asst I-Supervision Duty	3.75 Hrs	TDMS	Open Until Filled	Advertised
Educational Assistant II-Instructional Asst	7.5 Hrs	TDMS	Open Until Filled	Advertised
Substitute Bus Driver (Pool)	Substitute	Transportation	Open Until Filled	Advertised
Bus Driver	8 Hrs	Transportation	Open Until Filled	Advertised
District Mechanic	8 Hrs	Transportation	Open Until Filled	Advertised
Elementary Teacher-Crossroads	8 Hrs	Wahtonka	Open Until Filled	Advertised



North Wasco County School District
Licensed Employees - Contract Extension, Renewals and Non-Renewals
February 24, 2022

The Board of Education is requested to approve the Superintendent's recommendations on contract extensions, probationary contracts, initial contracts and non-renewal of contracts.

1. The Superintendent requests 2nd year probationary contract extensions for licensed administrators listed below for the period of July 1, 2022 to June 30, 2023:

Last Name	First Name	Building
Hampton	Amy	District Student Services
Brost	William	The Dalles High School
Tyskiewicz	Kimberly	District Educational Success and Innovative Programs

2. The Superintendent requests 3rd year probationary contract extension for the licensed administrator below for the period of July 1, 2022 to June 30, 2023.

Last Name	First Name	Building
Rundell	Ajay	Chenowith Elementary School

3. The Superintendent requests an initial 3-year contract for the licensed administrator below for the period of July 1, 2022 to June 30, 2025.

Last Name	First Name	Building
N/A		

4. The Superintendent requests contract extensions for licensed administrators listed below for the period of July 1, 2021 to June 30, 2024:

Last Name	First Name	Building
Evans	Kurt	The Dalles High School
Harris	Sandy	The Dalles Middle School
Peters	Theresa	Dry Hollow Elementary School

5. The Superintendent requests 2nd year probationary contract renewal for licensed teachers listed below for the period of July 1, 2022 to June 30, 2023:

Last Name	First Name	Building
Kulby	Kendra	Chenowith Elementary School
Marquez-Barragan	Yessenia	Chenowith Elementary School
Watkins	Brittany	Chenowith Elementary School
Westin	Holly	Chenowith Elementary School

Last Name	First Name	Building
Brody	Kathryn	Colonel Wright
Jones	Alyssa	Colonel Wright
LaDouceur	Sheree	Colonel Wright
Neidlinger	Noah	Colonel Wright
Buyuklian	Stephanie	Dry Hollow
Caviness	William	Dry Hollow
Englerth	Jennie	District Wide/Instructional EL Coach
Chance	Mercedes	District Wide/Virtual Academy
Chance	Timothy	District Wide/Virtual Academy
Clark	Patrick	The Dalles High School
Datta	Shudhi	The Dalles High School
Helyer	Lynn	The Dalles High School
Martinez	Olivia	The Dalles High School
Benko	Kirstin	The Dalles Middle School
Dunn	Edwin (Johnson)	The Dalles Middle School
Hoccom	DeAnna	The Dalles Middle School
Lopez-Galvan	Sergio	The Dalles Middle School
Sallee	Mary	The Dalles Middle School
Wilcox	Duncan	The Dalles Middle School

6. The Superintendent requests 3rd year probationary contract renewal for licensed teachers listed below for the period of July 1, 2022 to June 30, 2023:

Last Name	First Name	Building
LaLonde	Andrea	Chenowith Elementary School
Reyes-Montes	Susana	Chenowith Elementary School
Ramsey	Destin	Colonel Wright Elementary School
Timmons	Abigail	Colonel Wright Elementary School
Dill	Morgan	The Dalles Middle School
Erickson	Cory	The Dalles Middle School
Hughitt	Brian	The Dalles Middle School
Moreno	Amanda	The Dalles Middle School
Campagna	Emily	The Dalles High School
Hill	Naomi	The Dalles High School
Hochstetler	Clara	The Dalles High School
MacSwain	Raquel	The Dalles High School

7. The Superintendent requests approval for the offering of an initial 2 year contract for licensed teachers listed below for the period of July 1, 2022 to June 30, 2024:

Last Name	First Name	Building
Felt	Ami	Chenowith Elementary School
Rafferty	Jeannine	Chenowith Elementary School
Tate	Jennifer	Chenowith Elementary School
Geary	Janell	Colonel Wright Elementary School
Dobo	Annika	Dry Hollow Elementary School
Hernandez	Katelyn	Dry Hollow Elementary School
Heying	Melissa	Dry Hollow Elementary School

<u>Last Name</u>	<u>First Name</u>	<u>Building</u>
Stott	Rhonda	Dry Hollow Elementary School
Beitey	Sean	The Dalles Middle School
Deis	Megan	The Dalles Middle School
Sletmoe	Sheila	The Dalles Middle School
Steen	Taylor	The Dalles Middle School
Kelly	Micilin	The Dalles High School
Klebes	Krystal	The Dalles High School
Meeuwesen	Kelly	The Dalles High School
Myers	Dan	The Dalles High School
Willis	Kara	The Dalles High School

8. The Superintendent requests contract extensions for licensed teachers listed below for the period of July 1, 2022 to June 30, 2024:

<u>Last Name</u>	<u>First Name</u>	<u>Building</u>
Anderson	Sandra	Chenowith Elementary School
Anthony	Nicholas	Chenowith Elementary School
Beane Kelly	Mairead	Chenowith Elementary School
Bergemann	Jennifer	Chenowith Elementary School
Cramer	Tina	Chenowith Elementary School
Dye	Jessica	Chenowith Elementary School
Erickson	Paula	Chenowith Elementary School
Ford	Judith	Chenowith Elementary School
Harris	Susan	Chenowith Elementary School
Howell	Mia	Chenowith Elementary School
McClure	Carolyn	Chenowith Elementary School
Ortega	Shawna	Chenowith Elementary School
Parker	Corin	Chenowith Elementary School
Robertson	Diana	Chenowith Elementary School
Shortt	Janice	Chenowith Elementary School
Stutzman	Kirky	Chenowith Elementary School
Sullivan	Kimberly	Chenowith Elementary School
Tenneson	Samantha	Chenowith Elementary School
Agra	Eliane	Colonel Wright Elementary School
Brown	Sandra	Colonel Wright Elementary School
Bustos	Janet	Colonel Wright Elementary School
Conklin	Thomas	Colonel Wright Elementary School
Cyphers	Erin	Colonel Wright Elementary School
Harwood	Ramona	Colonel Wright Elementary School
Heigert	Merissa	Colonel Wright Elementary School
Ketchum	Jodi	Colonel Wright Elementary School
Middleton	Courtney	Colonel Wright Elementary School
Robertson	Calum	Colonel Wright Elementary School
Vaught	Jennifer	Colonel Wright Elementary School
Ashbaugh	Joy	Dry Hollow Elementary School
Bickle	Melissa	Dry Hollow Elementary School

Last Name	First Name	Building
Burleson	Darby	Dry Hollow Elementary School
Cyphers	Abigail	Dry Hollow Elementary School
Durham	Sarah	Dry Hollow Elementary School
Eddy	Julie	Dry Hollow Elementary School
Elliott	Hailey	Dry Hollow Elementary School
Granville-Taylor	Kimberly	Dry Hollow Elementary School
Hammel	Sarah	Dry Hollow Elementary School
Kiser	Courtney	Dry Hollow Elementary School
Loyd	Autumn	Dry Hollow Elementary School
Lenardson	Mindy	Dry Hollow Elementary School
McCollum	Leah	Dry Hollow Elementary School
Meyers	Kimberly	Dry Hollow Elementary School
Mitchell	Weslee	Dry Hollow Elementary School
Ramsey	Kevin	Dry Hollow Elementary School
Runyon	JR	Dry Hollow Elementary School
Schwartz	Amy	Dry Hollow Elementary School
Stewart	Emily	Dry Hollow Elementary School
Codding	Andrew	NORCOR
Brown	Kaitlin	The Dalles Middle School
Carrell	Laura	The Dalles Middle School
Cates	Michael	The Dalles Middle School
Barrett	Julia	The Dalles Middle School
Barriga	Danielle	The Dalles Middle School
Braun	George	The Dalles Middle School
DeLeon	Kelly	The Dalles Middle School
Fekete	Sean	The Dalles Middle School
Galt	Kate	The Dalles Middle School
Haight	Robin	The Dalles Middle School
Johnson	Tori	The Dalles Middle School
Kramer	Alexander	The Dalles Middle School
Larsen	Lise	The Dalles Middle School
Newhall	Peter	The Dalles Middle School
Rector	Val	The Dalles Middle School
Richardson	Tom	The Dalles Middle School
Rowland	Jordan	The Dalles Middle School
Smutz	Kelly	The Dalles Middle School
Stahly	Cassandra	The Dalles Middle School
Sullivan	Leslie	The Dalles Middle School
Alsheimer	Taylor	The Dalles High School
Brady	Philip	The Dalles High School
Browning	Lowry	The Dalles High School
Commerford	Mary Jo	The Dalles High School
Curtis	Kendra	The Dalles High School
Greeley	Brian	The Dalles High School
Haight	Ty	The Dalles High School
Hutchinson	Joan	The Dalles High School

Last Name	First Name	Building
Johnsen	Robyn	The Dalles High School
Kiser	Kimberly	The Dalles High School
Lin	Benjamin	The Dalles High School
Long	Paula	The Dalles High School
McIntire	Julie	The Dalles High School
Miller	Garth	The Dalles High School
Neal	Leanne	The Dalles High School
Nesbit	Margaret	The Dalles High School
Pearson	Jill	The Dalles High School
Quinlivan	Aimee	The Dalles High School
Raffensperger	Susan	The Dalles High School
Recksiek	Pete	The Dalles High School
Rice	Cheryl	The Dalles High School
Snodgrass	Mary	The Dalles High School
Taylor	James	The Dalles High School
Taylor	Yvonne	The Dalles High School
Telles	Daniel	The Dalles High School
Tonn	Colby	The Dalles High School
Toole	Meranda	The Dalles High School
Trainer	Dwight	The Dalles High School
Webber	Charles	The Dalles High School
Ortega	Katie	District Wide-Instructional Coach
Ritchie	Carol	District Wide-SPED
Toole	CJ	District Behavior Specialist
Little	Sonja	District TAG Coordinator
Mahn	Kathy	Mosier Community School

9. The Superintendent requests non extension for licensed teachers listed below:

Last Name	First Name	Building
N/A		

10. The Superintendent advises the Board of the expiration of the following Temporary Contracts that will end June 30, 2022.

Last Name	First Name	Building
Walter	Kirstin	Chenowith Elementary
Stranz	Mary Ruth	Colonel Wright Elementary
Huskey	Yvonne	Colonel Wright Elementary
Bourinskie	Ann	District Wide-SPED
Furth	Gina	District Wide-SPED
Brewer	Margaret	Dry Hollow Elementary
Eddy	Julie	Dry Hollow Elementary
Sprouse	Marnette	Dry Hollow Elementary
Acosta	Jesus	The Dalles Middle School
Geiter	Stefan	The Dalles Middle School
Brownstein-Lynn	Sondra	The Dalles High School
Manciu	Shawn	The Dalles High School

Last Name	First Name	Building
Harris	Alyssa	Wahtonka Campus

ANNOUNCEMENTS RELATING TO LICENSED PERSONNEL

11. The Superintendent announces the employment status of the following Child Development Specialist for the 2022-2023 School Year:

Last Name	First Name	Building
Abrams	Jacob	Dry Hollow Elementary School
Carrell	Jeffrey	The Dalles Middle School
Reger-Furler	Melissa	Chenowith Elementary School

12. The Superintendent announces the employment status of the following Speech Language Pathologists and Physical Therapists for the 2022-2023 School Year:

Last Name	First Name	Building
Collins	Michael	District Speech Pathologist
DePriest	Caroll	District Speech Pathologist
Stanton	Kathryn	District Speech Pathologist
Stanton	Laurie	District Speech Pathologist
Blizzard	Amy	District Speech Pathologist
Steele	Sharon	Physical Therapist (.80 FTE)
Durham	Elena	Occupational Therapist



NORTH WASCO COUNTY SCHOOL DISTRICT

Safe Routes to School Plan

*A Plan to make walking and rolling to school a safe, fun,
desirable activity*

NORTH WASCO COUNTY SCHOOL DISTRICT
CHENOWETH ELEMENTARY SCHOOL
COLONEL WRIGHT ELEMENTARY SCHOOL

DRAFT REPORT / JANUARY 2022

Oregon Department of Transportation
Safe Routes to School



ALTA · COMMUTE OPTIONS · THE STREET TRUST

ACKNOWLEDGEMENTS

The following key people and their organizations participated in the Safe Routes to School (SRTS) Plan efforts. Their creativity, energy, and commitment were critical to the success of this Plan.

KARA FLATH

North Wasco County School District

STEPHANIE BOWEN

North Wasco County School District

MAIREAD BEANE KELLY

North Wasco County School District

CAROL DOWSETT

Colonel Wright Elementary

AJAY RUNDELL

Chenowith Elementary

PATTI CARRILLO

Chenowith Elementary

DALE MCCABE

City of the Dalles

DAVID MILLS

City of the Dalles

KATHY FITZPATRICK

Mid-Columbia Economic
Development District

TABLE OF CONTENTS

Acknowledgements	ii
Table of Contents	iii
INTRODUCTION.....IV	
What is Safe Routes to School?	1
Student Benefits of Safe Routes to School	3
Community Benefits of Safe Routes to School .	4
ODOT's Project Identification Program	5
The North Wasco County SD SRTS Plan Process**5	
Using this Plan	6
VISION AND GOALS FOR SRTS	
8	
Introduction	9
Vision	9
Goals, Objectives, and Actions	10
SAFETY	11
EQUITY	11
HEALTH	12
ENVIRONMENT	12
A Community-Driven Planning Process	13
EXISTING CONDITIONS... 16	
Introduction	17
Chenoweth Elementary School Safety Assessment	
18	
Bike and Pedestrian Facilities Inventory	22
Colonel Wright Elementary School Safety	
Assessment	26
Bike and Pedestrian Facilities Inventory	28

NEEDS AND RECOMMENDATIONS..... 30

Introduction	31
Construction Project Recommendations	32
Education and Encouragement Program	
Recommendations	40

IMPLEMENTATION..... 48

Introduction	49
Project Prioritization Process.....	50
High Priority Construction Projects	51
Next Steps.....	55

APPENDICES 56

Appendix A. For More Information	58
Appendix B. SRTS Talking Points.....	59
Appendix C. Planning Process	61
Appendix D. Existing Conditions	63
Appendix E. Funding and Implementation	70



01

INTRODUCTION

WHAT IS SAFE ROUTES TO SCHOOL?

*Safe Routes to School (SRTS) is a comprehensive program to **make school communities safer** by combining engineering tools and engagement with education about safety and activities to enable and encourage students to **walk and roll to school**. SRTS programs involve partnerships among municipalities, school districts, transit districts, parks and recreation districts, public health agencies, community members, parent volunteers, and community groups.*

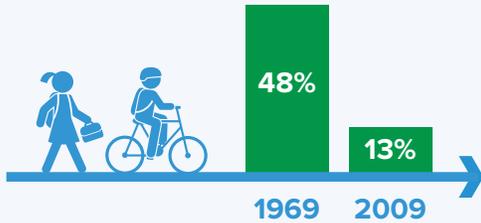
The benefits of implementing a SRTS Plan include improving safety, increasing access, encouraging physical activity, and reducing traffic congestion and motor vehicle emissions near schools. Implementing SRTS programs and projects benefit adjacent neighborhoods as well as students and their families, by reducing traffic conflicts and enabling walking and rolling trips for all purposes.

Learn more at: www.oregonsaferoutes.org

Why Safe Routes to School?

THE PROBLEM

Within the span of one generation, the percentage of children walking or bicycling to school has decreased **73%**.



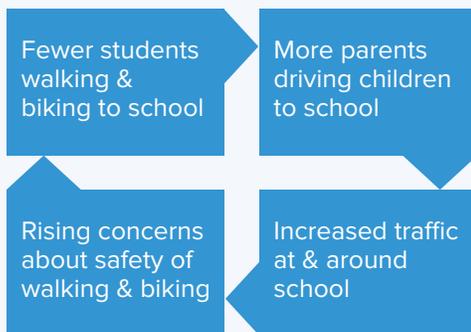
Children and adolescents should have **60 minutes (1 hour)** or more of physical activity daily.



Roads near schools are congested, **decreasing safety and air quality** for children.



This movement away from active transportation is a **self-perpetuating cycle**.



THE SOLUTION

Safe Routes to School programs and activities help overcome obstacles to walking, biking, and skating by **improving safety** and making it **fun and convenient for everyone**.



SRTS education and encouragement programs can result in a **25%** increase in walking and biking over five years.



When education and encouragement programs are combined with infrastructure improvements, such as sidewalks and safe crossings, SRTS can result in a **45%** increase in walking and biking.



1 mile of walking each way to school equals **2/3 of the daily recommended 60 minutes** of physical activity.



* McDonald, Noreen, Austin Brown, Lauren Marchetti, and Margo Pedroso. 2011. "U.S. School Travel 2009: An Assessment of Trends." American Journal of Preventive Medicine.

+ Centers for Disease Control. www.cdc.gov/physicalactivity/basics/children/index.htm

** McDonald, N., Steiner, R., Lee, C., Rhoulac Smith, T., Zhu, X., and Y. Yang. (2014). Impact of the Safe Routes to School Program on Walking and Bicycling. Journal of the American Planning Association.

Student Benefits of Safe Routes to School

Numerous studies have documented that Safe Routes to School projects and programs can lead to increased walking and bicycling activity among students. But why is it important for communities to make it safer and more convenient for students to walk and bike to school?

INCREASED SAFETY FOR STUDENTS

Even if some caregivers choose to drive their students to and from school, many families don't have this option. Some families have no access to a vehicle and others have work schedules that don't allow them to drop their students off or pick them up at school. When we provide critical SRTS improvements and education to our communities, we make it safer for these (and all) students to travel safely.

REDUCTION IN ABSENCES AND TARDINESS

Especially in historically-disadvantaged communities, lack of transportation can be a considerable barrier to attending school consistently. Programs such as Walking School Buses and Bike Trains provide alternative options for students to get to school on time, and ready to learn¹.

HEALTHIER STUDENTS

Because SRTS programs make it easier to walk, bike, skate, and scoot to school, they directly support increased physical activity for young people². Walking even one mile to school and one mile home gives a student about 40 minutes of physical activity - two-thirds of the recommended amount!

1 Attendance Works. "Springfield: Walking School Bus - Attendance Works." Accessed August 22, 2016. <http://www.attendanceworks.org/what-works/springfieldwalking-school-bus/>.

2 Cooper et al., *Commuting to school: Are children who walk more physically active?* *Amer Journal of Preventative Medicine* 2003; 25 (4)

IMPROVED ACADEMIC PERFORMANCE

Staying healthy and getting regular exercise have been shown to improve students' academic performance. In one study, researchers found that after walking for 20 minutes, students responded to test questions with greater accuracy and had more brain activity than students who had been sitting. They also learned tasks faster and more accurately following this physical activity³.

CLEANER AIR, FEWER ASTHMA COMPLICATIONS

Increasing the number of students walking and biking to school means decreasing the number who have to rely on private vehicles. This improves air quality near schools, decreasing students' exposure to pollution generated by idling vehicles and heavy traffic.

GREATER CONFIDENCE

When young people are able to navigate their neighborhood on their own, they build self-confidence and independence. They may also learn to read signs, monitor time, keep track of their belongings, and other valuable skills.

STRONGER SOCIAL CONNECTIONS

Arriving to school via Walking School Bus, Bike Train, or even just with a friend or sibling fosters community and builds social bonds. Especially when so many students face challenges like bullying and isolation, this opportunity to make connections can be extremely beneficial.

3 Hillman CH, Pontifex MB, Raine LB, Castelli DM, Hall EE, Kramer AF. *The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children.* *Neuroscience*. 2009;159(3):1044-1054. doi:10.1016/j.neuroscience.2009.01.057

Community Benefits of Safe Routes to School

Students and their families are not the only ones who benefit when we encourage and enable young people to walk or bike to school safely. In many ways, Safe Routes to School benefits the whole community. Communities that prioritize active transportation can see improvements such as:

REDUCED TRAFFIC CONGESTION

Reducing the number of families commuting to school in private vehicles reduces traffic around the school. This means improved circulation for people driving, as well as safer conditions for pedestrians and bicyclists. As more people feel comfortable walking and bicycling, this can also foster an environment where community members see active transportation as a viable option and priority, leading to additional shift from driving to active modes.

STRONGER SENSE OF COMMUNITY

Opportunities for social connection and a greater sense of community increase as students and parents participate in collective active transportation (such as Walking School Buses) or get to know neighbors while out walking or biking. Additionally, the common goal of improving conditions for walking and bicycling can bring families, neighbors, school officials and community leaders together.

SAFER STREETS

As the use of private vehicles increases, crash rates tend to increase¹. Conversely, when higher numbers of people are able to walk and bike safely, communities can see a decrease in crashes. More people engaged in active transportation can also improve personal security and the perception of safety by providing more “eyes on the street.”

¹ Litman, Todd and Fitzroy, Steven (2021), *Safe Travels: Evaluating Transportation Demand Management Traffic Safety Impacts*, Victoria Transport Policy Institute



LOWER COSTS

Encouraging and enabling bicycle and pedestrian trips reduces costs for families, communities and school districts. Families save on gas, while communities spend less on building and maintaining roads. Meanwhile, school districts spend less on busing students who live within walking distance of schools.

IMPROVED ACCESSIBILITY

When communities prioritize infrastructure improvements and make walking and biking to school safer, all community members benefit. Improved facilities make it easier for all people to get around, including parents with strollers, senior citizens, residents without cars, and residents with temporary or permanent mobility impairments.

ECONOMIC GAINS

Studies show that businesses in neighborhoods that are walking and bicycle friendly see more business and higher sales².

² Rodney Tolley (2011), *Good For Busine\$\$ - The Benefits Of Making Streets More Walking And Cycling Friendly*, Heart Foundation South Australia

ODOT's Project Identification Program



The North Wasco County School District, the City of The Dalles, Mid-Columbia Economic Development District representatives, and the school community worked with ODOT's SRTS Technical Assistance Providers- Alta Planning + Design and the Central, Eastern and Southern Regional SRTS Hub- to complete this SRTS Plan.



This SRTS Plan supports Oregon's statewide SRTS construction (infrastructure) and education/engagement (non-infrastructure) efforts. The Project Identification Program (PIP) Process is an Oregon Department of Transportation (ODOT) technical grant program that connects communities



in Oregon with Planning assistance to identify needs and opportunities near one or more schools. It focuses on streets within a quarter-mile of the school, as well as critical issues within a mile of the school.*



The goals of the PIP process are:

- To engage school partners in identifying and prioritizing projects that will improve walking and bicycling routes to schools.
- To identify and refine specific projects that are eligible for the ODOT SRTS Infrastructure Grants and prepare jurisdictions to apply for the funding.

The North Wasco County SD SRTS Plan Process**



*For more information on the program, visit:

www.oregon.gov/ODOT/Programs/Pages/SRTS-Project-Identification-Program.aspx

**The COVID-19 pandemic impacted the timeline and approach to the planning process.

A detailed summary of the planning process is included in Appendix C.

***Final SRTS Plans can be found at www.OregonSafeRoutes.org

Using this Plan

This Plan lays the foundation for schools, the community, local public agency staff and ODOT to work together on reducing barriers for students walking and biking to school.

These recommendations include both long- and short-term construction improvements as well as education and encouragement program recommendations. It should be noted that not all of these projects and programs need to be implemented right away to improve the environment for walking and bicycling to school. Some projects will require more time, support, and funding than others. It is important to achieve shorter-term successes while laying the groundwork for progress toward some of the larger and more complex projects.

WHO ARE YOU?

Each partner has a key role to play in contributing to this Plan's success.

I AM A STUDENT

- Practice and encourage safe walking and rolling to, from, and near school
- Participate in a Walking School Bus or another education/encouragement idea identified in Chapter 4
- Promote SRTS activities through artwork or school projects



Student submission to Oregon Safe Routes to School Walk + Roll Fall Art Contest, 2021

I AM A CAREGIVER

- Understand the conditions at your student's school in Chapter 2 to plan a walking/rolling route or advocate for improvements
- Help implement many of the educational and encouragement programs suggested in Chapter 4
- Support fundraising for projects and programs (see Appendix E)

I WORK FOR THE SCHOOL DISTRICT

- Distribute information about walking and rolling safely, and SRTS talking points in Appendix B to caregivers and the school community.
- Tackle the SRTS objectives and actions from Chapter 2 that are relevant to the School District and develop Chapter 4 programs that educate and encourage students and caregivers to seek alternatives to single family commutes to school.
- Prioritize facility improvements on District property
- Work with multiple schools, sharing information and bringing efficiencies to programs at each school working on SRTS.

I AM A TEACHER OR OTHER STAFF MEMBER

- Include bicycle and pedestrian safety in lesson Plans and school curriculum (see Chapter 4 and Appendix B).
- Arrange field trips within walking distance of school and teach lessons about safety along the way.
- Be positive and encourage students and families to try walking and rolling!

I AM A COMMUNITY MEMBER

- Learn about walking and bicycling conditions in your neighborhood and how a SRTS program can improve them (see Chapter 2)
- Participate as an advocate to support education and encouragement programs (see Chapter 4)

I WORK FOR THE CITY OR COUNTY

- Identify citywide issues and opportunities related to walking and bicycling and to prioritize construction improvements provided in Chapter 4
- Pursue funding for improvements, using sources listed in Appendix E

I WORK FOR LAW ENFORCEMENT

- Raise awareness of traffic rules, focusing on key SRTS locations that have a history of crashes.
- Focus on traffic safety education, rewarding positive behavior, and supporting school walk and bike events. Be mindful of strategies that may disproportionately and negatively affect children and families of color, low wealth, or marginalized populations.

I WORK IN PUBLIC HEALTH

- Identify specific opportunities to collaborate with schools and local governments to support safety improvements and encourage healthy behaviors (see Chapter 4).



02



VISION AND GOALS FOR SRTS

INTRODUCTION

This chapter includes an overall vision as well as specific actions that city and school leadership can take to support SRTS. It also includes an overview of the public input process that shaped this Plan.

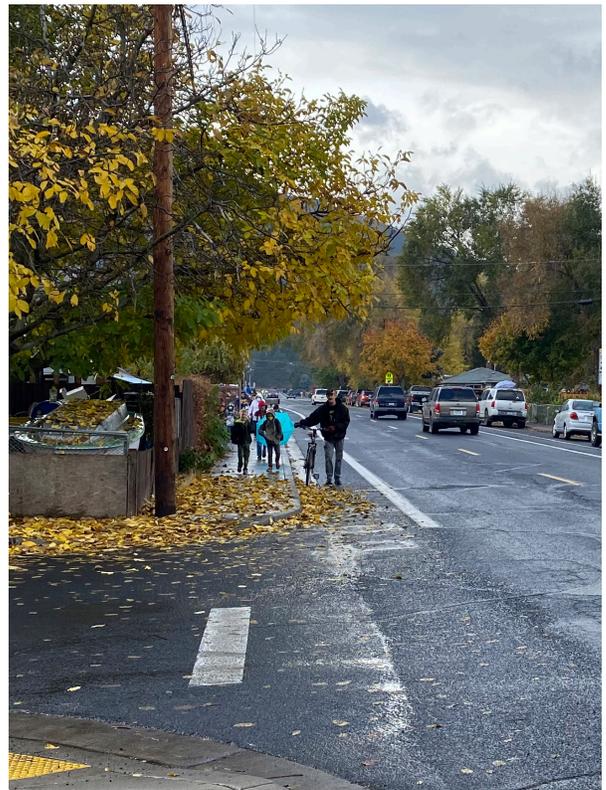
Vision

The North Wasco County School District community envisions a future where students and their families safely, comfortably, and conveniently walk and bicycle as part of the daily school commute and a healthy lifestyle.

Goals, Objectives, and Actions

The ODOT SRTS PIP team suggested overall goals to support SRTS in the areas of health, safety, equity, or the environment. Participants in the North Wasco County School District PIP process selected Safety and Equity as the main priorities for the community. A summary of community engagement activities is included in the following section.

The following are specific recommended objectives and actions based on the community-identified goals, as well as community input from the walk audit and data collected throughout the PIP process. Actions may relate to achieving more than one goal, but each action is only listed once.



SAFETY

Goal: Increase safety for families traveling to school, including perceptions of safety, since perceived barriers can have a real impact on whether parents allow their students to walk or bike.

Objective 1: Students are able to walk and bike to and from campus, between schools, and to homes within a quarter-mile of the school.

- Action: North Wasco County School District will integrate on-campus infrastructure improvements into their ongoing planning processes.
- Action: The City of The Dalles will consider applying to the ODOT Competitive SRTS Infrastructure Grant in 2022 for infrastructure improvements, outlined in Chapter 4.

Objective 2: Safe walking or biking access is available to all families within one mile of the school.

- Action: The City of The Dalles will adopt the long-term infrastructure recommendations as a part of its planning processes, and continue to prioritize themes from the SRTS Plan's community engagement process.
- Action: The City of The Dalles will begin implementing recommendations as funds for capital improvements become available.
- Action: The City of The Dalles and its partners will explore opportunities for quick build transportation infrastructure and demonstration projects.

Objective 3: Pedestrian and bicycle safety education is available to students.

- Action: The North Wasco County School District and the City of The Dalles will coordinate with school leadership, and possibly the North Central Public Health District to consider applying for the ODOT SRTS Education Grant to fund a Safe Routes to School Coordinator position. This coordinator will organize safety, education and encouragement activities, prioritizing options for activities that take place outside of instructional hours.

- Action: Chenoweth Elementary School and Colonel Wright Elementary School will encourage families to walk and bike to school by distributing information regarding safety and suggested routes.

EQUITY

Goal: Increase access and opportunity to walk and bike to school for all residents, with a particular focus on transportation-disadvantaged populations.

Objective 1: Engage with families from historically-disadvantaged groups to hear and learn about their barriers to students walking or biking to school.

- Action: North Wasco County School District, Chenoweth Elementary School, Colonel Wright Elementary School, and the City of The Dalles will provide SRTS information and educational materials in English and Spanish.
- Action: North Wasco County School District, Chenoweth Elementary School, Colonel Wright Elementary School, and the City of The Dalles will partner with existing groups and organizations that serve low-income households, and other historically-disadvantaged groups to help disperse information and better understand needs and barriers.
- Action: Chenoweth Elementary School and Colonel Wright Elementary School will consider how to overcome barriers such as parent work schedules and transportation limitations to enable all parents to participate in SRTS programs and activities.

Objective 2: Prioritize infrastructure and non-infrastructure improvements that connect underserved or low-income communities, to schools and improve access for students walking, biking, and

taking transit to school campuses.

- Action: The City of The Dalles will implement infrastructure recommendations with a consideration for improvements that serve or were requested by underserved and low-income communities.
- Action: North Wasco School District will work to include lower income students, those with mobility challenges, Spanish-speaking students, and students from other historically marginalized groups.

HEALTH

Goal: Increase student access to physical activity and reduce emissions near schools.

Objective 1: Students have increased physical activity before, after, and during the school day.

- Action: Chenoweth Elementary School and Colonel Wright Elementary School will look for areas of overlap between SRTS efforts and other health initiatives and P.E. class.
- Action: Chenoweth Elementary School and Colonel Wright Elementary School will continue to support the Walking School Bus, and other similar initiatives, to encourage students to walk and bike to school.
- Action: North Wasco County School District and the City of the Dalles will reach out to the North Central Public Health District to explore partnership with the SRTS programs.

Objective 2: The school community supports families using active and shared transportation to access school and reach nearby destinations.

- Action: North Wasco County School District will consider adopting SRTS-supportive language in school wellness policy.
- Action: Chenoweth Elementary School and Colonel Wright Elementary School will share relevant health statistics and messages in school newsletters, back to school night, or through other communication channels.

ENVIRONMENT

Goal: Increase environmental health near schools, including air and water quality

Objective 1: Reduce congestion and air pollution near the school campus.

- Action: North Wasco County School District will provide parents with education and encouragement materials providing information on carpooling, walking, biking, and school buses.

A Community-Driven Planning Process

The vision, goals, objectives and actions provided here, as well as the detailed construction project and programmatic recommendations to follow in Chapter 4, were shaped by community input. Community-group representatives and community members had the opportunity to participate in the SRTS planning process and provide feedback in the following ways:

- Participation on the Project Management Team (PMT)
- Participation in a school walk audit and community meeting
- Virtual feedback using the online Public Input Map and survey

The City of The Dalles, Mid-Columbia Economic Development District, Northern Wasco County Parks and Recreation District, North Wasco County School District, The Dalles Traffic Safety Commission and school leadership from Chenoweth Elementary School and Colonel Wright Elementary School

worked diligently to spread the word about the walk audits, community meetings, and the online Public Input Map and survey. The two schools promoted the PIP process and opportunities for community input on social media channels and through e-mail listservs.

On Thursday November 4th, 2021 the Safe Routes to School Project Management team conducted a walk audit at Colonel Wright Elementary in the morning during student arrival. The team observed students walking and biking to the school, noted risky behavior and identified dangerous intersections. The team also conversed with school staff crossing guards to gain a better understanding of how parents are dropping off students and how traffic moves in the area on weekday mornings. After the walk audit the team gathered outside the school to discuss observations.

Out of these conversations, several key themes emerged: first, that Trevitt St is a busy through street and parents still drop off students despite signs that say no parking, sometimes creating dangerous behavior from drivers attempting to speed around the slowed parent vehicles into oncoming traffic.





Second, that the intersections of 14th St /Trevitt St and 16th St/ Bridge St were the most heavily entered corners by students, and that the 16th St/Bridge St corner tends to be utilized by parents of younger students. Finally, the team acknowledged that an alternative pick up/drop off configuration that utilizes Garrison St and 16th St would help to reduce traffic on Trevitt St. After the walk audit, staff planners from Alta Planning + Design completed a facility inventory of the surrounding area to help inform additional improvement recommendations.

Later that day, the Safe Routes to School Project Management team met with parents and members from The Dalles Traffic Safety Committee to conduct a walk audit at Chenowith Elementary in the afternoon during student dismissal.

The team observed students walking and biking home from school, and just as with Colonel Wright, documented any traffic safety issues that were

present.

After the walk audit the team gathered outside the school to discuss observations. Out of these conversations, several key themes emerged: first, parents started lining up nearly 45 minutes before the school day ended. Second, students disperse in all directions from the school, going west to the Wahtonka campus, north and south on 10th St, east on Chenowith Loop Rd and Hostetler Rd, and south on 7th and 8th St. The team also noted the lack of sidewalks in many places in this part of the city and the large vehicle traffic that utilize 10th St and Chenowith Rd. The team also identified lighting issues in multiple areas. After the walk audit, staff planners from Alta Planning + Design completed another facility inventory of the surrounding area to help inform additional improvement recommendations.



03



EXISTING CONDITIONS

INTRODUCTION

This chapter summarizes the key challenges and opportunities for families accessing schools by walking or bicycling that this Plan seeks to address.

The following pages provide contextual information for each of the schools, as well as key themes documented during the walk audits and through community and partner input. A detailed summary of the Planning process and activities that took place to support this Plan is included in Appendix C.

Previous Planning processes and additional data informed the existing conditions documented in this chapter.

SCHOOL CONTEXT:

Chenowith Elementary

922 CHENOWITH LOOP RD

PRINCIPAL:

Ajay Rundell



ENROLLMENT:

429

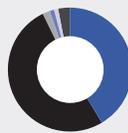


GRADES SERVED:

K-5



94.5% of students eligible for free or reduced lunch



DEMOGRAPHICS*

- White, non-Hispanic, 41%
- Hispanic, 51%
- American Indian/Alaska Native, 2%
- Black / African American, 1%
- Asian, 1%
- Multiracial 3%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	1,905
Spanish	784
Samoan	16
Chinese	<10
Tagalog	<10

Total Languages Spoken: 9

*Source: Oregon Department of Education 2019-2020 school year

**Source: Oregon Department of Education 2020-2021 school year

Chenowith Elementary School Safety Assessment

Date: November 4th, 2021

SCHOOL LAYOUT

Chenowith Elementary is a public school located on the northwest side of The Dalles. The school is on the south side of Chenowith Loop Rd between 10th St and 8th St. Multiple buildings connected by outdoor hallways come together to form one main school campus that fronts Chenowith Loop Rd. The parking lot is located north of the school building. There are multiple play ground areas and a large athletic field complex to the west and south of the school.

Students arriving by walking or rolling come from multiple directions. Some arrive from the east and west using Chenowith Loop Rd. Those coming from the west are often coming from as far as Foley Lakes Mobile Homes Park. Other students use a gate and path located to the south of the school that connects to Hostetler St. Some students also cross the athletic fields from the southwest in order to connect from 10th St. Students arriving by car are dropped off either in the parking lot or on Chenowith Loop Road and walk the remaining distance. Buses drop students off at the parking lot.

The Wahtonka campus is another school directly west of Chenowith Elementary that is used by the school district but is not regularly used by students. However, the adjacent parking lot remains a key area for other school's buses and where students connect with family members before and after school.

Chenowith Elementary is located in an area that until recently, was unincorporated Wasco County. This means that many roadways in the region were not built to the same standards as the rest of The Dalles, resulting in higher traffic speeds, incomplete sidewalks and general connectivity issues. The safe routes to school challenges and solutions in this plan arise out of this unique geography.

SITE CIRCULATION

Vehicles: School staff encourage parents to drop off students using marked queues in the school parking



Chenowith Elementary School Site Plan



lot. Some parents still drop off students across the street on the north side of Chenowith Loop Rd rather than enter the school parking lot. Some days, the vehicle queue is long enough that it backs up east and westbound traffic on Chenowith Loop Rd, and vehicles often block the bike lanes. School staff direct traffic turning movements in and out of the parking lot.

School Buses: Buses enter the Chenowith Loop Rd parking lot on the west end and drive up to the sidewalk next to the main entrance, allowing students to exit and walk a short distance to the west gate of the school. The buses then exit onto Chenowith Loop Rd from the east end of the parking lot.

Pedestrians: Students who walk to and from school using Chenowith Loop Rd from the west are faced with inconsistent sidewalks and challenging crossings. Students approaching from the east have consistent sidewalks on the south side of Chenowith

Loop Rd until 7th St, and from there challenges remain to the south. Significant sidewalk gaps remain on 10th St and Hostetler. Students walking to school from Foley Lakes, from the south, and from Hostetler are forced to walk on the shoulder of the roadway.

Bicyclists/Micromobility: Students arriving by bicycle (or students rolling to school in general) are also instructed to park their bikes at the front entrance of the school. There are unprotected bike lanes on Chenowith Loop Rd, 10th St and Hostetler St.

Transit: A small number of students utilize the LINK Dial-a-Ride to travel to or from school. The Mid-Columbia Economic Development District offices are located directly east of the school at Chenowith Loop Rd and 7th St. There are multiple bus connections here, though the center is typically not used by students.

PREVIOUS SRTS EFFORTS OR WALKING/BIKING ENCOURAGEMENT ACTIVITIES

North Central Public Health (NCPH) and the North Wasco County School District have worked together since 2010 on SRTS programs. In 2018 the City of The Dalles, Mid-Columbia Economic Development District, and the Blue Zones project committed to a SRTS partnership, accomplishing the following projects:

- 2010-Walk/bike assessment and Walkability Study
- 2012-Walkability Study
- 2014-Walkability Assessment
- 2015-Action Plan with 3 elementary schools
- 2015-17-Walk to school Wednesdays 1 x month
- 2017-Walk to School Wednesdays weekly
- 2018-Elementary School Demonstration Project
- 2018-Permanent City ROW improvements
- 2019-Redesign of walking and vehicle flows in ROW and parking areas

- NCPH will onboard a new AmeriCorps member who will assist with continued SRTS programs and projects including the SRTS Plan process.

LOOKING AHEAD: UPCOMING PLAN DEVELOPMENT

The Link Public Transit's Transit Development Plan is being drafted concurrently with the SRTS Plan. To the extent possible, the recommendations in the SRTS Plan will align with the vision and goals of the Transit Development Plan. Additionally, the North Wasco County School District is considering proposing a bond to rebuild school buildings on the Chenoweth Elementary/Wahtonka campus property. The recommendations in this plan could inform the school district bond plans.



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Bike and Pedestrian Facilities Inventory



The south side of Chenowith Loop Rd between Chenowith Elementary and 10th St is a high priority sidewalk gap.



The path leading west from 10th St is one of the few connections on the west side of the roadway.



Many students who live at Foley Lakes Mobile Home Park walk to school everyday. The east side of the roadway offers little protection to heavy motor vehicle traffic.



Chenoweth Rd currently only has marked bicycle shoulders. Pictured: facing eastbound towards Chenowith Elementary.



Key Themes



Lack of sidewalks on 10th St between Chenowith Loop Rd and Hostetler St forces students to walk on the shoulder.



Many students, both from Chenowith Elementary and those that take buses to other schools from the Wahtonka campus parking lot, use the east side of 10th St to travel to and from school.

- Sidewalk gaps and connectivity issues pose many structural challenges to students walking and biking to school.
- 10th St between Snipes and the Foley Lakes community is a heavily walked corridor but lacks pedestrian facilities.
- Students are walking on all sides of the greater Chenowith Elementary campus. Some meet their families at the Wahtonka campus.
- Lack of lighting is an issue in multiple locations.
- 7th St, like 10th St, is a major north/south connection for students but those who walk and bike share the roadway with vehicle traffic.



There are three crossings of 10th St between Chenoweth Loop Rd and Hostetler St.



No curb ramps exist on either side of the crosswalk at Hostetler St and 10th St.



Hostetler St is currently under construction for utility repair. Students can connect to a paved path that leads to the school from the southeast corner of the property.



7th St is a major north/south route that students use to get to school.



This picture shows 7th St north of Hostetler St, looking northward. The street width, combined with a lack of sidewalks makes the area more dangerous for students walking and biking.



Looking southward on 7th St from Hostetler St, one can see the lack of sidewalks and undefined edges on both sides of the roadway, forcing students to share the roadway.



Many student drop offs and pick ups occur at the Wahtonka School Campus. The area is not well lit and is difficult to access via walking and biking.



The Chenowith Elementary parking lot was reconfigured to include multiple queuing lines in order to reduce backed up traffic on Chenowith Loop Rd.

SCHOOL CONTEXT:

Colonel Wright Elementary

610 W 14TH ST

PRINCIPAL:

Carol Dowsett



ENROLLMENT:

324

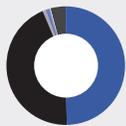


GRADES SERVED:

K-5



82% of students eligible for free or reduced lunch



DEMOGRAPHICS*

- White, non-Hispanic, 49%
- Hispanic, 43%
- Black/African American, 1%
- American Indian/Alaska Native, 1%
- Asian, <1%
- Multiracial, 4%



TOP 5 LANGUAGES SPOKEN BY STUDENTS IN DISTRICT**

English	1,905
Spanish	784
Samoan	16
Chinese	<10
Tagalog	<10

Total Languages Spoken: ?

*Source: Oregon Department of Education 2019-2020 school year

**Source: Oregon Department of Education 2020-2021 school year

Colonel Wright Elementary School Safety Assessment

Date: November 4th, 2021

SCHOOL LAYOUT

Colonel Wright Elementary is located less than a mile southwest of the historic downtown in The Dalles. The school is situated between Trevitt St to the east, Bridge St to the west, 14th St to the north, and 16th St to the south. There are three school buildings that are connected by a covered hallway. There is a courtyard in the middle of all three buildings and asphalt play areas to the southwest. The entire property, including the athletic field in the southeast corner, is fenced.

There are multiple entrances that students and staff use to access the school. The first is at the corner of Trevitt St and 14th St, which includes stairs and is not ADA accessible. The second is at Bridge St and 14th St, which also includes stairs and is not ADA accessible. Next, there is a student bus entrance along Bridge St (also not ADA accessible), a staff entrance along Trevitt St, and another student entrance at the corner of Bridge St and 16th St.

SITE CIRCULATION

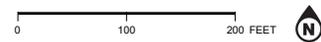
Vehicles: Students tend to be dropped off in multiple areas around the school, requiring crossing guards at all four corners to help students walk the remaining distance. The most common area for drop offs and pick ups is on the north side of 16th St, from Bridge St to Garrison St. Many parents also drop off students along Trevitt St and 14th St, and students cross at that intersection. School leaders are urging parents to drop off students from 16th St, and queue along Garrison, rather than using Trevitt St, as it induces dangerous passing behavior from non-school through traffic.

School Buses: Buses turn north onto Bridge St from 16th St and then line up along the east side of Bridge St along the school property to pick up and drop off students.

Pedestrians: Students arriving by walking or rolling



Colonel Wright Elementary School Site Plan



arrive via all four directions. Younger students tend to utilize the Bridge St and 16th St entrance as there is lower traffic volumes and safer crossings. Many students use the Trevitt St and 14th St entrance, and a limited few students use the Bridge St and 14th St entrance.

Bicyclists/Micromobility: Students traveling by bicycle most often enter the school through the staff entrance off Trevitt St.

Transit: The Dalles Loop route of the LINK Public Transit system serves Dalles, OR. While there are no close stops to Colonel Wright Elementary, the bus route uses Trevitt St to connect to Columbia Gorge Community College.

PREVIOUS SRTS EFFORTS OR WALKING/ BIKING ENCOURAGEMENT ACTIVITIES

Colonel Wright Elementary is included in the Safe Routes Planning activities completed by the City of The Dalles, Mid-Columbia Economic Development District, and the Blue Zones project described previously. In addition to those efforts, the school has hosted remote pick-up and drop-off locations paired with a walking school bus to help transport students to and from school. While no longer active, the walking school bus locations were:

- Cornerstone Church parking lot at 13th St and Mt Hood St
- Therapeutic Touch of The Gorge parking lot at Trevitt St and 10th St.

Bike and Pedestrian Facilities Inventory



(Facing southwest) Trevitt St and 14th St is a major intersection for students accessing Colonel Wright Elementary. Many students are dropped off on either Trevitt St south of 14th St, or on 14th St and then walk the remaining distance. Signs note that it is illegal to stop on Trevitt St north of 14th St, but parents were seen doing this anyway. The City has received positive feedback from the community about using solar-powered LED Stop Signs like the ones used for north and southbound traffic shown above.



Despite no stopping signs, parents often drop off students on the west side of Trevitt St between 14th St and 16th St. This induces risky driver behavior for non-school through traffic, which will often try to go around the stopped car by entering the oncoming lane..



The intersection of Trevitt St and 16th St has one marked crosswalk.



Key Themes

- Trevitt St is used by many students and families to access Colonel Wright Elementary while also serving a large amount of through traffic. Navigating those conflicts is a central SRTS challenge and opportunity.
- 16th St is the best way for students to access Colonel Wright Elementary.
- The street grid surrounding Colonel Wright has many sidewalks but often lacks ADA curb ramps. Despite this, the connectivity offered by the surrounding area means that Colonel Wright has a high potential to convert single occupancy vehicle trips to walking and biking trips.



16th St west of Trevitt St is a popular parent drop-off location.



Students who use the bus are dropped off and picked up on Bridge St.



10th St is a major east/west connection for students and families at Colonel Wright. Given its size, the intersection of 10th St and Cherry Heights Rd can act as a barrier for students who live west of Mill Creek.



04



NEEDS AND RECOMMENDATIONS

INTRODUCTION

This chapter outlines recommendations for construction projects as well as education and encouragement programs that address the issues identified in Chapter 3.

Changes to the streetscape are essential to making walking and rolling to school safer and more comfortable. Infrastructure improvements make it safer and more comfortable for families to walk and bike to school - and benefit everyone who travels to school and through the school area.

In addition, education and encouragement programs are a necessary component of any successful SRTS Plan. Often, programs that get more youth walking and rolling lead to increased public support for infrastructure projects - they can be an important first step towards building out the physical elements that make walking, biking, and rolling safer and more comfortable. Also, relative to many construction projects, most education and encouragement programs are very low cost.

The recommendations for construction projects and education and encouragement programs contained in this chapter were informed by existing conditions and input from school and district staff, caregivers, students, community members, and city and county staff, and are tailored to meet the needs and interests of the school community.

Construction Project Recommendations

Construction project recommendations are shown and described on the following pages. The map on the following page is a guide to the location of recommendations described in detail in Table 1. A more detailed table is included in Appendix F that includes: the needs identified at each location and ensuing construction recommendations, as well as the relative priority of the recommendation, a high-level associated cost, the agency responsible for implementing the recommendation, and any potential funding source for construction.

This Plan does not represent a comprehensive list of every project that could improve conditions for walking and bicycling in the neighborhood. Instead, it calls attention to key conflict points and potential improvements near the schools. Recommendations range from simple striping changes and signing to more significant changes to the streets, intersections, and school infrastructure. All construction projects need to be reviewed and designed by engineers and approved by the local road authority.

The recommendations are categorized into implementation timelines based on existing conditions, input from local partners, readiness of the school or community to accomplish the recommendation, resources available and other factors:

- **Short term:** within a year
- **Medium term:** 1–3 years
- **Long term:** 3–5 years

Implementation takes place continuously over time, with cooperation amongst partners and often, new sources of funding. Appendix F lists a variety of funding sources that can be used to implement the recommendations outlined in this section.



IMPROVEMENT RECOMMENDATIONS

- Street Improvement
- Crossing Improvement
- Off-Street Improvement (Trail/Path)
- Railroad
- School Property
- Parks
- Water
- City Boundary



Table 1. Chenowith Elementary School Infrastructure Needs and Recommendations

Rec #	Recommendation	Timeline
School Grounds		
1a	Provide safe, secure, covered, and easily accessible bike parking for Chenowith Elementary students and families. Ensure that the designated parking area is dry, well-lit and easy to access from designated bike facilities on surrounding streets. Consider including a skateboard rack.	Medium term
Chenowith Road/10th Street		
1	<p>Crossing improvements:</p> <ul style="list-style-type: none"> Remove crosswalks on 10th St at both locations adjacent to and west of the Wahtonka Campus parking lot. At 10th St and Chenowith Loop Rd, install an RRFB on the south leg and install high-visibility continental crosswalk markings on the south and east legs. Construct curb ramps and curb extensions on the east and south corners. At the intersections of 10th St and the three parking lot entrances for the Wahtonka campus, add a high-visibility crosswalk across the vehicle entrances. At 10th St and Hostetler St, construct ADA ramps, high visibility crosswalk on the east leg of the intersection, and curb extension on the northeast corner. At the intersection of 10th St and Emerson Dr, replace the existing crosswalk with a high-visibility continental crosswalk, formalize the northwest corner with sidewalk and curb ramps, and install a rectangular rapid flashing beacon (RRFB). At 10th St and Floral St, replace the existing crosswalk with high-visibility continental crosswalk markings. 	Medium term
2	<p>Walking and biking facilities:</p> <ul style="list-style-type: none"> On Chenoweth Rd between 7 Mile Hill Rd and Chenowith Loop Rd construct a separated multi-use path on the north/east side of the roadway. On 10th St between Irvine St/W 13th St and Hostetler St, construct a temporary mixed bicycle/pedestrian facility by restriping 10th St to include the following: <ul style="list-style-type: none"> Restripe 10th St to include bike lanes on both sides with a pedestrian lane on the east side OR Restripe 10th St to include bike lane on the west side with a flexi-post protected bike lane and smaller pedestrian lane on the east side. On the west side of 10th St between the north side of Chenowith Loop Rd and the Irvine St staircase, install a sidewalk. On 10th St between Hostetler St and Snipes St, construct sidewalk on the east side of the roadway. 	
2a	Increase street lighting on the east side of Chenoweth Rd/ 10th St between 7 Mile Hill Rd and Emerson Dr.	Medium term
3	Consider creating a bus pull out and coordinating winter plowing so that school buses could pick up students from the Foley Lakes community.	Medium term

Rec #	Recommendation	Timeline
7th Street		
4	Reduce vehicle speeds by installing north and southbound speed feedback signs to encourage drivers to slow down on 7th St between Pomona St and Chenowith Loop Rd. Based on traffic count data illustrated in Map 1 in the Appendix, remove the centerline on 7th St and reduce the speed limit to 20mph.	Short term
	Construct a continuous sidewalk on the west side of 7th St between Snipes St and Chenowith Loop Rd. In the short-term, consider installing a pedestrian lane and conduct an additional engineering study and right-of-way assessment. The pedestrian lane would require asphalt widening, detectable warning surfaces at intersections, and may impact on-street parking in some locations.	Short term
8th Street		
5	Reduce speeding on 8th St by installing traffic calming elements between Chenowith Loop Rd and Hostetler St.	Short term
Chenowith Loop Road		
6	Complete approximately 830 ft of sidewalk on the south side of Chenowith Loop Rd from 10th St to the Chenowith Elementary parking lot.	Medium term
	Increase lighting on the south side of Chenowith Loop Road between 10th St and 7th St.	Medium term
7	At the intersection of 9th St and Chenowith Loop Rd, construct curb ramps and curb extensions on the north leg of the intersection and add an in-road pedestrian sign at the marked crosswalk across the east leg. Add advance pedestrian warning signs on Chenowith Loop Rd for the east leg crossing.	Medium term
8	At the Chenowith Elementary Parking Lot entrance, add an in-road pedestrian crossing sign to the existing crosswalk.	Short term
9	At the corner of Chenowith Loop Rd and 7th St, install a rectangular rapid flashing beacon and high-visibility crosswalk on the west leg of the intersection. Add curb ramps to the northwest and southwest corners of the intersection.	Medium term
Hostetler Street		
10	Add approximately 2000 ft of sidewalk on the north side of Hostetler St from 10th St to 7th St.	Long term
11	Install a high-visibility continental crosswalk and ramps across Hostetler St in between the north and south legs of the intersection with 7th St	Long term
Pomona Street		
12	Add a high-visibility continental crosswalk on the west leg of the intersection of Pomona St at 8th St.	Long term
	Add a high-visibility continental crosswalk on the west leg of the intersection between Pomona St and 7th St.	Long term
	Add traffic calming elements where feasible on Pomona St between 10th St and 7th St.	Long term
Snipes Street		

Rec #	Recommendation	Timeline
13	Complete approximately 900 feet of sidewalk on the south side of Snipes St between 10th St and 7th St.	Long term
	Construct a high visibility continental crosswalk with advance pedestrian warning signs on the west leg of the intersection of Snipes St and 7th St.	Long term
School Zone Definition		
13a	Install School Zone bidirectional sign pairs on Chenoweth Road and 10th St, on Chenowith Loop Rd, and on Hostetler St.	Long term
8th Street Right-of-way Acquisition		
14	Consider purchasing ROW from NSA Property Holdings LLC at 954 Hostetler St, and connect Heritage Loop to Hostetler St via a multi-use path. This connection would make it possible to develop an active transportation focused corridor on 8th St between Kramer Field and Chenowith Elementary. This project could be eligible for funding from the ODOT Community Paths Grant.	Long term



IMPROVEMENT RECOMMENDATIONS

- Street Improvement
- Crossing Improvement
- Off-Street Improvement (Trail/Path)
- ☆ Colonel Wright Elementary School
- Railroad
- School Property
- Parks
- Water
- City Boundary



Table 2. Colonel Wright Elementary School Infrastructure Needs and Recommendations

Rec #	Recommendation	Timeline
School Grounds		
1a	Provide safe, secure, covered, and easily accessible bike parking for Colonel Wright Elementary students and families. Ensure that the designated parking area is dry, well-lit and easy to access from designated bike facilities on surrounding streets. Consider including a skateboard rack.	Medium term
Scenic Drive		
1	Install 6 shared roadway signs, one facing each direction on three approaches to the sharpest curves on Scenic Drive: the first two between 17th St and Garrison St, the second two between Garrison St and Liberty Way, and the last two between Liberty Way and Sorosis St.	Medium term
	Install a high-visibility continental crosswalk on the east side of Scenic Dr across Grant Cir, a high-visibility continental crosswalk on the east side of Scenic Dr across Liberty Way, and a high-visibility continental crosswalk on the north leg of the Scenic Dr and 20th St intersection.	Medium term
	Install speed cushions with emergency vehicle wheel cuts and shared lane markings on Scenic Dr between Columbia Gorge Community College and 16th St.	Medium term
	Stripe an uphill buffered bike lane from 16th St to Columbia Gorge Community College	Long term
Trevitt Street		
2	At Trevitt St and 16th St add advanced stop bars on the east and west legs of the intersection. Construct curb extensions and ADA ramps on each corner of Trevitt St and 16th St. On the north leg of the intersection, install a Rectangular Rapid Flashing Beacon (RRFB) with School Crossing Assembly (S1-1, W16-7P) in both directions, with School Advance Crossing Assembly (S1-1, W16-9P) for both approaches.	Medium term
	Continue the sidewalk across the alley on the east side of Trevitt St between 15th St and 14th St.	Medium term
	Add advanced stop bars on all four legs of the intersection of Trevitt St and 14th St. Construct ADA curb ramps on the south and east corners of Trevitt St and 14th St.	Medium term
	At Trevitt St and 10th St add high-visibility continental crosswalk markings and advanced stop bars on all four legs of the intersection. Construct curb extensions and ramps on each corner of Trevitt St and 10th St.	Medium term
	On Trevitt St from 17th St to 10th St, reconstruct the roadway and widen the street to include bike lanes on both sides. Also consider removing parking on one or both sides of the roadway to install buffered/separated bike lanes on both sides, potentially protected by flexible delineators.	
Mt Hood Street		
3	Construct approximately 600 feet of sidewalk on the west side of Mt Hood St between 23rd St and 20th St.	Long term
	Install a rectangular rapid flashing beacon and high-visibility continental crosswalk markings on the north leg of the intersection of 18th St and Mt Hood St.	Medium term
	Install a high-visibility continental crosswalk and a Pedestrian Crossing sign assembly indicating the crosswalk location in both directions (W11-2, W16-7P) on the north leg of the intersection of 13th St and Mt Hood St.	Long term

Rec #	Recommendation	Timeline
	At Mt Hood St and 10th St add high-visibility continental crosswalk markings and advanced stop bars on all four legs of the intersection. Construct curb extensions and ramps on each corner of Mt Hood St and 10th St.	Medium term
	Consider installing protected bike lanes on Mt Hood St between 10th St and 23th St by removing parking on both sides, or install standard bike lanes by removing parking on one side.	Long term
Bridge Street		
4	Construct curb extensions and ramps on the north and west corners of Bridge St and 10th St.	Long term
	Construct curb ramps on each corner of the intersection of Bridge St and 14th St.	Medium term
	Install a high-visibility continental crosswalk on the northwest leg of the intersection of Bridge St and 13th St.	Short term
	Designate Bridge St from 18th St to 10th St a neighborhood greenway, and add shared roadway markings, wayfinding, and rotate stop signs.	Medium term
Garrison Street		
5	Designate Garrison St from 16th St to 6th St as a neighborhood greenway, and add shared roadway markings, wayfinding, and rotate stop signs.	Medium term
Union Street		
6	Stripe bike lanes on Union Street from 14th St to 1st St. Parking removal may be required on one or both sides in some places.	Long term
16th Street		
7	Remove street parking on the north side of 16th St between Bridge St and Trevitt St. Consider widening the sidewalk on the north side of 16th St between Garrison St and Bridge St in the long term.	Short term
14th Street		
8	Designate 14th St from Mt Hood St to Union St a neighborhood greenway and add shared roadway markings, wayfinding, and rotate stop signs.	Medium term
12th Street		
9	Add shared roadway markings, traffic calming elements where feasible, wayfinding, and rotate stop signs on 12th St between Mt Hood St and Union St.	Short term
10th Street		
10	At the intersection of Cherry Heights Rd and 10th St, construct curb ramps at each corner and increase lighting at each of the crosswalks.	Medium term
	Install bike lanes on 10th St between Cherry Heights Rd and Union St.	Long term
Mill Creek Trail		
11	Construct a paved, multi-use path that connects 13th St/Cherry Heights Rd, 10th St, and 13th St/Jordan St.	Long term

Education and Encouragement Program Recommendations

The programs outlined in this section are intended to increase awareness, understanding, and excitement for walking and rolling to school. Table 2 includes additional details about each recommended program including a brief description, suggested leads, timeline, and resources.

Suggested walking routes were also developed with project partners, based on community input and findings from the bike and pedestrian facility inventory. The Suggested Route Map provided on page 54 encourages students and families to consider walking and biking to school. It also provides a School Commute network for the City to focus future infrastructure investments along the most important routes to school.

The Oregon Department of Transportation (ODOT) SRTS Program provides technical assistance to support local SRTS efforts. This support includes:

1. Coordination between practitioners through Regional Hubs (see call-out below)
<https://www.oregonsaferoutes.org/contact>
2. Trainings and resource guides, which can be found on the Oregon SRTS website
<https://www.oregonsaferoutes.org/resources/>
3. Incentives, activities, and messaging for monthly Walk+Roll events
<https://www.oregonsaferoutes.org/walkroll/>
4. Bicycle and pedestrian safety trainings and a loaner bike fleet - coming in 2022

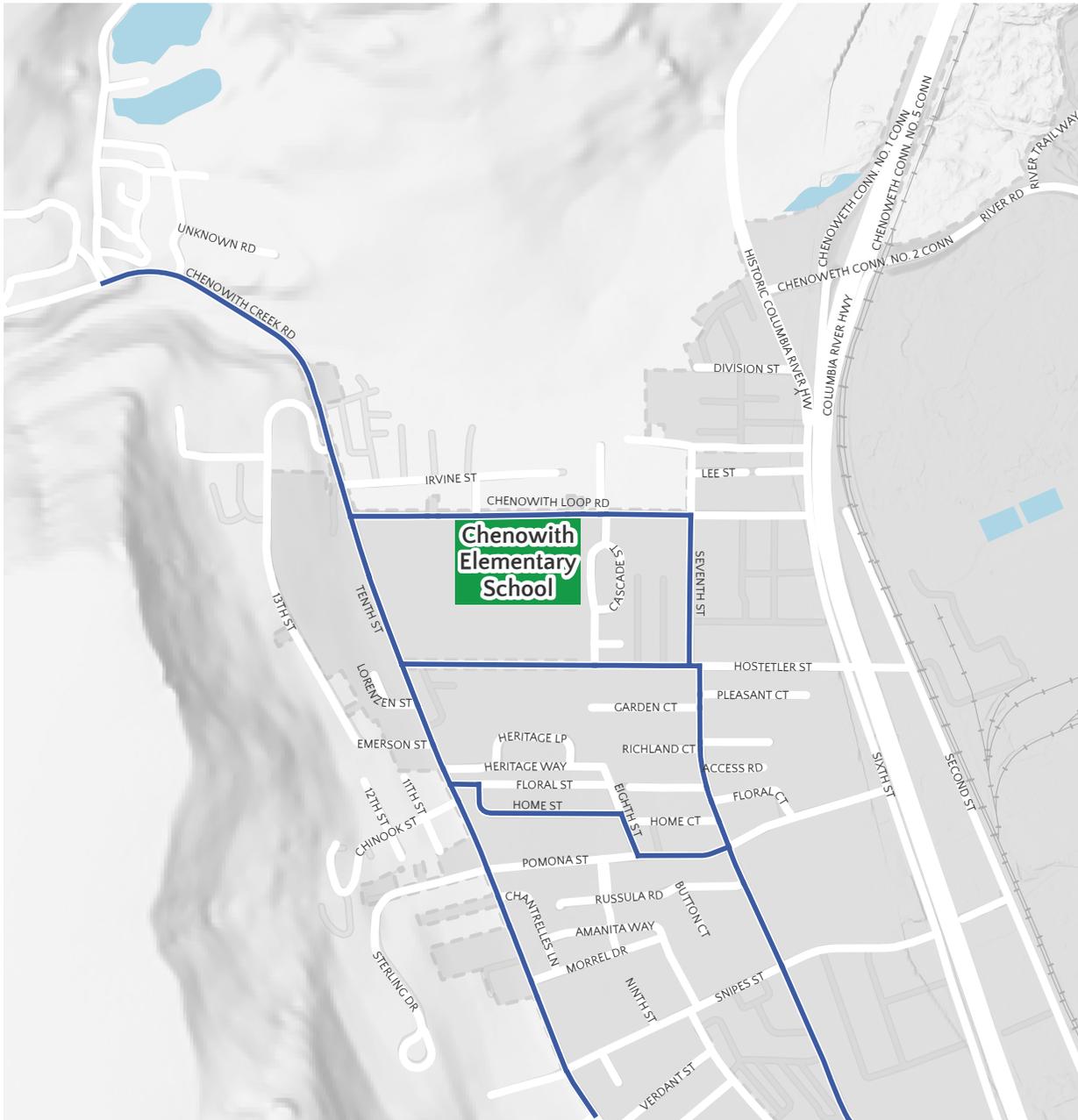
Learn more and keep in touch by signing up for the ODOT SRTS Newsletter:

<https://www.oregonsaferoutes.org/>

CONNECT WITH YOUR ODOT SRTS REGIONAL HUB COORDINATOR

The ODOT SRTS Program can provide free resources, materials, and guidance to implement education and encouragement programs. The ODOT SRTS Education team is working in parallel with the Construction team to help communities across the state implement education and encouragement efforts. The team holds Regional Hub meetings to discuss statewide and regional SRTS strategies and efforts. Regional Hub Coordinators are a resource for local SRTS coordinators and regions without a coordinator to help create and sustain successful SRTS programs.

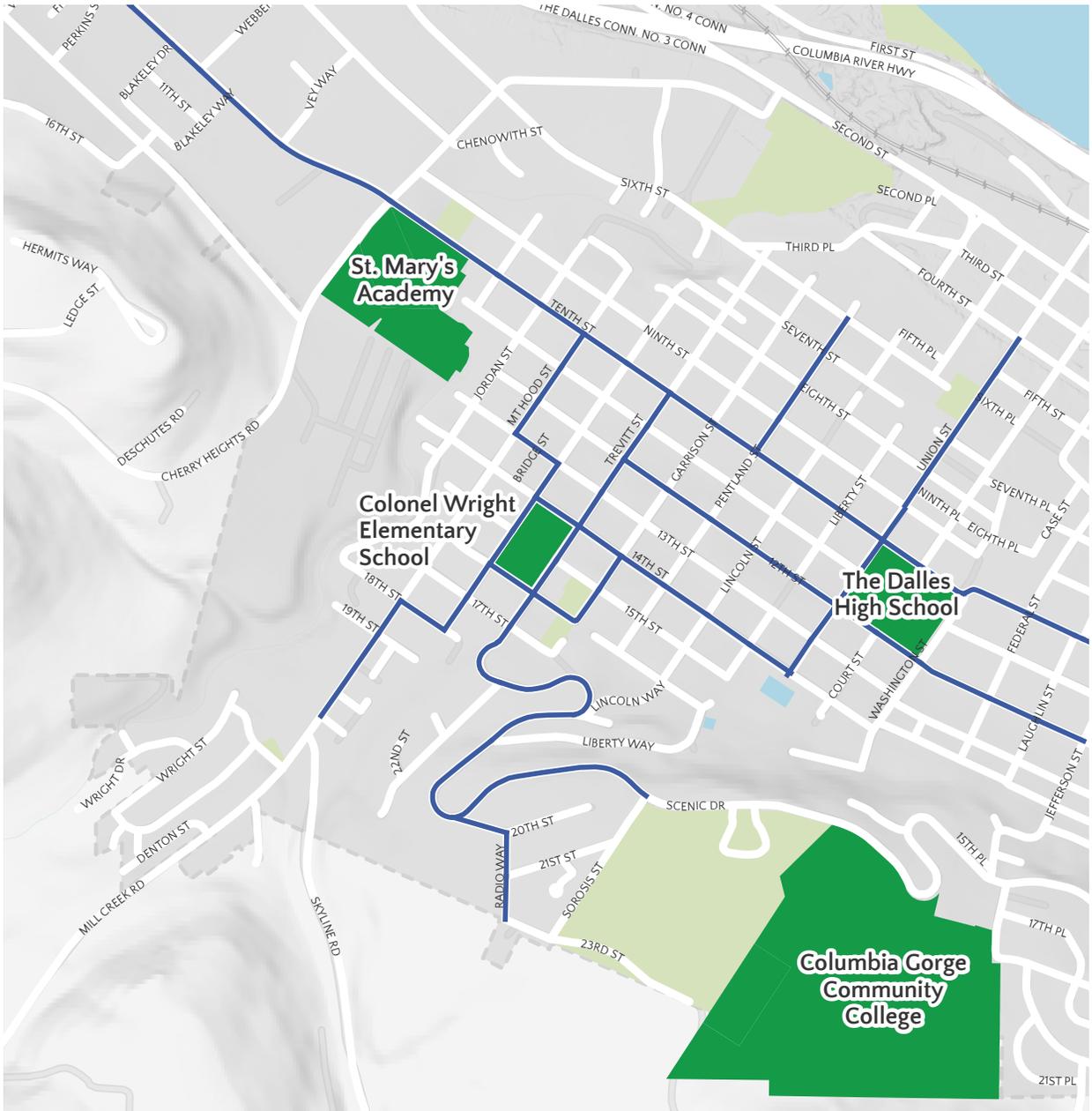
SRTS champions or involved staff in or near The Dalles are a part of the Central, Eastern, and Southern Oregon Hub. Register for the meetings and office hours [here](#) or fill out the [contact form](#) to be connected with your Regional Hub Coordinator. Review Table 2 to identify educational and encouragement priorities and discuss with the Regional Hub Coordinator.



SUGGESTED WALKING AND BIKING ROUTES

- Suggested Route
- Railroad
- Chenoweth Elementary School School Property
- Parks
- Water
- City Boundary





**SUGGESTED
WALKING AND
BIKING ROUTES**

-  Suggested Route
-  Railroad
-  School Property
-  Parks
-  Water
-  City Boundary



Table 2. Chenowith Elementary School, Colonel Wright Elementary School Education and Encouragement Recommendations

Activity	Responsible Party	Description (Additional details provided on following page)	Timeline	Resources Needed	Inclusion Considerations	Measures of Success
Parent Education and Outreach	Chenowith Elementary, Colonel Wright Elementary	Travel safety tips for parents aimed at people walking, biking, driving, or riding the bus.	Short term	Seasonal travel tips for school communications, flyer	Provide materials in Spanish, or other languages as needed.	Feedback from families; observations from school leadership
Safe Routes to School Coordinator Position	City of The Dalles, Northern Wasco County Parks + Recreation District, North Wasco County School District, Mid-Columbia Economic Development District	Apply for funding for a Safe Routes to School Coordinator for The Dalles through the ODOT Competitive Education Grant. Determine the advisory group for this position consisting of staff from the City, Parks + Recreation Department, and School District. Consider reaching out to Mid Columbia Medical Center for SRTS partnership.	Short term	Example job description and application materials	Include in the scope of this grant funds for translation of materials and programs where necessary	Receipt of funding from ODOT, and hiring of a SRTS Coordinator
Basic Bicycle Skills Education	SRTS Coordinator, Chenowith Elementary, Colonel Wright Elementary	Coordinate with P.E. teachers to incorporate training in bike handling skills and safety into their bicycle unit as an option for students with little or no riding experience.	Short term	Basic bicycle skills curriculum/ materials	Provide materials in Spanish, or other languages as needed.	Number of students without prior experience who are able to ride a bike as a result
Pedestrian and Bike Safety Education	SRTS Coordinator, Chenowith Elementary, Colonel Wright Elementary	Work through after-school programs or within existing education curriculum (where possible) to provide pedestrian and bicycle safety education to students. Place a particular emphasis on safe crossing behavior and route planning.	Medium term	Travel Safety Hand-out, messaging, curriculum	Focus on walking and biking safely in students' neighborhoods or on field trips, even if not near the school.	Number of students participating; feedback from families
Community School Safety Campaign	Chenowith Elementary, Colonel Wright Elementary	A school zone safety campaign can be used to share simple safety messages and increase the visibility of the school zone.	Medium term	Outreach materials	Provide materials in Spanish, or other languages as needed..	Feedback from families; observations from school leadership

Activity	Responsible Party	Description (Additional details provided on following page)	Timeline	Resources Needed	Inclusion Considerations	Measures of Success
Walking School Bus and Bike Train	SRTS Coordinator, North Central Public Health District, North Wasco County School District	Events could be held periodically to raise awareness of these options among students and families.	Short term	Communications to parents, routes and meet-up points, signs, staff/volunteer time	Provide materials in Spanish, or other languages as needed. Consider how students with mobility challenges could participate.	Number of students participating; feedback from families
Walk + Roll to School Day	SRTS Coordinator, Chenoweth Elementary, Colonel Wright Elementary	Organize another Walk + Roll to School Day to encourage and celebrate walking and biking at the school. Prize/incentive donations could be solicited from local businesses.	Short term	Food, music, decorations, incentives or prizes for students	Ensure that students who live too far to walk or bike are able to participate on campus. Consider locations to hold a remote drop-off site.	Number of students and community members participating
SRTS Demonstration Projects	SRTS Coordinator, City of The Dalles	Organize demonstration projects to engage students and families in opportunities to improve the built environment. Cooperate with road jurisdictions to ensure that these projects are compliant with permitting regulations.	Medium term	Cones, barricades, paint, signage	Provide parent engagement materials in Spanish, or other languages as needed.	Feedback from families

PARENT EDUCATION AND OUTREACH

Parents are the primary decision-makers about how their students get to school. Informing parents about their options for walking and bicycling, as well as communicating the benefits of active transportation, can encourage more families to walk and bike. This can occur through school e-news or announcements, and other informational resources. After high-priority construction recommendations are implemented, suggested route maps can show parents the best walking or biking route to the school and help overcome concerns about barriers.

Resources include:

- The Oregon SRTS website has a host of safety tips for parents who are interested in their student [walking](#) and [biking](#) to school. Also, sign up for the [newsletter](#) to get current materials and seasonal safety tips
- The [National Center for SRTS](#) offers tools and training to provide communities the technical support they need to make community-enhancing decisions.

SAFE ROUTES TO SCHOOL COORDINATOR POSITION

A designated individual who is tasked with coordinating and championing Safe Routes to School can greatly increase the likelihood of program success. A SRTS coordinator is usually charged with scheduling, publicizing, and administering SRTS programming, including encouragement events, educational activities, safety campaigns, Walking School Buses and Bike Trains for students and their families. This person is also responsible for coordinating between various involved jurisdictions, community groups, and community stakeholders to promote SRTS as a priority.

Funding for SRTS Coordinators is available through ODOT's competitive Education Grant process, as well as some regional and local governments.



Safety Tips for Walking and Biking

Use the Crosswalk
Always cross at corners or at a marked crosswalk. This is where drivers expect to see you.

Look and Listen before You Cross
Look left, right, and left again before crossing a street or driveway. Look over your shoulder for turning cars. Listen for oncoming cars that may be behind a parked car, tree, or other obstacle.

Make Eye Contact
Don't assume that people driving see you. Make eye contact with people driving before leaving the curb or edge of the street.

Be Visible
Wear bright colored clothing or reflective gear. Bright colors are more visible during the day and light colors are more visible in the evening and night. Carry a flashlight to be sure you're seen. Be aware of seasonal time changes.

Use Sidewalks when Available
Walk facing oncoming traffic if there is no sidewalk so you can see what is coming toward you.

Follow the Rules
Follow directions from crossing guards and pay attention to traffic signs and signals.

Be Predictable
Obey all stop signs, traffic signals, and guidance from crossing guards. Never ride against traffic. Use hand signals to tell other road users where you're going. Decide as a family or group whether to ride on the street or sidewalk.

Be Alert
Watch out for people driving turning left or right, or coming out of driveways. Avoid car doors opening in front of you and yield to pedestrians. Don't wear headphones or use a cell phone while biking.

Wear Your Helmet
Make sure that it fits properly: snug and level on your head, just above your eyebrows.

Be Visible
Wear bright colored clothing or reflective gear. Bright colors are more visible during the day and light colors are more visible in the evening and night. Use a front bike light and rear reflector to be sure you're seen.

Make Eye Contact
Make sure drivers see you, especially at intersections and driveways.

Lock Your Bicycle
When you get to school, lock your bike to a bike rack on school grounds. Lock both your front wheel and the bike frame to the rack.

Oregon Department of Transportation
Safe Routes to School

TRAFFIC SAFETY CAMPAIGN

A school traffic safety campaign can share simple safety messages and increase the visibility of the school zone and families traveling in the area. Focus outreach during back to school time, as the weather turns and time changes in the late fall, and during the early spring months, to address seasonal visibility issues. Resources include:

- The Oregon SRTS website has a host of [banners, brochures, and other materials](#) that schools can use to raise drivers' awareness of students traveling in a school area. Order materials from the ODOT [Storeroom](#) and check the www.oregonsaferoutes.org website for current incentives and outreach materials available.
- The [Drive Like It](#) campaign offers yard signs, safety kits, and other materials with a simple, clear message.



PEDESTRIAN AND BIKE SAFETY EDUCATION

Pedestrian and bike safety education teaches students basic traffic laws and safety rules. Lessons are usually during PE classes or after school and may be one-time Bike Rodeos or multi-day courses.

Resources include:

- The ODOT SRTS [Neighborhood Navigators 2.0 Curriculum](#) includes a flexible in-class and on-bike Walk and Roll Safety Education lesson Plans and workbooks. The ODOT SRTS technical assistance team are piloting bike fleets and new Train-the-Trainer materials in 2022. Sign up for the Oregon SRTS newsletter or join the Regional Hub meetings to learn when these will launch.
- Oregon SRTS provides [curriculum for activities and lessons](#) that teach the knowledge and skills necessary to be safe road users, including bike and pedestrian [education videos](#).
- The National Highway Traffic Safety Administration offers a [child pedestrian safety curriculum](#) and [Cycling Skills Clinic Guide](#) to help organizations Plan bike safety skills events.



WALKING SCHOOL BUS/BIKE TRAIN

In a walking school bus, a group of students walks together to school, accompanied by one or two adults (usually parents or guardians of the students on the “bus”). As the walking school bus continues on the route to school, they pick up students at designated meeting locations. Similar to walking school buses, bike trains involve a group of students biking together with adults.

Bike trains and walking school buses for elementary school students are typically led by a parent, however, middle school students can become leaders, act as role models, and practice and teach safe bicycling behaviors. Bike trains may be more appropriate for middle school students, as they



enable students to feel independent in their mobility, while also providing the safety and comfort of riding in a group.

ODOT’s SRTS Website has [resources and tips](#) to get started, including a [2021 webinar](#) on the topic

WALK + ROLL TO SCHOOL DAYS

Walk+Roll events encourage and celebrate students walking and rolling to school.

Keep the momentum going year-round with ODOT SRTS’ monthly themes:

September: Back to School

October: International Walk to School Day

November: Ruby Bridges Walk to School

February and March: Winter Walk+Roll

April: Earth Month

May: Bike Month

Parents can set up a table on the event day to provide refreshments and small rewards for families who participate, as well as maps, lights, and safety information to encourage more students and families to join in the fun. Even families who live too far from school to walk and bike can participate by driving to a designated central location and walking together from there. Coffee and breakfast can be provided, and students can dress up or hold posters to make a fun, parent-supervised parade to school. Walks could also take place as a part of another health-related event or to benefit a cause.



Resources include:

- Schools in Oregon can order incentives to support and promote [Walk + Roll to School Day](#).
- King County Metro in the Seattle area has a [Tool Kit with resources](#) to plan a Walk + Roll to School Day event.
- [Walk and Bike to School](#) suggests event ideas and Planning resources for encouraging active transportation at schools.
- The National Center for SRTS maintains a [national database of walk and bike to school day events](#), as well as event ideas and Planning resources.



05



IMPLEMENTATION

INTRODUCTION

This chapter identifies high priority projects and provides guidance for implementation, including information about the ODOT SRTS Competitive Grants.

One of the goals of the PIP Process is to identify and refine specific projects that are eligible for the ODOT SRTS Infrastructure Grant and prepare jurisdictions to apply for the funding. This chapter describes the community-driven process to prioritize recommendations for the Competitive ODOT SRTS Infrastructure Grant Application, as well as additional project-related details that will be needed to complete the application.

Project Prioritization Process

Walk audit and community meeting participants provided feedback on how actions and recommendations should be prioritized in their community on a sliding scale of “Not Important” to “Very Important”. This exercise requires thinking about trade-offs between different goals and actions. Participants generally felt that most of the prioritization measures were quite important to consider for SRTS projects in the community.

Participants found safety to be the most important factor, while also recognizing that equity, student density, and proximity to school was essential when considering projects. Participants discussed the trade-offs between feasibility and safety, deciding that they would be interested in looking at both short-term highly-feasible improvements but also considering a long-term approach that maximized safety.



Prioritization Criteria

How should we prioritize projects in your community?

PROXIMITY TO SCHOOL

Projects should be prioritized based on their distance from a school.

EQUITY

Projects should be prioritized based on their ability to support walking and biking for all students regardless of age, ability, race, or income.

COMMUNITY-IDENTIFIED NEED

Projects should be prioritized because they were identified through school or community engagement, parent/caregiver feedback, or during another Planning process.

STUDENT DENSITY

Projects should be prioritized based on their proximity to current and future students and families.

FEASIBILITY

Projects should be prioritized based on their location on or along a street that is already Planned for improvements, their cost, or other feasibility measures that make them most achievable in the short term.

SAFETY ★

Projects should be prioritized based on how unsafe a road is, looking at factors such as speed, traffic volumes, number of lanes, crossing distance or history of crashes.

★ *Prioritization criteria identified as the most important to the community*

High Priority Construction Projects

The following are top priority improvements recommended for the Competitive ODOT SRTS Infrastructure Grant Application. These projects were chosen due to their emphasis on safety, proximity to school, and ability to serve a large number of students walking and biking both to and from and between schools. The City of The Dalles will be the relevant party to prepare the Competitive ODOT SRTS IN Grant and ODOT Community Path Applications for these projects.

Appendix E includes more detailed project cost estimates, as well as a graphical guide to the grant eligibility process.

Table 3. City of the Dalles Implementation Priority Project

PROJECT DESCRIPTION
Chenowith Elementary 10th St Safety Corridor Project
<p>Crossing improvements:</p> <ul style="list-style-type: none"> • Remove crosswalks on 10th St at both locations adjacent to and west of the Wahtonka Campus parking lot. • At 10th St and Chenowith Loop Rd, install an RRFB on the south leg and install high-visibility continental crosswalk markings on the south and east legs. Construct curb ramps and curb extensions on the east and south corners. • At the intersections of 10th St and the three parking lot entrances for the Wahtonka campus, add a high-visibility crosswalk across the vehicle entrances. • At 10th St and Hostetler St, construct ADA ramps, high visibility crosswalk on the east leg of the intersection, and curb extension on the northeast corner. • At the intersection of 10th St and Emerson Dr, replace the existing crosswalk with a high-visibility continental crosswalk, formalize the northwest corner with sidewalk and curb ramps, and install a rectangular rapid flashing beacon (RRFB). • At 10th St and Floral St, replace the existing crosswalk with high-visibility continental crosswalk markings. <p>Walking and biking facilities:</p> <ul style="list-style-type: none"> • On Chenoweth Rd between the Dalles City limits and Chenowith Loop Rd, construct a separated multi-use path on the north/east side of the roadway. • On 10th St between Irvine St/W 13th St and Hostetler St, construct a temporary mixed bicycle/pedestrian facility by restriping 10th St to include the following: <ul style="list-style-type: none"> • Restripe 10th St to include bike lanes on both sides with a pedestrian lane on the east side OR • Restripe 10th St to include bike lane on the west side with a flexi-post protected bike lane and smaller pedestrian lane on the east side. • On the west side of 10th St between the north side of Chenowith Loop Rd and the Irvine St staircase, install a sidewalk. • On 10th St between Hostetler St and Snipes St, construct sidewalk on the east side of the roadway.

PROJECT DESCRIPTION

Colonel Wright Elementary 10th St Safety Corridor Project

- At the intersection of Cherry Heights Rd and 10th St, construct curb ramps at each corner and increase lighting at each of the crosswalks.
- Install bike lanes on 10th St between Cherry Heights Rd and Union St.
- At Trevitt St and 10th St add high-visibility continental crosswalk markings and advanced stop bars on all four legs of the intersection. Construct curb extensions and ramps on each corner of Trevitt St and 10th St.
- At Mt Hood St and 10th St add high-visibility continental crosswalk markings and advanced stop bars on all four legs of the intersection. Construct curb extensions and ramps on each corner of Mt Hood St and 10th St.
- Construct curb extensions and ramps on the north and west corners of Bridge St and 10th St.

Chenoweth Loop Road Sidewalk Project

- Complete approximately 830 ft of sidewalk on the south side of Chenoweth Loop Rd from 10th St to the Chenoweth Elementary parking lot.
- Increase lighting on the south side of Chenoweth Loop Road between 10th St and 7th St.

Table 4. City of the Dalles Implementation Priority Project

PROJECT DESCRIPTION

7th Street Redesign Project

- Reduce vehicle speeds by installing north and southbound speed feedback signs to encourage drivers to slow down on 7th St between Pomona St and Chenoweth Loop Rd. Based on traffic count data illustrated in Map 1 in the Appendix, remove the centerline on 7th St and reduce the speed limit to 20mph.
- Construct a continuous sidewalk on the west side of 7th St between Snipes St and Chenoweth Loop Rd. In the short-term, consider installing a pedestrian lane and conduct an additional engineering study and right-of-way assessment. The pedestrian lane would require asphalt widening, detectable warning surfaces at intersections, and may impact on-street parking in some locations.

Table 5. Wasco County Implementation Priority Project

PROJECT DESCRIPTION

Chenoweth Road Side Path Project

- On Chenoweth Rd between 7 Mile Hill Rd and the Dalles City limits, construct a separated multi-use path on the north/east side of the roadway.

Table 6. Project Details for ODOT Competitive Infrastructure Grant

PROJECT DESCRIPTION	RESPONSE FOR CITY OF THE DALLES
Relevant Right of Way ownersh	
Utility implications and opportunities to mitigate	
Environmental resource implications	
Stormwater management implications	
Near a railroad? Or bridge, tunnel, retaining wall affected?	
AADT	
Priority Safety Corridor	

IN PROGRESS

Next Steps

With an SRTS Plan in place, it's time to shift attention to implementation.

The strategies identified in this Plan may seem overwhelming at first. Just remember that anything you can do to make walking, biking, and rolling to school safer, easier, and more fun for students is a step in the right direction. Here are some things to remember:

START SMALL

Small actions can have a big impact, especially when it comes to building support, interest, and momentum for bigger initiatives.

FOCUS ON EQUITY

Not everyone has equal opportunities to walk and bike to school. Identify and prioritize strategies to address and overcome barriers that disproportionately impact the most vulnerable students.

BUILD PARTNERSHIPS

Look for opportunities to strengthen existing partnerships and build new ones. Reach out to caregivers, community members, local agencies and community organizations, and other partners to expand capacity and support for SRTS initiatives.

EMPOWER STUDENTS AS LEADERS

Student-led initiatives can generate enthusiasm and improve social conditions for SRTS. Empower students to take ownership of programs to raise awareness, build excitement, and expand opportunities for their peers to walk and bike to school.

TRACK PROGRESS

Continue to track trips and survey caregivers and students about their experiences walking, biking, and rolling to school. Conducting regular evaluation will help your team understand what works and what doesn't work and allocate resources accordingly. Consider reporting annually on progress.

CELEBRATE SUCCESS

Take time to recognize efforts and celebrate progress. Whether it's changing travel habits, achieving a major milestone, implementing an infrastructure improvement, launching a new program, or hosting a successful event, recognize and celebrate success.



06



APPENDICES

APPENDICES

Appendix A. For More Information	66
Appendix B. SRTS Talking Points.	67
Appendix C. Planning Process	69
Appendix D. Existing Conditions	71
Appendix E. Funding and Implementation	77

APPENDIX A. FOR MORE INFORMATION

This appendix provides contact information for state and national SRTS program resources as well as school partners.

NATIONAL RESOURCES

Safe Routes to School Data Collection System

<http://www.saferoutesdata.org/>

Pedestrian and Bicycle Information Center

<http://www.pedbikeinfo.com/>

National Center for Safe Routes to School

<http://www.saferoutesinfo.org/>

Safe Routes to School Policy Guide

http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf

School District Policy Workbook Tool

<https://www.changelabsolutions.org/product/safe-routes-school-district-policy-workbook>

Safe Routes to School National Partnership State Network Project

<http://www.saferoutespartnership.org/state/network>

Bike Train Planning Guide

http://guide.saferoutesinfo.org/walking_school_bus/bicycle_trains.cfm

10 Tips for SRTS Programs and Liability

http://apps.saferoutesinfo.org/training/walking_school_bus/liabilitytipsheet.pdf

Tactical Urbanism and Safe Routes to School

<http://www.saferoutespartnership.org/resources/fact-sheet/tactical-urbanism-and-safe-routes-school>

STATE RESOURCES

The Oregon Department of Transportation (ODOT) SRTS Program provides technical assistance to support local SRTS efforts. This support includes:

1. Coordination between practitioners through Regional Hubs that meet monthly
<https://www.oregonsaferoutes.org/contact>
2. Trainings and resource guides, which can be found on the Oregon SRTS website
<https://www.oregonsaferoutes.org/resources/>
3. Incentives, activities, and messaging for monthly Walk+Roll events
<https://www.oregonsaferoutes.org/walkroll/>
4. Bicycle and pedestrian safety trainings and a loaner bike fleet - coming in 2022

Learn more and keep in touch by signing up for the ODOT SRTS Newsletter:

<https://www.oregonsaferoutes.org/>

APPENDIX B. SRTS TALKING POINTS

To ensure a successful SRTS program, it is crucial to get school principals and other school administration leaders the communications resources they need to share the importance of SRTS with caregivers. To get these leaders involved initially, in-person meetings are a great start and opportunity to share SRTS goals and potential activities for the year. This gives school leaders a chance to learn more about the program, but also share thoughts and ideas unique to their school. Share with them the academic benefits: students that walk or bike to school arrive awake, alert, and ready to learn, and physical activity before school increases academic performance and reduces student absences.

The following list of facts and statistics can be used by principals and other SRTS advocates in communications materials to share the benefits of a SRTS program. These points have been collected from national sources, and apply to all schools and school districts: big or small, urban or rural, etc.. They are intended to be used in communication materials such as school newsletters, emails, school websites, social media posts, signs, videos, and direct communications with caregivers (including handouts, emails, texts, automated calls, etc.). Except where otherwise noted, the following are based on research summarized by the National Center for Safe Routes to School. More information, including primary sources, can be found at <http://guide.saferoutesinfo.org>.

Traffic: Costs, Congestion, and Safety

- In 1969, half of all US students walked or biked to school; by 2009, that number had dropped to just 13 percent.
- In the United States, 31 percent of students in grades K–8 live within one mile of school; 38 percent of these students walk or bike to school. You can travel one mile in about 20 minutes by foot or six minutes by bicycle.
- Personal vehicles taking students to school accounted for 10 to 14 percent of all personal vehicle trips made during the morning peak commute times. Walking, bicycling, and carpooling to school reduces the numbers of cars dropping students off, reducing traffic safety conflicts with other students and creates a positive cycle—as the community sees more people walking, biking, and rolling, more people feel comfortable walking and bicycling.
- Reducing the miles caregivers drive to school by just one percent would reduce 300 million miles of vehicle travel and save an estimated \$50 million in fuel costs each year.
- Did you know that as more people bicycle and walk, biking and walking crash rates decrease? This is also known as the ‘safety in numbers’ principle. As more families walk and bike to school, streets and school zones become safer for everyone.

Health: Physical Activity and Obesity

- The U.S. Department of Health and Human Services recommends that children do one hour or more of physical activity each day. Walking just one mile each way to and from school would meet two-thirds of this goal.
- Studies have found that students who get regular physical activity benefit from healthy hearts, lungs, bones, and muscles; reduced risk of developing obesity and chronic diseases; and reduced feelings of depression and anxiety. Teachers also report that students who walk or bike to school arrive at school alert and “ready to learn.”
- Researchers have found that people who start to include walking, biking, and rolling as part of everyday life (such as the school commute trip) are more successful at sticking with their increased physical activity in the long term than people who join a gym.
- One recent study showed that students who joined a “walking school bus” ended up getting more physical activity than their peers. In fact, 65 percent of obese students who participated in the walking program were no longer obese at the end of the school year.
- Childhood obesity rates have more than tripled in the past 30 years, while the number of students walking, biking, and rolling to school has declined. According to the 2009 National Household Travel Survey, 13 percent of students between the ages of five and 14 walked or biked to or from school, compared to 48 percent in 1969.

Environment: Air Quality, Climate Change and Resource Use

- Did you know? When you walk, bike, or carpool, you’re reducing auto emissions near schools. Students and adults with asthma are particularly sensitive to poor air quality. Approximately 5 million students in the U.S. suffer from asthma, and nearly 13 million school days per year are lost due to asthma-related illnesses.
- Did you know that modern cars don’t need to idle? In fact, idling near schools exposes students and vehicle occupants to air pollution (including particulates and noxious emissions), wastes fuel and money, and increases unnecessary wear and tear on car engines. If you are waiting in your car for your student, please don’t idle – you’ll be doing your part to keep young lungs healthy!
- Families that walk two miles a day instead of driving will, in one year, prevent 730 pounds of carbon dioxide from entering the atmosphere.
- Short motor-vehicle trips contribute significant amounts of air pollution because they typically occur while an engine’s pollution control system is cold and ineffective. Thus, shifting 1 percent of short automobile trips to walking or biking decreases emissions by 2 to 4 percent.
- Eight bicycles can be parked in the space required for just one car.

APPENDIX C. PLANNING PROCESS

The North Wasco County SD SRTS Plan Process



Project Initiation

The first step in the Planning process was to collect data and information to support evaluation of existing conditions. This included two meetings with the Project Management Team (PMT) to identify issues and opportunities related to SRTS. Existing Conditions information is included in Chapter 3 and Appendix D.

School Safety Assessment

The School Safety Assessment included the walk audit observations, community meetings, and a bike and pedestrian facility inventory.

WALK AUDIT

During each walk audit, the PMT and community participants observed traffic conditions, travel patterns, and behaviors for all modes of travel during arrival or dismissal at each school. Before each walk audit, the team gathered to identify key routes and locations for observation.

COMMUNITY MEETING

The School Safety Assessment community meeting was an opportunity for school leadership, roadway jurisdiction staff, teachers, and parents to discuss barriers to walking and biking to school, and brainstorm ideas for how to overcome them. The meetings were held directly after each walk audit. Meeting participants discussed the typical routes that students who walk and bike take to and from school, points of conflict between people driving and walking/biking, ongoing SRTS programming and some additional ideas for education and engagement events at the school.

BIKE AND PEDESTRIAN FACILITY INVENTORY

The bike and pedestrian facility inventory documented existing infrastructure, focusing on all streets within a quarter mile of all schools and key locations within one mile. The inventory collected the following information about general infrastructure deficiencies and needs:

- **Sidewalk deficiencies** – lack of continuity, insufficient width, poor surface condition, non-compliant cross-slopes and driveways, lack of separation from the travel lane, and obstacles (utility/light poles, signs, and vegetation)
- **School area signs and pavement markings** – presence, placement, and condition
- **Paths** – formal or informal, surface material
- **Bike lanes** – lack of continuity, insufficient width or markings, presence of on-street parking, speed and volume of traffic, poor pavement condition
- **Bicycle, scooter, and/or skateboard parking** – presence, location, visibility, degree of security, and utilization
- **Drop-off/pick-up areas** – designated areas, curb paint, and signs
- **Visibility** – insufficient pedestrian lighting, line of sight obstacles (parked cars, vegetation, signs, and poles)

The bike and pedestrian facility inventory collected the following information about street crossings:

- **Traffic signals** – pedestrian signals, push-button location and reach distance, signing, countdown feature, accessible pedestrian signal feature, and sufficient crossing time
- **Marked crosswalks** – condition, type, signs, visibility, and whether ramp is contained within crosswalk markings
- **Curb ramps** – presence at corners, ADA-compliant design (tactile domes, ramp and flare slope, level landing)
- **Connections with neighborhood trails or paths** – signage, bike parking, ease of connection to transit hubs, parks, or schools

Deficiencies and needs identified in the bike and pedestrian facility inventory inform the infrastructure recommendations described in Chapter 4.

Review Process

Following the School Safety Assessments, initial recommendations were prepared and shared with the PMT for review. The PMT met to discuss the recommendations, and to identify priority projects for the Competitive ODOT SRTS Infrastructure Grant. Once this was complete, a Draft SRTS Plan was prepared and underwent both PMT review as well as Public Review in the form of an online interactive PDF document.

APPENDIX D. EXISTING CONDITIONS

Plan Review

2011 THE DALLES COMPREHENSIVE LAND USE PLAN

The Dalles Comprehensive Land Use Plan (CLUP) is intended to serve the principal policy document for the general land use direction to which the City and County are committed. The plan includes background text, goals, policies and implementation measures.

The CLUP contains goals and policy objectives, many of which are relevant to the Safe Routes to School (SRTS) planning process. The following selection support the aims and objectives of SRTS:

Goal #8: Recreation

- To develop, acquire, and maintain a balance of recreation opportunities and open spaces in order to improve the livability within the urban growth boundary
- Transportation and recreation planning should be coordinated among local recreation and transportation agencies to develop bikeways and trails.
- Construction of additional connecting trails, walks and bike routes should be encouraged on both public and private lands and developments through both independent and partnership arrangements.
- Pedestrian and bicycle path connections to parks, open space areas and community facilities will be dedicated where appropriate and where designated in the bicycle corridor capital improvements program and map.

Goal #12: Transportation

- Pedestrian, bicycle and horse trails in the Urban Area shall be encouraged.
- Support the development of alternatives to the automobile including mass transit, and facilities for bicycles and pedestrians.

Goal #13 Energy Conservation Policies (Urban Form)

- Increase opportunities for walking and bicycling: Review and revise street design standards to accommodate increased walking. Amend the subdivision ordinance to incorporate alternative transportation modes into design, including bike paths and sidewalks. Establish a bicycling education program. Provide incentives to new commercial developments to incorporate bike supportive facilities such as secure parking, showers and lockers, and/or bicycling gear.

2009 WASCO COUNTY TRANSPORTATION SYSTEM PLAN

The Wasco County Transportation System Plan guides the management and development of transportation facilities within Wasco County, incorporating the county's vision, while remaining consistent with the transportation element of the County's comprehensive plan. The plan contains many elements that are relevant to the Safe Routes to School (SRTS) planning process. The following selection of goals and policies support the aims and objectives of SRTS:

Goal #2: Safety

- Provide a transportation system that promotes the safety of current and future travel modes for all users.
- Reduce incidence and severity of motor vehicle, pedestrian, and bicycle crashes.

Goal #3: Multimodal Users

- Promote an interconnected network of bicycle and pedestrian facilities throughout the County
- Consider bicycle and pedestrian facilities needs during construction of new roads and during upgrades of existing roads.
- Support the development of recreational bicycling and hiking facilities.

Goal #4: Environment

- Develop a multimodal transportation system that avoids reliance upon one form of transportation as well as minimizes energy consumption and air quality impacts.
- Encourage development patterns that decrease reliance on motor vehicles.

Goal #5: Planning and Funding

- Continue and enhance the partnering relationships with local jurisdictions and the Oregon Department of Transportation.

2017 THE DALLES TRANSPORTATION SYSTEM PLAN

The City of The Dalles 2017 Transportation System Plan (TSP) is designed to guide investments in the transportation system over the next 20 years in order to serve existing and anticipated future transportation needs. Similar to the previous plans, this document contains many elements that are relevant to the Safe Routes to School (SRTS) planning process, but are specifically targeted for the City:

- Goal 1A: Eliminate the number of fatal and serious crashes in the plan area.
- Goal 1B: Develop a multi-modal transportation system that incorporates safety and operational improvements for bicyclists and pedestrians.
- Goal 2D: Consider impacts and transportation affordability to low income or minority populations when assessing the impacts of transportation infrastructure projects.
- Goal 3B: Incorporate Transportation Demand Management (TDM) strategies to reduce the number of single occupancy vehicle trips, increase transportation options, make the best use of existing infrastructure, and reduce parking demands.

Bicycle and Pedestrian Needs

- The existing conditions analysis documented that there are limited east-west bicycle connections through The Dalles. The northwest side of the City has several schools, a new transit center (under construction on West 7th Street), a new aquatic center, and may be home to the Gorge Youth Center in the future. A high priority has been placed on providing safe and efficient bicycle facilities between these locations and to residential areas.
- Ideally, future plans for improvements to the pedestrian system should focus on strategic improvements to improve east-west connectivity throughout The Dalles and connectivity between residential areas and schools as identified in the Safe Routes to School (SRTS) Action Plans, and trail improvements to complete The Dalles Riverfront Trail.
- Pedestrian needs identified to date include:
 - a. Areas to the west of Webber Street (and south of I-84) and areas east of Thompson Street generally have the fewest pedestrian facilities.
 - b. Given it is one of a few east-west arterials in The Dalles, pedestrian improvements to 10th Street and/or 7th Street (West of Cherry Heights Rd) would provide an east-west pedestrian route and align with future bicycle network connectivity needs.
 - c. Improvements to the shared-use paths within The Dalles are needed. The majority of The Dalles Riverfront Trail is completed, but a workgroup is tasked with identifying options to complete two short missing segments. Additional shared-use paths along Chenoweth Creek and Mill Creek, were identified in the 2006 TSP, but have not been completed. Constructing new accesses is needed in the future.

Needs previously identified through SRTS plans include:

- Sidewalk and sidewalk connections around

- Chenoweth Elementary on W 10th Street, W 7th Street, Hostetler Street, and Chenowith Loop Road.
- Sidewalk and sidewalk connections around Dry Hollow Elementary on E 16th Place and E 19th Street – add sidewalk on side with gravel up Dry Hollow
- Intersection signage and pavement markings, including crossing warning signs and markings at:
 - West 10th Street/Hostetler Street (Chenowith Elementary)
 - East 16th Place/East 19th Street/Dry Hollow Road (Dry Hollow Elementary)
 - West 14th Street/Bridge Street (Colonel Wright Elementary)
 - West 14th Street/Trevitt Street (Colonel Wright Elementary)
 - West 16th Street/Bridge Street (Colonel Wright Elementary)
 - West 16th Street/Trevitt Street (Colonel Wright Elementary)

2017 AMERICANS WITH DISABILITIES ACT TRANSITION PLAN ADDENDUM TO THE 2017 TSP

The City of The Dalles’ goal is to provide accessible pedestrian design features as part of City capital improvement projects and in development projects within the limits of the City. To this end, the City has established new ADA design standards and procedures as outlined in this document.

Priority Areas

The City of the Dalles has identified specific locations as priority areas for planned accessibility improvement projects. These areas have been selected due to their proximity to specific land uses such as schools, government offices and medical facilities, as well as from the receipt of public comments. The priority areas as identified in the 2018 self-evaluation are as follows in no particular order:

- Dry Hollow Elementary/Hospital
- Chenowith School Complex

- The Dalles High School
- The Dalles Middle School
- St. Mary’s School/Senior Center
- Colonel Wright Elementary School
- Sixth Street Commercial
- Bus and Transit Stops
- Downtown Business District
- Public Facility Areas (Courthouse, Library, State Office Building, Parks)

Priority areas around schools are based on existing facilities. Area may change with the completion of North Wasco County School District 21’s Facility Masterplan.

Priority will be given to locations where no accessibility features are constructed over locations where sub-standard accessibility features are constructed.

Highest priority will be given to locations where improvement projects or street maintenance were completed after 2015 and accessibility features were not constructed or upgraded concurrently.

1993 THE DALLES BICYCLE PLAN

Although the 2017 TSP contains the most up to date list of priority bicycle and pedestrian projects for the City, the 1993 Bicycle Plan remains as a key resource for understanding The Dalles’ commitment to bicycling as a form of transportation. Consequently, its goals and objects were deemed worthwhile to review for this Safe Routes to School Plan:

Goals:

- Integrate bicycle planning into the community’s overall transportation planning.
- Provide and maintain a comprehensive system for safe and convenient bicycle access to all destinations within the City.
- Promote bicycling as a viable form of transportation for all ages and trip purposes.

- Increase bicycle use within the City every year until 10 percent of all trips are made by bicycle.

2011 ECONOMIC BARRIERS REPORT

The purpose of this report was to identify barriers that may be hindering economic development and provide recommendations to address those barriers. The report identifies Education as a key facet of economic development, noting:

- There is a strong community perception that School District 21 is not doing a good job. However, the Committee found that this perception is not an accurate reflection of the quality of education that is available. Whether a quality education is available or not, the negative perception is a barrier to economic development.
- The D-21 schools are less about buildings and more about students, teachers, and parents. A very good education can be had when all three care and are working toward the common goal of a quality education.
- School facilities are in great need of upgrading and refurbishing to better provide for a quality education and to give a better appearance to those that may want to relocate an existing business, or create a new business, in The Dalles.

While the primary focus of the report is on the business environment and recovery from the Great Recession, the results from the committee's interviews may indirectly support the creation of a Safe Routes to School program in The Dalles.

2011 ENVISIONING THE DALLES VISION ACTION PLAN 2030

The Action Plan outlines how the community intends to prioritize its activities in order to achieve its vision over time. Among the numerous strategies, a few were determined to be the most critical and the most feasible to accomplish over the next few years. The strategies from this planning document support the aims and objectives of SRTS are listed below:

Goal 4. Providing Recreation and Open Space

- 4.2 Increase connectivity to parks via pathways and preserved natural corridors.
- 4.2.1 Identify possible paths and corridors

- 4.2.2 Develop a pathways and corridors concept
- 4.2.3 Secure funding
- 4.2.4 Construct Pathways

CHENOWITH ELEMENTARY TRAFFIC COUNT MAP

In December 2021, the City of The Dalles Public Works placed traffic counters at the following locations and collected weekday and weekend traffic volumes to better understand how 7th St is being used by motor vehicles. (See Map 1)

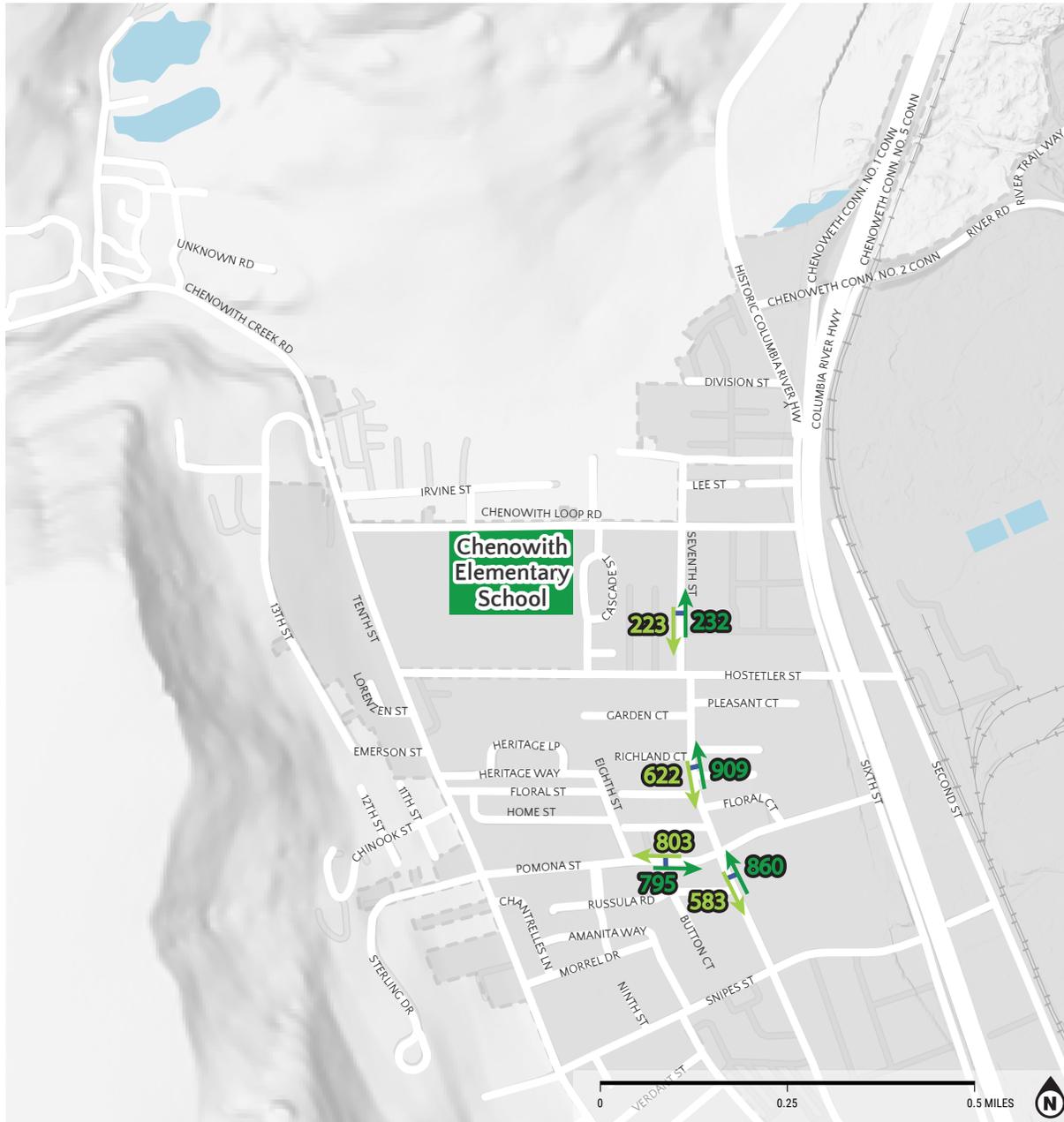
Crash History

From 2014 to 2018, there have been several reported collisions involving a bike or pedestrian in the vicinity of Chenowith Elementary. The closest bicycle and pedestrian collisions occurred on 6th Street, 8th Street, and 7th Street (at Hostetler St). When looking at vehicle-only collisions, it appears that majority of crashes occur along 6th Street and the highway (see Map 2 on the following pages).

From 2014 to 2018, there have been several reported collisions involving a bike or pedestrian in the vicinity of Colonel Wright Elementary. The closest bicycle and pedestrian collisions occurred on 13th Street, and 10th Street (at Mt Hood St). When looking at vehicle-only collisions, it appears that majority of crashes occur along 6th Street and the highway, with clusters at the intersections of 10th Street and Cherry Heights Rd and 10th Street and Union Street (see Map 3 on the following pages).

Additionally, The Dalles 2017 TSP collision history 2010-14 lists pedestrian and cyclist-involved injury collisions and multiple vehicle-involved fatalities and moderate injury collisions. Within a five-year period, an incomplete list from the City's police department shows that at least 366 moving violations were issued for speeding, reckless driving, racing, careless driving, and lane violations.

Map 1: Chenoweth Elementary Traffic Count Map



Document: N:\Shared\PROJECTS\2020\00-2020-223 ODOT SRTS Assistance\3_GIS\MXD\ODOT_SRTS_PIP_Maps\Proj\00-2020-223_ODOTSRTS_PIP_Maps.aprx Date Saved: 11/19/2021
 Data sources: Oregon Spatial Data Library, Crash Analysis and Reporting Unit, ODOT

**AVERAGE WEEKDAY
VEHICLE TRAFFIC
COUNTS:
W 7th St and Pomona St**

*Study conducted
12/3/21 - 12/9/21

- Traffic Count Location
- Railroad
- School Property
- Parks
- Water
- City Boundary



Map 2: Crashes Near Chenowith Elementary School



**COLLISIONS WITH
PEOPLE WALKING
AND BIKING
2014-18**



Pedestrian Collisions

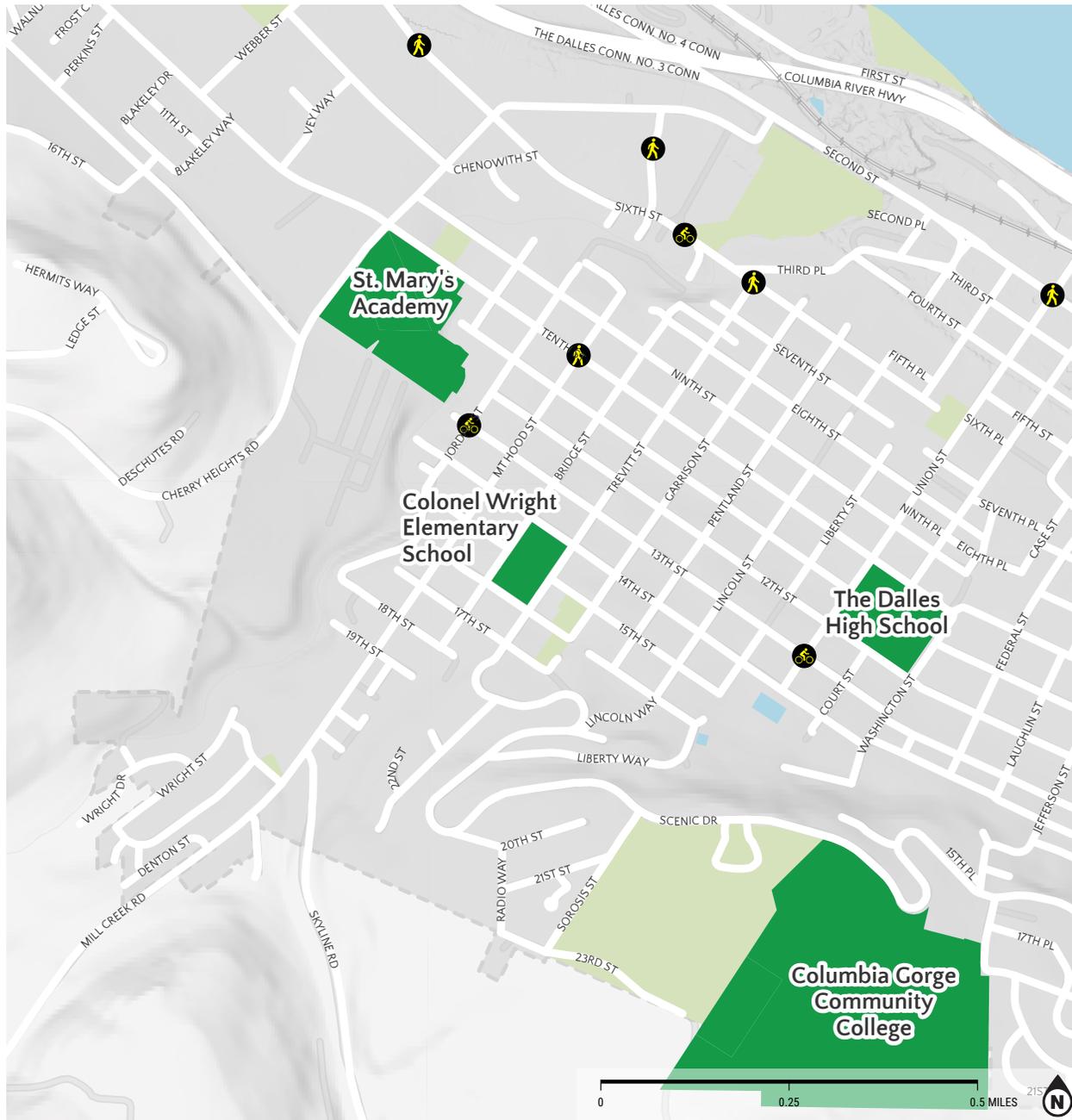
- Pedestrian Injury
- 2 or more Pedestrian Injuries
- Pedestrian Fatality

Bicyclist Collisions

- Bicyclist Injury
- 2 or more Bicyclist Injuries
- Bicyclist Fatality

- Railroad
- School Property
- Parks
- Water
- City Boundary

Map 3: Crashes Near Colonel Wright Elementary School



**COLLISIONS WITH
PEOPLE WALKING
AND BIKING
2014-18**



Pedestrian Collisions

- Pedestrian Injury
- 2 or more Pedestrian Injuries
- Pedestrian Fatality

Bicyclist Collisions

- Bicyclist Injury
- 2 or more Bicyclist Injuries
- Bicyclist Fatality

- Railroad
- School Property
- Parks
- Water
- City Boundary

APPENDIX E. FUNDING AND IMPLEMENTATION

This section lists a variety of funding sources that can be used to implement the recommendations outlined in Chapter 4. These funding sources are accurate as of July 2021, but may change over time. Please refer to ODOT or other funding jurisdictions website for the most up to date information.

This section also includes a graphical flowchart of the ODOT SRTS Competitive Infrastructure Grant eligibility process, to help guide partners in the application process.

Finally, this section includes a detailed construction recommendations table building on Table 1 in Chapter 4, and includes: needs identified at each location and ensuing construction recommendations, the relative priority of the recommendation, a high-level associated cost, the agency responsible for implementing the recommendation, and any potential funding source for construction. The final table includes detailed Planning-level cost estimates for the High Priority Projects identified in Chapter 5.

Statewide Funding Opportunities

ODOT SRTS GRANTS

ODOT currently offers Safe Routes to School specific funding pools for local jurisdictions interested in improving walking and biking conditions near schools, including a competitive infrastructure grant program, a rapid response infrastructure grant, and an education (non-infrastructure) grant.

COMPETITIVE INFRASTRUCTURE GRANT

ODOT's SRTS Competitive Infrastructure Grant program funds roadway safety projects located within a one-mile radius of an educational facility that improves walking and biking conditions for students on their way to school. Funding requests may range between \$60,000 and \$2 million, with a 40% local match (special circumstances may allow a 20% reduction in match requirements). These funds are awarded on a competitive application basis to cities, counties, transit districts, ODOT, any other roadway authority, and tribes are in compliance with existing jurisdictional Plans and receive school or

school district support. Learn more about the 2021-2022 grant cycle at <https://www.oregon.gov/odot/Programs/Pages/SRTS-Competitive-Infrastructure-Grant.aspx>.

RAPID RESPONSE INFRASTRUCTURE GRANT

Up to 10% of state SRTS funding will be reserved for projects that can demonstrate serious and immediate need for safety improvements within a one-mile radius of schools. This funding would be awarded outside of the Competitive Infrastructure Grant cycle as a Rapid Response Infrastructure Grant. Eligibility requirements for Rapid Response Infrastructure grants can be found at <https://www.oregon.gov/odot/Programs/Pages/SRTS-Rapid-Response-Grant-Program.aspx>.

EDUCATION GRANT

In addition to funding construction improvements for Safe Routes to School programs, ODOT reserves approximately \$300,000 annually for funding of SRTS Education programs and projects that encourage students in grades K-8 to walk and roll to school. This competitive grant program distributes funding to a project over the course of two to three years with a 12% match requirement. Grant funds are traditionally used for capacity building and innovation. For more information, visit <https://www.oregon.gov/ODOT/Programs/Pages/SRTS.aspx>.

SMALL CITY ALLOTMENT PROGRAM (SCA)

The Small City Allotment Program is available to communities with less than 5,000 residents. One application may be submitted per city per year, and successful projects may receive up to \$100,000. Successful applicants may request an advance of up to 50% of their award and will receive the remainder of their award upon submission of project invoices. An awardee may not have more than two active SCA projects at any given time; if the awardee has two active projects, another application cannot be submitted until one is completed. SCA funds can be used as a match for SRTS grant funding, but the SRTS grant has to have already been awarded prior to the request for SCA funds as match. SCA projects must be completed within two years from the agreement execution date. For example, if a community receives a SRTS grant award and an SCA

grant for matching funds, chances are they may need to extend the SCA grant to coordinate with the SRTS project work. This is permitted, but the SCA award would be considered an open project until the SRTS project was closed out. Also important to note, the SCA program does not require any matching funds. The state cannot reimburse for any right of way or utility costs, and all work must be performed within the public road right of way. For more information, visit <https://www.oregon.gov/ODOT/LocalGov/Documents/SCA-Guidelines.pdf>

OREGON COMMUNITY PATHS PROGRAM

The Oregon Community Paths Program (OCP) is funding 21 off-road Active Transportation projects totaling \$15 million in 2021. Through the OCPP, ODOT strives to fund projects for pedestrian and bicycle transportation projects including the development, construction, reconstruction, resurfacing, or other capital improvement of multi-use paths, bicycle paths, and footpaths that improve access and safety for people walking and bicycling. The program is funded through FHWA Transportation Alternatives funds, and state Multi-modal Active Transportation funds. For more information visit <https://www.oregon.gov/ODOT/Programs/Pages/OCP.aspx>

TRANSPORTATION AND GROWTH MANAGEMENT (TGM) FUNDS

TGM supports community efforts to expand transportation choices by linking land use and transportation Planning. TGM services include an annual competitive grant program for Planning work leading to local policy decisions for transportation facilities and services or for land uses with supportive transportation changes. The grant application period opens in the Spring and closes in the Summer. In addition to grants, TGM provides several other non-competitive services to help resolve land use and transportation Planning issues: Quick Response to bridge the gap between long range Planning and development of specific properties, Code Assistance to identify and remove barriers to smart growth, Transportation System Plan (TSP) Assessments to evaluate local TSPs, and Education and Outreach projects to move community conversations forward. For more information visit <https://www.oregon.gov/lcd/TGM>

STATE TRANSPORTATION IMPROVEMENT FUND (STIF)

Walking and biking connections to transit are eligible under ODOT's STIF Discretionary and Statewide Network Program, a new fund for transit started in 2018. STIF formula and discretionary funds may be used to support projects that connect pedestrians and bikers to public transit. This fund program was created in response to HB 2017 and funds are dispersed every two years. For more information visit <https://www.oregon.gov/odot/RPTD/Pages/Funding-Opportunities.aspx>

CONGESTION MITIGATION AND AIR QUALITY (CMAQ) PROGRAM

The CMAQ program is jointly administered by the FHWA and FTA, with projects selected by local jurisdictions designated as high pollution areas. Bike/pedestrian projects make up a significant portion of the funded projects, which must focus on air quality improvement. For more information visit www.fhwa.dot.gov/environment/air_quality/cmaq/

Federal Funds

Some federal funding sources may be available to certain communities and can be used for Safe Routes to School projects. Such as:

- Community Development Block Grant Program, <https://www.orinfrastructure.org/Infrastructure-Programs/CDBG/>
- Rural Development Grant Assistance Program, <https://www.usda.gov/topics/farming/grants-and-loans>

Local Funding Opportunities

POTENTIAL SCHOOL BOND OPPORTUNITIES

Localities can leverage school bonds to collect funding for transportation educational programming and school-zone pedestrian/bicycle infrastructure improvements. School bonds may be sufficient to cover the cost of low to mid cost projects or could be utilized to collect local match dollars for state awarded grants.

SRTS PROJECTS AND THE TSP

Cities and counties undergoing transportation system Plan updates should consider including a section on their Plans and priorities for Safe Routes to School infrastructure upgrades and programming to identify project expenses well in advance and allow ample time to gather project funding.

QUICK BUILDS

Quick Builds are temporary roadway improvement installments that utilize temporary barriers (such as traffic cones, Planters, hay barrels, etc.) to test and demonstrate how a street would operate with bicycle and/or pedestrian infrastructure improvements. These low-cost Quick Build projects can serve as an immediate term temporary solution to traffic issues while local jurisdictions build support and funding for permanent infrastructure improvements. Depending on specific site conditions and the nature of materials used, Quick Builds can last for several hours to several years.

Table 7. City of The Dalles Prioritized Project Cost Estimates

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
Project				
Remove concrete sidewalk	SY			
Remove concrete curb and gutter	LF			
Remove asphalt pavement	SY			
Remove catch basin	EA			
Install catch basin	EA			
Install curb and gutter	LF			
Install concrete sidewalk	SF			
Install curb ramp	EA			
Install asphalt pavement	TON			
Install concrete curb stop	EA			
Project				
Remove asphalt pavement	SY			
Clearing and grubbing	ACRE			
Install drainage system	LF			
Install aggregate base course	TON			
Install curb and gutter	LF			
Install concrete sidewalk	SF			
Install curb ramp	EA			
Install asphalt pavement	TON			
Project				
Remove concrete sidewalk	SY			
Remove concrete curb and gutter	LF			
Remove asphalt pavement	SY			
Install curb and gutter	LF			
Install curb ramp	EA			
Install asphalt pavement	TON			
Install thermoplastic ladder style crosswalk markings	SF			

IN PROGRESS

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
Install crosswalk warning sign	EA			
Traffic Mobilization (10%)	LS			
Traffic Control (15%)	LS			
Erosion Control (2%)	LS			
			Subtotal	
Total Costs				
Preliminary Engineering/ Design Costs			12%	
Construction Engineering			15%	
Contingency			40%	
Right-of-Way Costs				
Utility Costs				
Other Costs				
Total Project Cost:				

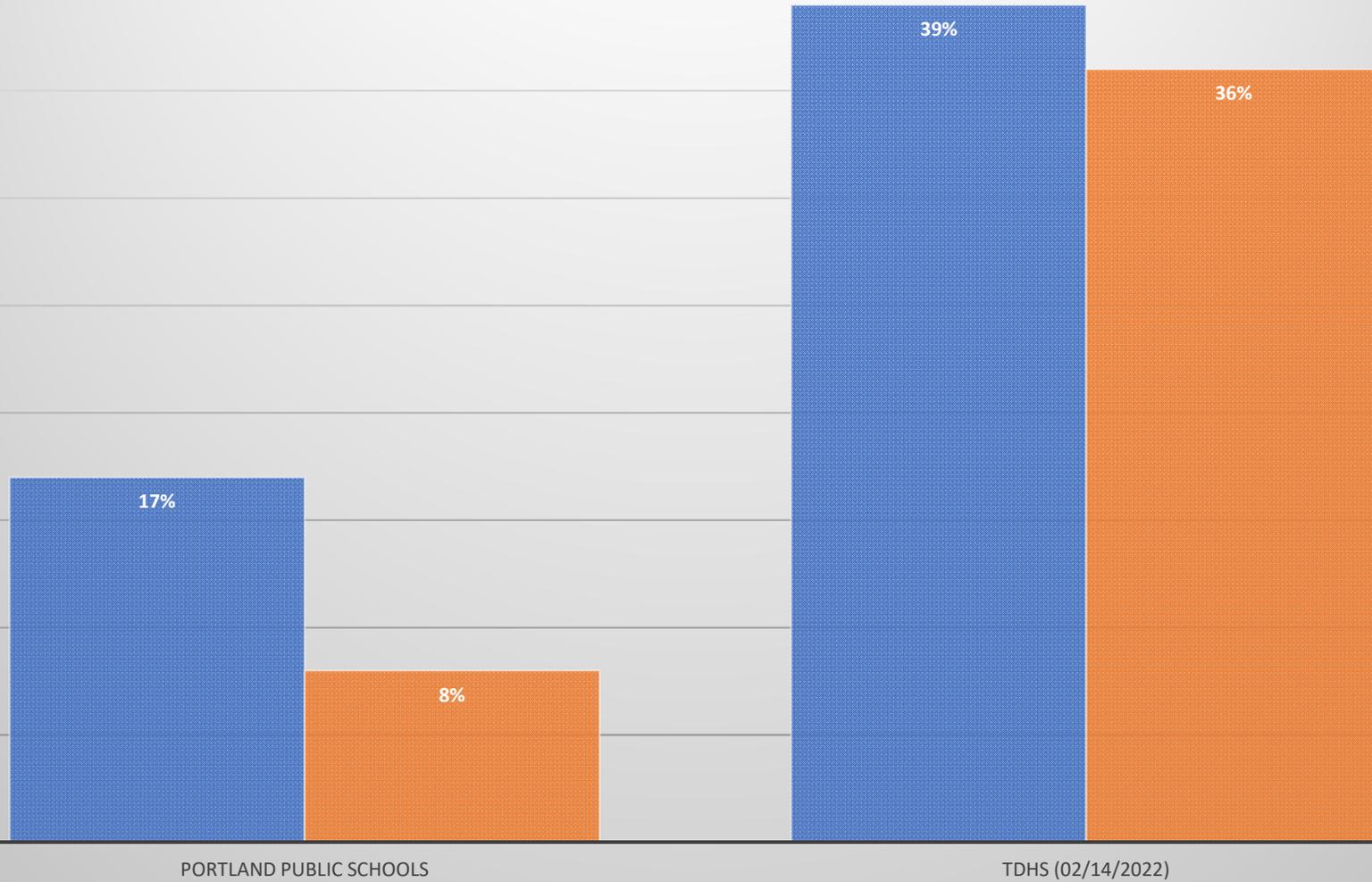
IN PROGRESS

Table 8. Lower-Cost Interim Alternative Cost Estimates

ITEM DESCRIPTION	MEASUREMENT	COST/UNIT	UNITS	ESTIMATE
Project				
Install 8" wide white plastic striping	LF			
Install vertical flex-post	EA			
Install pedestrian symbol and arrow marking	EA			
Install detectable warning surface	SF			
Traffic Mobilization (10%)	LS			
Traffic Control (15%)	LS			
			Subtotal	
Total Costs				
Preliminary Engineering/ Design Costs				
Construction Engineering				
Contingency				
Right-of-Way Costs				
Utility Costs				
Other Costs				
Total Project Cost:				

IN PROGRESS

Latino Enrollment in Advance Courses



■ Total Population ■ Adv Course Enrollment

Educational Support and Innovative Programs Update

Current Programs				
<i>ALC</i>	<i>Virtual Academy</i>	<i>K-8 Acellus</i>	<i>Riverbend</i>	<i>NORCOR</i>

Objectives for the first few weeks:

Phase 1 - Information Gathering

1. Gather information on current programs and services
2. Gather stakeholder input

Phase 2 - Development

Work with appropriate stakeholder groups and staff to plan and develop:

- Curriculum
- Calendar
- Staffing
- Program(s) scope and sequence
- Coordination of resources
- Community connections
- Logistics (transportation, facilities, etc.)
- Program aspects related to students, families, staff, etc.
- Professional development needs
- Other system needs as encountered
- Any Union ramifications

Phase 3 - Board Approval

Present proposal to the Board for input if revision is needed, and eventual approval.

Phase 4 - Promotion of the Programs

Target appropriate audiences and make registration available.



**Columbia Gorge
Education Service District**

2022-2023 Local Service Plan

Adopted By the CGESD Board on January 19, 2022

Executive Summary

Dear Superintendents and Board Members:

Columbia Gorge ESD is proud to present the 2022-2023 Local Service Plan (LSP). The LSP is a product of our ongoing collaboration with school districts to deliver services that are responsive to districts' individual and collective needs. We strive to provide flexibility in choices, while maintaining service quality, stability, and leveraging regional advantages in cost effectiveness and increased opportunities for children, students, and families in the communities we serve. The 2022-2023 LSP includes the CGESD Student Success Act Comprehensive Support Plan developed from the top priorities identified by component districts for assisting with development and implementation of their Student Investment Account plans for implementing the Student Success Act.

Columbia Gorge ESD utilizes General Funds to provide services required by the LSP process for the Hood River County, North Wasco County, Dufur, and South Wasco County School Districts. Columbia Gorge ESD works to meet the challenge of its mission by providing quality services to its constituent districts. Serving about 9,409 weighted average daily membership, the ESD provides four resolution services per ORS 334.175(2): Special Education, Technology, Administrative and Support, and School Improvement services, as well as additional services in areas that align with its mission.

This 2022-2023 LSP represents the continued commitment of our organization to provide quality and responsive services aligned with Oregon's initiatives. On behalf of the CGESD board and administrative leadership, I would like to recognize that our success is due to the work of our staff in cooperation with our component districts. It is through staff's service, responsiveness, and expertise – with a focus on customer support and satisfaction – that we have established and continuously built our value on doing what is best for children, families, and our communities.

Patricia Sublette, Superintendent

ORS 334 – Local Service Plan Requirements

ORS 334.005 specifies that the mission of education service districts is to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high quality, cost-effective and locally responsive educational services at a regional level.

The CGESD local service plan must include the following services as defined in ORS 334.175:

- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents, or legal guardians.
- Programs for children with special needs, including but not limited to special education services and services for at-risk students.
- School improvement services for component school districts, including, but not limited to services designed to support component school districts in meeting the requirements of state and federal law; services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts; services designed to support and facilitate continuous school improvement planning; services designed to address school-wide behavior and climate issues; and services designed to support career and technical education.
- Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services and distance learning.

The goals of these services are to:

- Assist component school districts in meeting the requirements of state and federal law;
- Improve student learning;
- Enhance the quality of instruction provided to students;
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and
- Maximize operational and fiscal efficiencies for component school districts.

Local Service Plan Approval Process

The Local Service Plan must be approved by the school boards representing two-thirds of the component districts with greater than 50 percent of the students voting in favor of the plan. Local Service Plan Amendment Process The Local Service Plan may be amended at any time by the CGESD board if component districts approve an amendment pursuant to the same criteria used to approve the original plan.

Timeline for Local Service Plan Development and Approval

Starting in October-December	Review current Local Service Plan model and any suggested modifications based on input from component school district directors, business officials, and superintendents.
December	Local Service Plan submitted to component school district superintendents.
January	Local Service Plan submitted to CGESD Board for approval.
January	Local Service Plan submitted to component school district boards for approval.
January-February	Component school district boards take formal action on Local Service Plan and submit resolutions to CGESD.
By March 1st	Approval cycle completed.

2022-2023 Local Service Plan Resolution Services

COMPONENT DISTRICTS	2022-2023 ADMw*	2022-2023 ESD State School Funds	Date of Plan Approval
Hood River County School District	4,940.25	\$ 1,882,780	
North Wasco County School District	3,552.19	\$ 1,353,776	
Dufur School District	517.99	\$ 197,411	
South Wasco County School District	398.92	\$ 152,032	
TOTAL ADMw:	9,409.35	\$ 3,585,999	

ADMw and State School Fund estimate from ODE as of November 2, 2021

STATE LOCAL SERVICE PLAN GOALS: ORS 334.175 (1)

- 1) Assist component school districts in meeting the requirements of state and federal law;
- 2) Improve student learning;
- 3) Enhance the quality of instruction provided to students;
- 4) Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and
- 5) Maximize operational and fiscal efficiencies for component school districts.

PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS SERVICES: ORS 334.175 (2)(a)

Service	State Goal Addressed (Numbers 1 – 5 above)	Projected Funding & Source		Brief Description of Service
		ESD State School Funds	Contract or Grant	
Early Intervention (EI) /Early Childhood Special Education (ECSE) Assessment	1,2,3,4,5	North Wasco Dufur South Wasco	No	Identification of children eligible for early intervention/early childhood special education is the responsibility of the local districts. ESD staff provide the child find activities (including screening and evaluation of children from birth to age five) for all the districts in Wasco County. This is a 12-month assessment program.
Speech-Language Therapy Services	1,2,3,4,5	South Wasco	Dufur South Wasco	Provides personnel for speech-language pathology services to designated students.
Autism Spectrum Disorder	1,2,3,4,5	No	Subcontract with Columbia Regional Program (Portland Public Schools)	Provides staff with specialized training to assist local districts with the assessment and identification of students with Autism Spectrum Disorder between the ages of 0 and 21 years. Assists with the design and implementation of Individual Family Service Plans (IFSPs) and Individual Education Programs (IEPs).
Evaluation Specialist/School Psychological Services	1,2,3,4,5	North Wasco Dufur South Wasco	No	Provides qualified, licensed staff to serve districts with initial and re-evaluations, written reports, input into special education eligibility, behavior interventions/consultations and risk/threat assessments. These services are available to children from birth to 21.
Occupational Therapy/ Physical Therapy Services	1,2,3,4,5	North Wasco Dufur South Wasco	No	Provides qualified, licensed staff to work with students in developing, implementing, coordinating, and documenting physical and occupational therapy services including screening, evaluation, identification, intervention, and progress monitoring, and reporting.

TECHNOLOGY SERVICES: ORS 334.175 (2)(b)

Service	State Goal Addressed (Numbers 1 – 5 above)	Projected Funding & Source		Brief Description of Service
		ESD State School Funds	Contract or Grant	
Desktop Support	1,2,3,4,5	North Wasco Hood River	Potential	Provides highly qualified computer technicians to provide direct assistance with hardware and software troubleshooting, maintenance and upgrading of technology equipment, and management of computer workstations, laptops, networked and local printers, phone, and technology related equipment including mobile devices.
Server Administration	1,2,3,4,5	North Wasco Dufur South Wasco	Potential	<p>Provides a server administrator to assist with the installation, management, and support of servers.</p> <p>Specific services include:</p> <ul style="list-style-type: none"> ● Configuration and maintenance of: Active directory, DHCP, DNS, file servers, print servers, SCCM, phone, and imaging servers ● External DNS Services ● Hosts/manages web-based work order management system ● Development and implementation of regional hardware and software standards ● CIPA-compliant content filtering (browser traffic) and reporting ● Microsoft and Google Administration configuration and management ● Spam/Virus filtering of e-mail ● Premise wiring design, identification, and testing (as relates to server infrastructure) ● Virus protection standardization and virus definition maintenance ● Server installation and support ● Security camera systems configuration and support

Internet Connectivity and Network Administration	1,2,3,4,5	<p>North Wasco</p> <p>Dufur</p> <p>South Wasco</p>	Columbia Gorge Community College	<p>The Nine Net Agreement provides internet connectivity and network administration to the districts in Wasco County, Columbia Gorge Community College, and Columbia Gorge ESD. All connectivity expenses to each district’s drop point are covered by this resolution service based upon usage from the prior school year. Circuit costs include Ethernet and fiber connections. Service costs include 1000 Mbps Internet connectivity via the Cascade Technology Alliance in Portland as well as bridging services for videoconferencing.</p> <p>Network administration costs include:</p> <ul style="list-style-type: none"> ● ISP Service and Support ● Router, wireless, and switch configuration, support, and maintenance ● Network connectivity between districts and to/from the Internet ● WAN and LAN bandwidth analysis/tracking and prioritization ● Phone routing ● Firewall Services ● SNMP monitoring and management
Related Technology Services	1,2,3,4,5	Hood River	Potential	Provides for or assists districts in the utilization and coordination of instructional assessment and information systems, including systems which track student and school performance

Technology Direction	1,2,3,4,5	North Wasco	North Central ESD	<p>Provides a technology director to make decisions regarding the purchase and management of equipment, creation of new systems, and to lead/direct the technology department workforce.</p> <p>Specific services include:</p> <ul style="list-style-type: none"> ● Direct the operations of the Department of Technology Services within collective bargaining contracts, board policies, and administrative rules. ● Submit budget information to the Superintendent to assure efficient and effective operation of the department within the established budget. ● Supervise, evaluate, and make recommendations to the Superintendent regarding selection, assignment and other personnel matters related to Technology staff. ● Provide Superintendent and Board with information related to technology changes and advancements. ● Provide leadership in technology areas such as: evaluation of new advances in technology, development of new/improved programs and services, strategic planning, writing policies related to technology, marketing, cooperative ventures, and application development. ● Research solutions to technology problems including new hardware and software technology to support educational mission, update and maintain IT infrastructure. ● Define and implement strategies for integrating disparate operating environments. ● Plan and implement server upgrades, maintenance fixes, and vendor-supplied patches within change control guidelines, including the design and review of new server systems, applications, and hardware. ● Develop strategies for application implementations; design the infrastructure required to support those strategies. ● Conduct capacity planning.
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SCHOOL IMPROVEMENT SERVICES: ORS 334.175 (2)(c)(A-E)

Service	State Goal Addressed (Numbers 1 – 5 above)	Projected Funding & Source		Brief Description of Service
		ESD State School Funds	Contract or Grant	
Regional Media Services	1,2,3,4,5	North Wasco Dufur South Wasco Hood River	No	Subscriptions to the Organization for Educational Technology and Curriculum, and the Career Information System are purchased to allow teachers and students access to services. CGESD contracts with Discovery Education and for video streaming which provide the schools in component school districts access to films and videos for classroom use.
Native American Services	1,2,3,4,5	North Wasco Dufur South Wasco Hood River	North Wasco	Administration of the Title VI Program funds for Hood River and Wasco Counties that focus on raising academic standards for Native American students. Supplemental services include homework and tutorial assistance, culturally and linguistically appropriate activities, college visitations/career focus, and provides supplies and materials through a home school liaison.
Education and Innovation Services	1,2,3,4,5	North Wasco Dufur South Wasco Hood River	No	Provides services to support component districts in the implementation of state and federal standards related to the provision of a quality education; assist districts in the development of research based curriculum and assessment resources that are aligned to Common Core State Standards; provide technical assistance to improve instruction and guide Multi-tiered Systems of Support efforts to improve achievement; provides TOSA (Teacher on Special Assignment) to Wasco County schools to coordinate the mentoring program and provide mentoring to teachers new to the profession, support ELL instruction, and classroom teachers; provides administration of Federal Programs. Provide technical assistance to small districts with data collection, analysis, application completion and reporting for specific grants through ODE.
Regional Grant and Initiative Coordination	1,2,3,4,5	North Wasco Dufur South Wasco Hood River	Potential	Provides planning, grant-writing, completion of applications, and infrastructure to develop a coordinated, regional approach for access to state and private funds to enhance participation in regional initiatives.

ADMINISTRATIVE SERVICES: ORS 334.125 (9)(a); ORS 334.175 (2)(d)

Service	State Goal Addressed (Numbers 1 – 5 above)	Projected Funding & Source		Brief Description of Service
		ESD State School Funds	Contract or Grant	
Business Services	1,2,3,4,5	Hood River	No	Provides for, or assists, school district staff in all areas of fiscal services and financial management.
			Yes	Comprehensive E-Rate management services: procurement, contracts, form processing, USAC invoicing, auditing, appeals, post-commitment changes, etc.
			Yes	Selective financial services. Include, but not limited to: Accounts Payable, Accounts Receivable, Payroll, Grant Management, Medicaid billing. Available services will be developed and negotiated on a per district basis.
Home School and Attendance (ORS 339.035; OAR 581-024-0255)	1,2,5	North Wasco Dufur South Wasco Hood River	No	As required by state statute, CGESD manages the registration of Wasco and Hood River County home school students, including requesting, receiving, and checking test scores, analyzing test scores, and in the case of declining test scores, conferring with the parent and district about whether to direct the student's return to public school. Lists of homeschooled students are provided to their home school district.
		Dufur South Wasco	No	CGESD provides an attendance officer to component districts under 1,000 ADM. When requested by the district, the attendance officer will contact parents and direct that the student maintain regular attendance as defined in statute. Districts with ADM above 1,000 may contract for additional attendance support services.

2022-23 Local Service Student Investment Account Services

Student Behavioral/Mental Health/Physical Health and Safety	1,2,3,4,5	No	Yes (SIA Funds blended with grants and contracts)	Columbia Gorge ESD will provide technical support for districts across the region in the implementation of policies, systems, programs, and services (e.g., nursing and behavior systems support) that promote student social emotional wellbeing, behavior, mental health, and physical safety. Priority 1
Family Engagement	1,2,3,4,5	No	Yes (SIA Funds, other)	Columbia Gorge ESD will provide technical assistance to support districts in their understanding and implementation of effective family and community engagement through professional learning, efficient communication, and data analysis. Priority 2
Student Success Act Support Liaison	1,2,3,4,5	No	Yes (SIA Funds)	Provides liaison services between Oregon Department of Education and Districts for the purposes of implementing, and facilitating the districts identified SIA supports. Also serves as Regional Advisor and liaison between Oregon Department of Education and Districts to support districts with COVID related strategies, plans and supports.
Academic Achievement and Disparities	1,2,3,4,5	No	Yes (SIA Funds)	Columbia Gorge ESD will provide technical and regional support for districts in their implementation of rigorous, culturally relevant instruction with a focus on reducing disparities for historically underserved students and families through a focus on (tools and/or personnel) for data collection and analysis that builds capacity of schools and districts to monitor their strategies. Priority 2 (should SIA funds be reduced)

Equity, Diversity, and Inclusion	1,2,3,4,5	No	Yes (SIA Funds)	Columbia Gorge ESD will provide technical support and increase networked support for districts in their efforts to dismantle inequities in policies, systems, programs, and services, as well as a commitment to improving access and opportunities for students who have been historically underserved in the education system. Columbia Gorge ESD will provide increased regional staff and/or contracting for key areas of support identified in partner district SIA plans, through coaching and technical assistance provided by Cross-Functional Equity and Improvement Team. Priority 1
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Regional Initiatives

Early Learning Hub and Parenting Education Hub Coordination	1,2,3,4	No	Yes	CGESD provides the coordination and operational support for the Four Rivers Early Learning and Parenting Education Hubs. The Director is responsible for providing leadership with the Hub Team and across the Hub’s five counties working with the legislatively mandated governance board, service providers, and partners including: health; early education and pre-kindergarten; K-12 education; social/human services; community; business; and parent representatives. The hubs work to support the normalization of parent education, foster stable and attached families where children thrive, and the coordination of services across the region. The hub is also participating in Preschool Promise as a portal for recruitment and increasing access to publicly funded preschool through the coordination of enrollment efforts.
STEM Hub Coordination	1,2,3,4,5	No	Yes	The Columbia Gorge STEM Hub includes Hood River, Wasco, Sherman, Wheeler, and Gilliam counties. The Hub is funded by ODE STEM network and innovation funds, foundation grants, and corporate donations; it operates through collective impact. Working with many partners, with school districts being among the most crucial collaborators, the Columbia Gorge STEM Hub strives to ensure that all Gorge youth are STEM Literate and Future Ready Learners. A three-pronged approach includes empowering educators, informing the community, and engaging career partners.

Columbia Regional Educator Network	1,2,3,4,5	No	Yes	The Columbia Regional Educator Network is provided through a contract with ODE and provides facilitation of a professional learning network across a five-county region that centers educator voice and need.
Emergency Operations Planning	1,2,3,4,5	No	Yes	This grant through ODE offers an opportunity for districts across a six-county region to access a regional trainer to strengthen systems of support and increase student safety.
Student Health Services	1,2,3,4,5	No	Yes	Columbia Gorge ESD will provide nursing services to Hood River County School District through a contract. Both contracts and grants through ODE, OHA, and Google support nursing services, school-based health center services, telehealth, and mental health services in all districts.
21st Century	1,2,3,4,5	No	Yes	This grant through ODE allows CGESD to provide opportunities for Dufur and North Wasco County School Districts to establish after school activities in community learning centers. These centers provide services focused on helping children in low-income schools succeed academically through the application of evidence-based practice and extended learning opportunities.
McKinney-Vento	1,2,3,4	No	Yes	This grant provides resources to the Wasco County districts to help support homeless students that qualify under the McKinney-Vento Act. Assistance with coordination of resources and support for families. The grant also supports training for district and school liaisons.
Adult Literacy and GED in Spanish		No	Yes	This not only increases engagement of families, but it also translates into growing staff for bilingual positions in the region. It also helps students understand the importance of education.

Migrant Education Services	1,2,3,4,5	No	<p>Yes Regular Year</p> <p>Summer School</p> <p>Preschool</p>	<p>The Migrant Education Program (MEP) serves migrant children in Wasco, Gilliam and Sherman Counties using Title 1C federal funds. MEP staff provides assistance to children and families through afterschool programs, individual/small group academic supports, partnering with school districts, and linking children with specialized educational opportunities and programs. MEP programs include regular school year, summer school, preschool specific support, and a focus on parent engagement in all three areas. Preschool also conducts home visits, Kaleidoscope play and learn groups, and connects families to resources. There is also a graduation specialist and collaboration with Juntos provide academic, career, post high school opportunities and admissions to college/grants support. MEP collaborates with local and national organizations and agencies to promote the success of migrant students and families. In preparation for summer school every year, the Migrant Education Program is an active member of the R.A.M.A.S. (Resources Available for Migrant Access to Services) group. This group is made up of local service agencies that provide medical, dental, education, food, and employment. This group also includes local cherry growers whose information on dates of harvest is vital.</p>
School Safety and Prevention	1,2,3,4,5	No	Yes (State of Oregon through ODE)	<p>Columbia Gorge ESD will provide funding to assist the School Safety and Prevention Specialist with the implementation of effective programs in the region to aide in preventing acts of harassment, intimidation or bullying and acts of cyberbullying and to establish supports that are accessible to historically, traditionally, and currently underserved and marginalized students and youth.</p>
Early Intervention (EI) /Early Childhood Special Education (ECSE)	1,2,3,4,5	No	Subcontract with Multnomah Early Childhood Program (David Douglas School District)	<p>Provides home-based, pre-school and consultant services, supplies, materials, travel, etc. to preschool children eligible for EI (children from birth to 3 years of age) or ECSE serving children from ages 3-5. Services include speech/language therapy, occupational therapy, physical therapy, behavior and social skills, skills to improve cognitive development and academic readiness. Services are documented on the Individual Family Service Plan (IFSP) developed by education specialists in partnership with parents. Services are provided in the primary learning environment of the child or remotely due to health and safety requirements</p>

Sunshine Kids Preschool	2,3,4	No	Yes, Blended Funding	Provides a full inclusion preschool option for parents and their children in Wasco County that utilizes evidence-based methods for student learning to instruct children on the skills and abilities they need for success in kindergarten. Coordinates and collaborates with other early learning programs to provide appropriate educational services. Provides parent education to help parents understand the needs of their children in order to be ready for kindergarten.
Pre-School Promise- Sunshine Kids Bilingue	1,2,3,4,5	North Wasco	Yes	This inclusive full day, dual language immersion program is funded through a partnership with Columbia Gorge ESD and North Wasco County School District and Preschool Promise grant funding. It provides a full inclusion developmentally appropriate preschool classroom and to promote kindergarteners who are ready to learn in a k-12 atmosphere with excellent alignment between the preschool and k-3 classrooms.

RESOLUTION APPROVING:
COLUMBIA GORGE EDUCATION SERVICE DISTRICT
LOCAL SERVICE PLAN FOR 2022-2023

Resolution # _____

Whereas, Columbia Gorge Education Service District must develop and adopt a Local Service Plan (LSP) as defined in OAR 581-024-0205 pursuant to ORS 334.175; and

Whereas, the Local service plan defines the core and other services to be provided by an ESD; and

Whereas, following adoption by the Education Service District board, the LSP must be approved by component school districts by resolution on or before March 1 pursuant to ORS 334.175 (5)(b); therefore

Be it resolved, that the Board of Directors of the North Wasco County School District #21, Wasco County, Oregon, approves the Columbia Gorge ESD Local Service Plan for 2022-2023 as adopted by the ESD Board of Directors on January 19, 2022.

Approval of the Local Service Plan for 2022-2023 authorizes Columbia Gorge ESD to provide services in the general areas listed herein and confirms the ESD Board authority to utilize local property tax monies, state school funds, and other revenues for the purposes stated in the LSP.

If and/or when funding limitations reduce the ESD's ability to offer these services, the ESD superintendent is authorized to approve modifications to our service priorities and to approve expenditure reductions. If additional funding becomes available, the ESD superintendent is authorized to approve the use of those funds to implement services that have been approved in the Local Service Plan.

Menu Resolution Services – (Funded with local property tax monies and ESD state school funds received by the ESD)

Business Services

Desktop Support and Server Administration

Early Intervention/Early Childhood Special Education Assessment

Education and Innovation Services

Evaluation Specialist/School Psychology Services

Home School Registration & Student Attendance

Internet Connectivity and Network Administration

Native American Services

Regional Grant and Initiative Coordination

Regional Media Services

- Career Information System

- Organization for Education Technology & Curriculum (OETC)

- Discovery Education

Speech-Language/Occupational/Physical Therapy Services

Technology Direction and Related Technology Services

Grants – (Provided to component school districts using funds from state, federal and other grants to the ESD). Including, but not limited to:

- 21st Century Community Learning Centers
- Academic Achievement and Disparities Support
- Autism Spectrum Disorder
- Columbia Regional Educator Network
- Early Intervention/Early Childhood Special Education
- Emergency Operations Planning/School Safety Prevention
- Equity, Diversity, and Inclusion Support
- Family Engagement Assistance
- McKinney-Vento
- Migrant Education
- Pre School Promise-Sunshine Kids Bilingue
- Student Behavioral/Mental Health and Safety Support
- Student Health Services
- Student Success Act Support Liaison

Contract and Entrepreneurial Services – (Purchased by component school districts with non-resolution dollars or other school districts, agencies, etc.)

- Admin./Business Services
- Desktop Support and Server Administration
- Early Learning Hub Coordination
- Internet Connectivity and Network Administration
- Native American Services
- Regional Grant and Initiative Coordination
- School Improvement Services
- Speech-Language Therapy Services
- STEM Hub Coordination
- Sunshine Kids Preschool
- Technology Direction and Related Technology Services

School District: #21 Name: North Wasco County School District County: Wasco

Date: _____ Chairperson: _____

Date: _____ Clerk: _____

Note: The school board must take action before March 1, 2022, in accordance with ORS 334.175.



North Wasco County School District #21
School District Board of Directors

Board Motion for Action Item

BOARD ACTION

Date: February 24th, 2022

Action Requested: Approve Nonresident Student Release & Attendance

DISCUSSION

NWCSD School Board Policy JECB (Admission of Nonresident Students) requires the Board to determine ‘district transfers’, to and from the district for the following school year, annually by March 1st.

If the School Board decides to open slots for transfer requests, the District is required to provide written notification to families by May 1st.

ACTION

Motion to grant consent for up to 20 nonresidents students to attend school in the North Wasco County School District starting the 2022-2023 school year.

Motion to grant consent for up to 20 resident students to be released to attend another school district in Oregon starting the 2022-2023 school year, with the understanding that all consent is subject to district policy and administrative rule.

Questions about this request should be directed to Dr. Carolyn Bernal at 541-506-3420.

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

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



North Wasco County School District

School Year 2021 – 2022, January Financial Summary

General Fund Update:

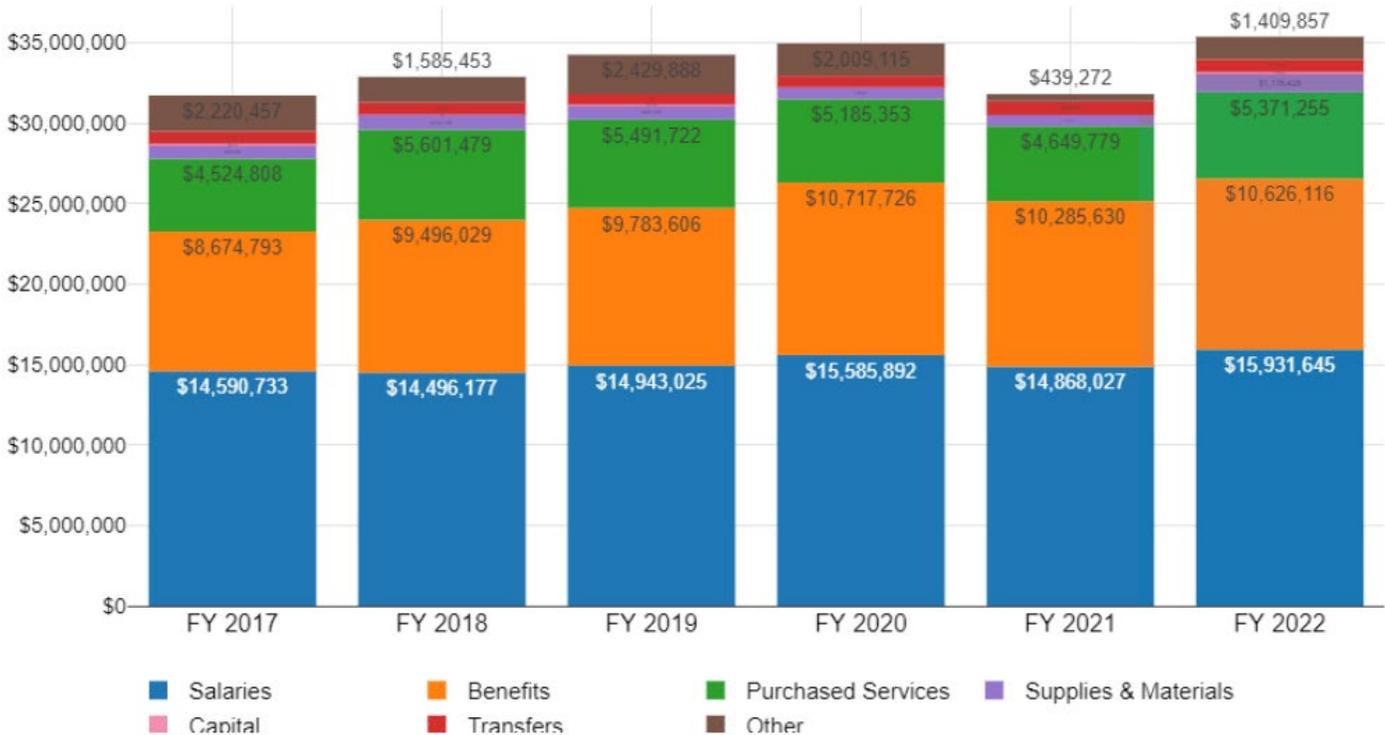
Currently, the general fund balance is \$8.8 million. Here are the ending balances currently:

Fund	General Fund	State Special Revenues	Nutrition Services	Technology Fund	Replacement Funds	Debt Service Funds	District Fund Totals
Fund Balance	8,813,263	(108,816)	115,449	142,090	897,469	1,580,023	11,439,478

Historical Expenses in General Fund:

Below is what the district is projecting to spend this fiscal year in general fund, and what the district spent historically. As the district moves into the budget cycle, it is important to note, \$25 million dollars of the \$35 million dollar budget is spent on staffing, that is approximately 71% of the total budget. The challenge is not this upcoming year, but future focused when the district does not have additional federal funds or state grants to sustain the current staffing levels.

Historical Expenses by Object (General Funds)



Projects in the Works and Highlights:

The district has many projects in the works, so it is important for the board and community to know what is on the horizon:

- The district hired the Director of Educational Success & Innovative Programs, Kimberly C. Tyskiewicz ED.D., from Goldendale.
- The high school pavilion is still in progress. The district and contractor are waiting for building permits and delivery of the pavilion.
- The HVAC units for the Kurtz Gym were shipped. The actual delivery date is unknown; however, it will likely take 4 weeks to be here. Again, some smaller items were added back into the grant so this will require a more time for the project but will be beneficial in the long run.
- The Chenowith Elementary eating area is complete and waiting for nicer weather for outdoor eating.
- Colonel Wright and Chenowith Elementary walk Safe Routes to School report should be complete and available for review shortly. The goal is for the city and/or county to apply for construction grants to make walking routes more manageable. In addition, the district did expand one bus stop to help with Colonel Wright students get to school on the bus instead of walking or a ride to school.
- In addition, the district is looking at the possibility of applying for educational funds in the Safe Routes to School Program for a district coordinator. More information to follow as the concept is still in the planning phases.
- The district applied for a TAP grant to complete a seismic assessment of Chenowith Elementary. In addition, this assessment will be used to submit a seismic grant application for Chenowith Elementary School.
- The district has released the wellness survey as requested in the recently awarded wellness grant from OEA. In addition, there was a \$30,000 award with a \$15,000 match for a total of \$45,000. The district is requesting community donations to make up part of the \$15,000 match. Contact Kara Flath for details.
- The district has engaged an architecture firm and a financial planner to begin discussions of bond planning. This is initial discussions currently.
- BUDGET COMMITTEE UPCOMING: Please remember the budget committee is meeting starting Tuesday, April 26th, 2022, Tuesday, May 3rd, 2022, and Monday, May 9th or Tuesday, 10th, 2022. There are many considerations.
- The district also hired an Accounting Specialist, Keri Newland from Arizona, to replace Nancy Lathrop who went to work for the Hood River School District. Keri is a welcomed addition to the business team.

Those are the current major highlights from the business office standpoint.

Questions about this report can be directed to Kara Flath, CFO, North Wasco County School District #21 at flathk@nwasco.k12.or.us.

NORTH WASCO COUNTY SCHOOL DISTRICT

FY 2022 Expenditure Status Report

For the month ending January 31st, 2022

DESCRIPTION	Budget	Year to Date	Encumbrances	Balance	% Budget Expended
100 General Fund					
1000 - Instruction	19,807,277	8,794,461	10,215,714	797,102	44.40%
2000 - Support Services	13,894,143	6,720,246	4,804,678	2,369,219	48.37%
5000 - Debt Service & Fund Transfers	776,000	776,000	-	-	100.00%
6000 - Contingency	300,000	-	-	300,000	0.00%
7000 - Unappropriated Ending Fund Balance	592,881	-	-	592,881	0.00%
Totals	35,370,301	16,290,707	15,020,392	4,059,202	46.06%
210 - Federal Programs Fund					
1000 - Instruction	3,816,703	762,014	852,341	2,202,348	19.97%
2000 - Support Services	1,003,829	588,749	924,109	(509,029)	58.65%
3000 - Enterprise & Community Services	180,487	19,115	-	161,372	10.59%
4000 - Capital Outlay	308,000	139,612	-	168,388	45.33%
7000 - Unappropriated Ending Fund Balance	6,320,040	-	-	6,320,040	0.00%
Totals	11,629,059	1,509,490	1,776,450	8,343,119	12.98%
220 - State Grant Funds					
1000 - Instruction	2,662,895	1,150,836	789,846	722,213	43.22%
2000 - Support Services	1,520,417	719,733	825,627	(24,943)	47.34%
3000 - Enterprise & Community Services	441,483	56,357	-	385,126	12.77%
4000 - Capital Outlay	2,234,866	1,901,562	-	333,304	85.09%
Totals	6,859,661	3,828,488	1,615,473	1,415,700	55.81%
230 - Local Grants					
1000 - Instruction	40,000	4,679	-	35,321	11.70%
2000 - Support Services	10,000	2,765	6,249	986	27.65%
Totals	50,000	7,444	6,249	36,307	14.89%
240 - Vocational Education Fund					
1000 - Instruction	46,900	-	-	46,900	0.00%
Totals	46,900	-	-	46,900	0.00%
242 - Enterprise Zone Funds					
1000 - Instruction	-	5,215	-	(5,215)	
2000 - Support Services	223,380	6,388	-	216,992	2.86%
4000 - Capital Outlay	550,000	22,490	-	527,510	4.09%
Totals	773,380	34,093	-	739,287	4.41%
250 Nutrition Services Fund					
3000 - Enterprise & Community Services	1,605,915	547,932	308,401	749,582	34.12%
Totals	1,605,915	547,932	308,401	749,582	34.12%
285 Technology Fund					
2000 - Support Services	132,000	69,619	2,306	60,075	52.74%
7000 - Unappropriated Ending Fund Balance	100,000	-	-	100,000	0.00%
Totals	232,000	69,619	2,306	160,075	30.01%
290 - Student Body Funds					
1000 - Instruction	545,000	26,210	-	518,790	4.81%
2000 - Support Services	12,000	97	-	11,903	0.81%
7000 - Unappropriated Ending Fund Balance	75,000	-	-	75,000	0.00%
Totals	632,000	26,307	-	605,693	4.16%
292 - Textbook Replacement Fund					
1000 - Instruction	755,000	-	-	755,000	0.00%
2000 - Support Services	-	78	-	(78)	0.00%
Totals	755,000	78	-	754,922	0.01%

DESCRIPTION	Budget	Year to Date	Encumbrances	Balance	% Budget Expended
295 - Bus Replacement Fund					
2000 - Support Services	287,000	286,424	-	576	99.80%
Totals	287,000	286,424	-	576	99.80%
298 - Vehicle Replacement Fund					
2000 - Support Services	53,000	-	-	53,000	0.00%
Totals	53,000	-	-	53,000	0.00%
303 - OSBA PERS Bonds					
5000 - Debt Service & Fund Transfers	1,752,230	-	-	1,752,230	0.00%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%
Totals	1,752,230	-	-	1,752,230	0.00%
304 - Full Faith & Credit Obligation					
5000 - Debt Service & Fund Transfers	380,000	83,881	-	296,119	22.07%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%
Totals	380,000	83,881	-	296,119	22.07%
Total All Funds	60,426,446	22,684,463	18,729,271	19,012,712	37.54%

NORTH WASCO COUNTY SCHOOL DISTRICT

FY 2022 Expenditure Status Report
For the month ending January 31st, 2022

Balance Sheet	General Fund	State Special Revenues	Nutrition Services	Technology Fund	Student Body Funds**	Replacement Funds	Debt Service Funds	District Fund Totals	**Totals
ASSETS:									
Cash & Investments	7,934,630	(108,816)	115,874	142,090	354,643	897,469	1,580,023	10,561,270	10,915,913
Accounts Receivable	1,029,474		-					1,029,474	1,029,474
Inventory/Prepaid expense	293,057	-	3,898					296,955	296,955
Total Assets	9,257,161	(108,816)	119,772	142,090	354,643	897,469	1,580,023	11,887,699	12,242,342
LIABILITIES:									
Accounts Payable	-	-						-	-
Payroll Liabilities	(23,880)	-	-					(23,880)	(23,880)
Deferred Revenue	467,778	-	4,323					472,101	472,101
Total Liabilities	443,898	-	4,323	-	-	-	-	448,221	448,221
FUND BALANCE:									
Total Fund Balance	8,813,263	(108,816)	115,449	142,090	354,643	897,469	1,580,023	11,439,478	11,794,121
Revenues & Expenditures: 2020-21 Year to Date									
Beginning Fund Balance	404,564	816,451	79,364	111,709	348,009	693,620	13,499	2,119,207	2,467,216
Year to Date Revenues	24,699,406	4,454,822	584,017	100,000	32,941	490,351	1,650,405	31,979,001	32,011,942
Year to Date Expenditures	16,290,707	5,380,089	547,932	69,619	26,307	286,502	83,881	22,658,730	22,685,037
Year to Date Net Income (Loss)	8,408,699	(925,267)	36,085	30,381	6,634	203,849	1,566,524	9,320,271	9,326,905
Ending Fund Balance	8,813,263	(108,816)	115,449	142,090	354,643	897,469	1,580,023	11,439,478	11,794,121

NORTH WASCO COUNTY SCHOOL DISTRICT

FY 2022 Expenditure Status Report

For the month ending January 31st, 2022

Fund	Beginning Fund Balance	Budgeted Revenue	Revenue Collected YTD	% Collected	Projected Revenue	Total Budget	Expended YTD	Encumbered	Projected Expenditures	% of Budget Expended	Revenue - Expenditures YTD	Projected Ending Fund Balance
100 - GENERAL FUND	\$ 404,564	\$35,370,301	\$24,699,406	69.83%	\$33,099,790	\$ 35,370,301	\$16,290,707	\$ 15,020,392	\$ 32,972,683	46.06%	\$ 8,408,699	\$ 531,671
210 - FEDERAL PROGRAMS	\$ 36,095	\$11,712,059	\$ 464,825	3.97%	\$ 2,798,821	\$ 11,629,057	\$ 1,509,490	\$ 1,776,450	\$ 2,798,821	12.98%	\$ (1,044,665)	\$ 36,095
220 - STATE GRANTS	\$ 148,327	\$ 6,859,661	\$ 3,741,931	54.55%	\$ 5,614,102	\$ 6,859,662	\$ 3,829,062	\$ 1,615,473	\$ 5,444,535	55.82%	\$ (87,131)	\$ 317,894
230 - LOCAL GRANT PROGRAMS	\$ 52,902	\$ 50,000	\$ 8,000	16.00%	\$ 8,000	\$ 50,000	\$ 7,444	\$ 6,249	\$ 13,693	14.89%	\$ 556	\$ 47,209
240 - VOCATIONAL EDUCATION FUND	\$ 45,747	\$ 46,900	\$ 65	0.14%	\$ 112	\$ 46,900	\$ -	\$ -	\$ -	0.00%	\$ 65	\$ 45,859
242 - ENTERPRISE ZONE PROJ FUND	\$ 533,380	\$ 773,380	\$ 240,000	31.03%	\$ 240,000	\$ 773,380	\$ 34,093	\$ -	\$ 584,093	4.41%	\$ 205,907	\$ 189,287
250 - NUTRITION SERVICES	\$ 79,364	\$ 1,605,915	\$ 584,017	36.37%	\$ 1,748,246	\$ 1,605,914	\$ 547,932	\$ 308,401	\$ 1,550,569	34.12%	\$ 36,085	\$ 277,041
285 - TECHNOLOGY & EQUIPMENT	\$ 111,709	\$ 232,000	\$ 100,000	43.10%	\$ 100,000	\$ 232,000	\$ 69,619	\$ 2,306	\$ 71,925	30.01%	\$ 30,381	\$ 139,784
290 - STUDENT BODY ACCOUNT	\$ 348,009	\$ 632,000	\$ 32,941	5.21%	\$ 197,649	\$ 632,000	\$ 26,307	\$ -	\$ 263,071	4.16%	\$ 6,634	\$ 282,587
292 - TEXTBOOK REPLACEMENT FUND	\$ 552,821	\$ 755,000	\$ 199,966	26.49%	\$ 199,966	\$ 755,000	\$ 78	\$ -	\$ 750,000	0.01%	\$ 199,888	\$ 2,787
295 - BUS REPLACEMENT	\$ 88,254	\$ 204,000	\$ 290,246	142.28%	\$ 290,274	\$ 287,000	\$ 286,424	\$ -	\$ 286,424	99.80%	\$ 3,822	\$ 92,104
298 - VEHICLE REPLACEMENT	\$ 52,545	\$ 53,000	\$ 139	0.26%	\$ 139	\$ 53,000	\$ -	\$ -	\$ 52,545	0.00%	\$ 139	\$ 139
303 - OSBA PERS BONDS	\$ 82	\$ 1,752,230	\$ 1,270,405	72.50%	\$ 1,752,148	\$ 1,752,230	\$ -	\$ -	\$ 1,752,230	0.00%	\$ 1,270,405	\$ -
304 - FULL FAITH & CREDIT OBLIG	\$ 13,417	\$ 380,000	\$ 380,000	100.00%	\$ 380,000	\$ 380,000	\$ 83,881	\$ -	\$ 380,000	22.07%	\$ 296,119	\$ 13,417
Total All Funds	\$2,467,216	\$60,426,446	\$32,011,941	52.98%	\$46,429,247	\$ 60,426,444	\$22,685,037	\$ 18,729,271	\$ 46,920,589	37.54%	\$ 9,326,904	\$ 1,975,874

NORTH WASCO COUNTY SCHOOL DISTRICT

Federal Relief Funds

For the month ending January 31st, 2022

ESSER (CARES Act)		\$760,676.15	Period: 03/13/2020 - 09/30/2022			
ACCOUNT TITLE	Budget	FY 2021 Expenditures	FY 2022 Budgeted	Total	Balance	
ESSER District	\$664,755.15			\$665,077.05	(\$321.90)	
*Staffing (5 Staff plus blue print teams)		\$648,548.05	\$0.00			
Computers & Distance Learning Programs		\$15,029.00				
Professional Development (COSA)		\$1,500.00				
ESSER LTCT/JDEP	\$402.00	\$402.00		\$402.00	\$0.00	
ESSER Mosier	\$57,455.00	\$57,455.30	\$0.00	\$57,455.30	(\$0.30)	
ESSER Cares Act (St.Marys)	\$14,364.00	\$14,041.80	\$0.00	\$14,041.80	\$322.20	
ESSER Riverbend	\$23,700.00	\$23,700.00	\$0.00	\$23,700.00	\$0.00	
Totals	\$760,676.15	\$760,676.15	\$0.00	\$760,676.15	\$0.00	

ESSER (CARES CDL GEER Funds)		\$166,339.42	Period: 07/01/2020 - 04/31/2021			
ACCOUNT TITLE	Budget	FY 2021 Expenditures	Total	Balance		
CDL - District	\$146,043.42		\$145,924.35	\$119.07		
Distance Learning Software (Acellus, ect)		\$58,260.31				
Communications to Family/Parents		\$3,875.00				
Student Technology (Chromebook, hotspots, ect)		\$79,968.63				
Indirect Costs		\$3,820.41				
CDL - Mosier	\$10,569.00	\$10,569.57	\$10,569.57	(\$0.57)		
CDL - St.Marys	\$7,817.00	\$7,935.50	\$7,935.50	(\$118.50)		
CDL - Riverbend	\$1,910.00	\$1,910.00	\$1,910.00	\$0.00		
Totals	\$166,339.42	\$166,339.42	\$166,339.42	\$0.00		

ESSER II (CRRSA) Funds		\$2,988,063.00	Period: 03/13/2020 - 09/30/2023				
ACCOUNT TITLE	Budget	FY 2021 Expenditures	FY 2022 Budgeted	FY 2022 Expended or Encumbered	FY 2023 Budgeted	FY 2024 Budgeted	Total
ESSER 2 District	\$2,762,192.23						\$0
Staffing			\$1,390,301	\$416,240	\$80,931		\$1,471,232
APU /Fans		\$208,570.10	\$120,362	\$75,977			\$328,932
Communications to Family/Parents		\$3,487.50					\$3,488
PPE - Dividers, masks, ect		\$9,638.35	\$35,000	\$6,940			\$44,638
*Student Technology (Chromebook, Acellus, ect)		\$289,619.53	\$134,639	\$918,069	\$43,558		\$467,817
Band Supply Students			\$75,000				\$75,000
Portables, Miscellaneous COVID Items		\$21,934.00	\$120,000	\$103,826			\$141,934
Professional Development			\$15,000				\$15,000
Food Service/Cafeteria Items			\$150,000	\$51,377			\$150,000
Expanded Health Services				\$16,800			\$0
Transportation Program				\$6,904			\$0
Indirects		\$15,090.96	\$57,498	\$3,063			\$72,589
ESSER 2 Mosier	\$196,432.87			\$196,433			\$196,433
ESSER 2 Riverbend	\$29,438.17			\$29,438			\$29,438
Totals	\$2,988,063.27	\$548,340.44	\$2,323,671	\$1,599,196	\$124,489	\$0.00	\$2,996,501

ESSER III (ARP Act) Funds		\$6,710,765.64	Period: 03/13/2020 - 09/30/2024					
ACCOUNT TITLE	Budget	FY 2021 Expenditures	FY 2022 Budgeted	FY 2022 Expended or Encumbered	FY 2023 Budgeted	FY 2024 Budgeted	FY 2025 Budgeted	Total
ESSER 3 District	\$6,207,842.30							\$0
Staffing					\$1,450,000	\$1,550,000	\$275,000	\$3,275,000
Technology/Distance Learning					\$255,000	\$255,000	\$150,000	\$660,000
Unfinished Learning			\$150,000		\$300,000	\$300,000	\$75,000	\$825,000
Summer Programs		\$23,127.16	\$186,815	\$109,557	\$275,000	\$300,000		\$784,942
Summer Program - Refrigerated Van				\$11,498				\$11,370
TDHS Pavilion				\$208,000	\$88,235			\$208,000
Building Camera				\$240,000				\$268,299
COVID Miscellaneous Items					\$25,000	\$25,000	\$15,000	\$65,000
Indirects				\$22,532	\$65,090	\$67,920	\$14,150	\$169,692
ESSER 3 Mosier	\$441,469.73			\$441,974				\$441,974
ESSER 3 Riverbend	\$66,160.31			\$66,236				\$66,236
Totals	\$6,715,472.34	\$23,127.16	\$1,326,927	\$209,290	\$2,398,389	\$2,497,920	\$529,150	\$6,775,513

Totals	\$10,630,551.18	\$1,498,483.17	\$3,650,598	\$1,808,486	\$2,522,878	\$2,497,920	\$529,150	\$10,699,029
	Total Grant Budget	FY 2021 Expenditures	FY 2022 Budget	FY 2022 Expenditures To Date	FY 2023 Budget	FY 2024 Budget	FY 2025 Budget	Total Expended or Budgeted



North Wasco County School District

School Year 2021 – 2022, **February** Enrollment Summary

School Year 2021 - 2022	Chenowith	Col. Wright	Dry Hollow	Mosier	TDMS	TDHS	RCS	D21 K-8	D21 9-12	Total
July 14							28			28
August 13							30			30
September 16	351	261	444	177	614	801	33	67	45	2,793
October 7	332	265	443	177	611	789	31	85	49	2,782
November 1	330	266	441	177	608	783	31	87	52	2,775
December 1	330	267	444	177	601	775	27	85	59	2,765
January 3	335	259	436	173	578	763	27	89	61	2,721
February 1	344	261	437	173	590	756	22	100	66	2,749
March 1										
April 1										
May 1										
June 1										

Average	339	263	441	176	600	778	29	86	55	2,766
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Peak	351	267	444	177	614	801	33	100	66	2,853
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Average 2020 - 2021	347	246	407	182	575	767	28	134	83	2,768
Avg Change 2022-2021	(8)	17	34	(6)	26	11	1	(48)	(28)	(2)
Peak (Pre Hybrid) 2020-2021	396	256	423	185	618	862	30	106	52	2,928
Peak Change 2022-2021	(45)	11	21	(8)	(4)	(61)	3	(6)	14	(75)

SY 2020-2021 June Count	296	236	383	179	515	640	30	268	175	2,722
Change June to February	48	25	54	(6)	75	116	(8)	(168)	(109)	27

*Note: The district is funded at 2,840 ADMr plus weights of 712.19 for a total of 3,552.19 (this includes charter schools).

Enrollment Summary by Building and Grade as of 2/1/2022														
School	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Chenowith Elementary	65	65	56	47	56	55	0	0	0	0	0	0	0	344
Colonel Wright Elementary	43	46	45	41	38	48	0	0	0	0	0	0	0	261
D21 K-8 Virtual Academy	7	11	7	11	10	12	11	14	17	0	0	0	0	100
D21 9-12 Virtual Academy	0	0	0	0	0	0	0	0	0	9	18	8	31	66
Dry Hollow Elementary	82	77	64	71	68	75	0	0	0	0	0	0	0	437
Mosier Community School	20	18	17	19	17	16	16	27	23	0	0	0	0	173
The Dalles High School	0	0	0	0	0	0	0	0	0	191	214	186	165	756
The Dalles Middle School	0	0	0	0	0	0	190	188	212	0	0	0	0	590
Riverbend Community School	0	0	0	0	0	0	0	0	0	4	9	5	4	22
Totals	217	217	189	189	189	206	217	229	252	204	241	199	200	2,749
2020-2021 June Totals	216	191	184	191	198	216	228	247	206	241	215	199	190	2,722
Difference 2022 – 2021	1	26	5	(2)	(9)	(10)	(11)	(18)	46	(37)	26	-	10	27
Previous Month (December)	218	211	185	190	187	199	209	224	247	206	242	200	203	2,721
Difference	(1)	6	4	(1)	2	7	8	5	5	(2)	(1)	(1)	(3)	28

Virtual Academy Enrollment Summary by Building and Grade as of 2/1/2022														
School/Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Chenowith Elementary	3	7	6	6	4	7	0	0	0	0	0	0	0	33
Colonel Wright Elementary	3	3	1	3	2	2	0	0	0	0	0	0	0	14
Dry Hollow Elementary	1	1	0	2	4	3	0	0	0	0	0	0	0	11
The Dalles Middle School	0	0	0	0	0	0	11	14	17	0	0	0	0	42
The Dalles High School	0	0	0	0	0	0	0	0	0	9	18	8	31	66
Totals	7	11	7	11	10	12	11	14	17	9	18	8	31	166

*NOTE: Virtual enrollment was 150 last month.

RESOLUTION AUTHORIZING NEW FUND
CAPITAL PROJECTS FUND

Resolution No. 21-22-06

Whereas, the District has several buildings in need of repair and renovation;

Whereas, the District intends to transfer general funds and deposit funds collected under the Construction Excise Tax for the purposes of major repairs and renovations of district buildings;

Therefore, be it resolved, the district establishes a capital projects fund (401 fund) which is a state special revenue as allowed in ORS 294.346 (1) and the said fund shall be comprised of the construction excise tax from the collected by the county, in district general fund transfers, and other funds as allowed by statute and begin with next school year.

401 - Capital Projects Fund

Adopted this 24th day of February, 2022.

Jose Aparicio, Board Chair

Kara Flath, CFO

Out of State Travel Request

Name/Title Chuck Webber / Robotics Advisor Location TDHS

I am requesting approval to attend CREATE U.S. Open Robotics Tournament

General purpose/objective for attending conference/meeting Two TDHS teams have qualified and wish to compete in the robotics tournament in Council Bluffs, Iowa in March

Destination Council Bluffs, IA Leave 3/27/2022 Return 3/31/2022
(city,state) (date/time) (date/time)

Group Travel Yes X (on sheet2) No If yes, attach list of travelers. Person driving must complete form.

Estimated Travel Expenses

To claim reimbursement, please submit a District Travel Expense form to the Business Office within **10 days of completion of the trip**. An approved copy of this form, conference documentation, and any necessary **itemized** receipts must be attached to the Travel Expense Report. General requirements for out-of-state travel are listed on page 2 of this form. District Policy DLC and DLC-AR for Staff Expense Reimbursement may be found on the District's web page.

Complete only the highlighted cells - others will calculate automatically.

	Amount	Account # or Funding Source
1. Registration	1100.00	ASB Robotics / Fundraising / 4H
2. Substitute		
4 # days Full day \$185.00	740.00	TDHS budget
# days Half day \$92.50	0.00	
3. Lodging (not including taxes)		
Per Diem rate \$95.00 /night		
Explanation (if other rate)		
# nights 20	1900.00	ASB Robotics / Fundraising / 4H
4. Airfare (complete itinerary)	3150.00	ASB Robotics / Fundraising / 4H
5. Vehicle Rental (complete itinerary)	700.00	ASB Robotics / Fundraising / 4H
6. Shuttle Service		
7. Mileage 0.585 rate x # miles	0.00	
8. Meals (use per diem rates)		
18 # breakfast \$8.00 each	144.00	ASB Robotics / Fundraising / 4H
45 # lunch \$12.00 each	540.00	ASB Robotics / Fundraising / 4H
36 # dinner \$21.00 each	756.00	ASB Robotics / Fundraising / 4H
9. Other (specify)		
Robot Baggage	600.00	ASB Robotics / Fundraising / 4H
Tournament Incidentals	525.00	ASB Robotics / Fundraising / 4H
Total Estimated Expenses	10155.00	

I am requesting to travel out-of-state on the date(s) and for the purposes stated above. The expenses listed are estimates; however, I understand that if I choose to add an expense subsequent to this approval, I must re-submit this request with added expense(s) in order to be reimbursed. **I have read and understand the travel requirements listed on page two of this form.**

Signature of Applicant Charles Webber Date 2/2/2022
 Approval Supv/Principal Kurt Evans, Principal Date 2.14.22

North Wasco County School District 21

**1st Reading
Required Changes**

Code: GBL
Adopted: 12/9/99
Revised/Readopted: 3/31/04; 10/25/07; 4/13/17;
3/22/18; 6/18/20
Orig. Code: GBL

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.

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 their personnel file on any day the personnel office is open for business;
2. Others designated 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 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. Upon receiving a request from a prospective employer issued under Oregon Revised Statute (ORS) 339.374.(1)(b), the district, pursuant to ORS 339.378(1), shall disclose the requested information if it has or has had an employment relationship with a person who is the subject of the request, no later than 20 days after receiving such request. The records created by the district 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, 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.
11. Upon request from a prospective employer or a former employee, authorized district officials may disclose information about a former employee’s job performance to a prospective employer and such disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was knowingly false or deliberately misleading, was rendered with malicious purpose or violated any civil right of the former employee protected under ORS 659 or ORS 659A.

~~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 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 listed above, will be in line with 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 339.370 – 339.374](#)
[ORS 339.388](#)

[ORS 342.143](#)
[ORS 342.850](#)

[ORS 652.750](#)
[OAR 581-022-2405](#)

OSEA v. Lake County Sch. District, 93 Or. App. 481 (1988).
 Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (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).

North Wasco County School District 21

Code: IGBB
Adopted: 6/8/00
Revised/Readopted: 5/22/08; 6/15/17

Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students shall be similarly developed and provides an opportunity for the student's parents to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student.

The plan will be provided at the school or the district office when requested and on the district's website. The website shall also provide the name and contact information of the district's coordinator of special education and programs for talented and gifted.

The district may also identify and provide programs for students who demonstrate creative abilities, leadership abilities or unusual abilities in visual or performing arts.

END OF POLICY

Legal Reference(s):

[ORS 343.391-343.401](#)

[ORS 343.407-343.413](#)

[OAR 581-022-2325](#)

[OAR 581-022-2330](#)

[OAR 581-022-2500](#)

SB 486(2021)

North Wasco County School District 21

Code: **DH**
Adopted: 11/15/01
Revised/Readopted: 1/28/04; 5/19/16

Loss Coverage ~~Bonded Employees and Officers~~

~~All district employees responsible for funds, fees, cash collections or inventory control will be bonded to protect the district against loss in an amount determined by the Board and upon recommendation of the district's agent of record. In compliance with Oregon statutes and administrative rules, the superintendent and deputy clerk will have individual fidelity bond coverage. The district will pay the cost of such bonds.~~

The Board and designated district employees are responsible to safeguard the district against loss regarding funds, fees, cash collections and inventory. The Board shall designate the district employees responsible as custodians of such items. The district shall purchase bond coverage or equivalent crime coverage in an amount determined by the Board, in consultation with the district's agent of record. The district will pay the cost of such coverage.

END OF POLICY

Legal Reference(s):

[ORS 328.441](#)
[ORS 332.525](#)
[OAR 581-022-1720 2405](#)

North Wasco County School District 21

Code: EEAB
Adopted: 2/11/04
Readopted: 2/11/16

School Bus Scheduling and Routing*

Actual bus stops and routes will be determined by the transportation supervisor and will be based upon efficiency, safety, Board policy and applicable state and federal laws and rules.

The determination of safe roads for school bus travel will be made by the transportation supervisor.

The superintendent will:

1. Annually review and assess school bus routes, stops and loading zones for safety, changing student population and supervision of students;
2. Advise parents of any changes in transportation policy affecting their students as early as possible and be responsive to parents' calls for assistance in seeking alternatives to busing; and
3. Work with cities, the county and other appropriate governmental agencies on a continuing basis regarding transportation issues.

END OF POLICY
Legal Reference(s):

ORS 332.405

OAR 581-023-0040
OAR 581-053-0004

OAR 581-053-0031

North Wasco County School District

2nd Reading
No additional changes

Code: JFC
Adopted: 3/08/01
Revised/Readopted: 6/09/04; 3/02/17; 8/24/17

Student Conduct

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's written rules, pursue the prescribed course of study, submit to the lawful authority of district staff and conduct themselves in an orderly manner at school during the school day or during district-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and to maintain a productive learning environment. All staff members have responsibility for consistency in establishing and maintaining an appropriate behavioral atmosphere.

A student handbook, code of conduct or other document shall be developed by district administration, in cooperation with staff, and will be made available and distributed to parents, students and employees outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct. In addition, each school in the district shall publish a student/parent handbook detailing additional rules specific to that school.

Students in violation of Board policy, administrative regulation and/or code of conduct provisions will be subject to discipline up to and including expulsion. Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others. Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.

Students are prohibited from making knowingly false statements or knowingly submitting false information in bad faith as part of a complaint or report, or associated with an investigation into misconduct.¹

The district will annually record and report expulsion data for conduct violations as required by the Oregon Department of Education.

END OF POLICY

¹ The district is prohibited from retaliating against any student "for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation." ORS 659.852.

Legal Reference(s):

[ORS 339.240](#)
[ORS 339.250](#)

[ORS 659.850](#)

[OAR 581-021-0050 - 0075](#)

Nondiscrimination on the Bases of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).
Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).
Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).
Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).
Morse v. Frederick, 551 U.S. 393, 127 S. Ct. 2618 (2007).
C.R. v. Eugene S.D. 4J, No. 12-1042, U.S. District Court of OR (2013).

North Wasco County School District 21

2nd Reading
No additional
changes

Code: JFCF
Adopted: 12/10/09
Revised/Readopted: 4/14/11; 6/16/16; 8/22/19
Orig. Code: JFCF

Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying/ Teen Dating Violence, or Domestic Violence – Student

The Board, in its commitment to providing a safe positive, and productive learning environment for all students, will consult with parents/guardians, employee, volunteers, students, administrators, and community representatives in developing this policy in compliance with applicable Oregon law.

Hazing, harassment, intimidation, menacing or bullying and acts of cyberbullying by students, staff, or third parties towards students is strictly prohibited **in the district**. Teen dating violence is unacceptable behavior and prohibited. **Each student has the right to a safe learning environment.**

Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of hazing, harassment, intimidation, bullying, menacing, an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is strictly prohibited. False charges shall also be regarded as a serious offense and will result in consequences and appropriate remedial action.

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion. ~~The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for assaulting or menacing another student or employee, willful damage or injury to district property or for the use of threats, bullying, intimidation, harassment, or coercion against a district employee or another student.~~

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties 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.

Students, staff, or third parties may also be referred to law enforcement officials.

The principal and the superintendent is responsible for ensuring that this policy is implemented.

Definitions

“District” includes district facilities, district premises, and nondistrict property if the student 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.

“Third parties” include, but are not limited to, coaches, 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.

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment, (i.e., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student); requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article; or assignment of pranks to be performed or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing, consented to or appeared to consent to the hazing.

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation, or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, **and** having the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or
3. Creating a hostile educational environment including interfering with the psychological well-being of the student.

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation⁺, national origin, marital status, familial status, source of income, or disability.

“Teen dating violence” means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully. Students and staff will refrain from using personal communication devices or district property to harass or stalk another.

“Domestic violence” means abuse between family and/or household members, as those terms are described in ORS 107.705.

⁺“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual’s sex at birth.

“Retaliation” means any acts of, including but not limited to, hazing, harassment, intimidation or bullying, menacing, or cyberbullying toward the victim, a person in response to an actual or apparent reporting **of,** or participation in the investigation of, hazing, harassment, intimidation, menacing, bullying, teen dating violence, acts of cyberbullying, or retaliation.

“Menacing” includes, ~~but is not limited to,~~ any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

Reporting

The Building principals will take reports and conduct a prompt investigation of any reported acts of hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying. Any employee who has knowledge of conduct in violation of this policy shall immediately report concerns to the superintendent who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity, or in a district vehicle or vehicle used for district-provided transportation shall immediately report the incident to the superintendent. Failure of an employee to report any act of hazing, harassment, intimidation or bullying, menacing teen dating violence or an act of cyberbullying to the superintendent may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels they have been subjected to an act of hazing, harassment, intimidation or bullying, menacing, or cyberbullying or feel they have been a victim of teen dating violence in violation of this policy, is encouraged to immediately report concerns to the superintendent who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report concerns to the building principal or superintendent. ~~who has overall responsibility for all investigation.~~ A report made by a student or volunteer may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

Reports against the principal shall be filed with the superintendent. Reports against the superintendent shall be filed with the Board chair.

The person who makes the report shall be notified when the investigation has been completed and, as appropriate, the findings of the investigation and any remedial action that has been taken. The person who made the report may request that the superintendent review the actions taken in the initial investigation, in accordance with district complaint procedures.

Notification to Parents or Guardians

The **District Official / Building Principal** shall notify the parents or guardians of a student who was subject to an act of harassment, intimidation, bullying or cyberbullying, and the parents or guardians of a student who may have conducted an act of harassment, intimidation, bullying or cyberbullying.

The notification must occur with involvement and consideration of the needs and concerns of the student who was the subject to an act of harassment, intimidation, bullying or cyberbullying. The notification is not required if the **District Official / Building Principal** reasonably believes notification could endanger the student who was subjected to an act of harassment, intimidation, bullying or cyberbullying or if all of the following occur:

Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying/
Teen Dating Violence, or Domestic Violence – Student – JCF

1. The student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying requests that notification not be provided to the student's parents or guardians.
2. The District Official /Building Principal determines that notification is not in the best interest of the student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying; and
3. The District Official / Building Principal informs the student that federal law may require the student's parents and guardians to have access to the student's education record, including any requests of nondisclosure (from item 1 above).

If the District Official/Building Principal determines the notification is not in the best interest of the student, they must inform the student of that determination prior to providing notification.

When notification is provided, the notification must occur:

1. Within a reasonable period of time; or
2. Promptly, for acts that caused physical harm to the student.

Training and education

The district is encouraged to incorporate into existing training programs for students, information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, and acts of cyberbullying and this policy.

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grade 7 through 12.

The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence, domestic violence, and acts of cyberbullying and this policy.

Notice

The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student or staff handbook, school and district's website, and school and district office. Complaint procedures, as established by the district, shall be followed.

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by ODE.

END OF POLICY

Legal Reference(s):

ORS 163.190
ORS 166.065
ORS 166.155 to -166.165

ORS 174.100(7)
ORS 332.072
ORS 332.107

ORS 339.240
ORS 339.250
ORS 339.254

Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying/
 Teen Dating Violence, or Domestic Violence – Student – JFCF

ORS 339.351 to -339.366
ORAR 581-021-0045

OAR 581-021-0046
OAR 581-021-0055

OAR 581-022-1140

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).

North Wasco County School District 21

Code: GCBDA/ GDBDA-AR(1)
Adopted: 9/14/00
Revised/Readopted: 1/13/21
Revised/Reviewed: 3/31/04; 10/09/08; 10/24/13;
12/17/15; 7/06/17
Orig. Code: GCBDA/GDBDA-AR

~~Federal Family and Medical Leave/State Family Medical Leave~~

Coverage

The federal Family and Medical Leave Act (FMLA) applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

The Oregon Family Leave Act (OFLA) and the Oregon Military Family Leave Act (OMFLA) applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

Employee Eligibility

FMLA applies to employees who have worked for the district for at least 12 months (not necessarily consecutive) and worked for at least 1,250 hours during the 12-month period immediately preceding the start of the leave.

An employee who has previously qualified for and has taken some portion of FMLA leave may request additional FMLA leave within the same leave year. In such instances, the employee need not requalify as an eligible employee, if the additional leave applied for is in the same leave year and for the same condition.

OFLA applies to employees who work an average of 25 hours or more per week during the 180 calendar days or more immediately prior to the first day of the start of the requested leave.¹ For parental leave purposes, an employee becomes eligible upon completing at least 180 days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

An employee of a covered employer is eligible to take leave for purposes of OFLA during a period of time covered by a public health emergency except:

¹ The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options employee leave at least as generous as the leave required by OFLA.

1. An employee who worked for the covered employer for fewer than 30 days immediately before the date on which the family leave would commence; or
2. An employee who worked for the covered employer for an average of fewer than 25 hours per week in the 30 days immediately before the date on which the family leave would commence.

An employee of a covered employer is eligible to take leave for purposes of OFLA if the employee:

1. Separates from employment with the covered employer, irrespective of any reason:
 - a. Is eligible to take leave OFLA at the time the employee separates; and
 - b. Is reemployed by the covered employer within 180 days of separation from employment; or
2. Is eligible to take OFLA leave:
 - a. At the beginning of a temporary cessation of scheduled hours of 180 days or less; and
 - b. Returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

Any OFLA leave taken by the employee within any one-year period continues to count against the length of time of OFLA leave the employee is entitled. The amount of time that an employee is deemed to have worked for a covered employer prior to a break in service due to a separation from employment or a temporary cessation of scheduled hours shall be restored to the employee when the employee is reemployed by the employer within 180 days of separation from employment or when the employee returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

An employee who has previously qualified for and has taken some portion of OFLA leave, may request additional OFLA leave within the same leave year. In such instances, the employee must requalify as an eligible employee for each additional leave requested unless one of the following exceptions apply:

1. A female employee who has taken 12 weeks of pregnancy disability leave need not requalify leave in the same leave year for any other purpose;
2. An employee who has taken 12 weeks of parental leave need not requalify to take an additional 12 weeks in the same leave year for sick child leave; and
3. An employee granted leave for a serious health condition for the employee or a family member need not requalify if additional leave is taken in this leave year for the same reason.

OMFLA applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

In determining if an employee has been employed for the preceding 180 calendar days, when applicable, the employer must consider days, e.g., paid or unpaid, an employee is maintained on payroll for any part of a work week. Full-time public school teachers who have been maintained on payroll by a district for 180 consecutive calendar days are thereafter deemed to have been employed for an average of at least 25 hours per week during the 180 days immediately preceding the start date of the OFLA leave. This provision is eligible for rebuttal if for example, the employee was on a nonpaid sabbatical.

In determining average workweek, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines.

Qualifying Reason

Eligible employees may access FMLA leave for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
 - a. Inpatient care;
 - b. Continuing treatment;
 - c. Chronic conditions;
 - d. Permanent, long-term or terminal conditions;
 - e. Multiple treatments;
 - f. Pregnancy and prenatal care.
2. Parental leave² (separate from eligible leave as a result of a child's serious health condition):
 - a. Bonding with and the care for the employee's newborn (within 12 months following birth);
 - b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
 - c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.
3. Military Caregiver Leave: leave for the care for spouse, son, daughter or next-of-kin who is a covered servicemember/veteran with a serious injury or illness;
4. Qualifying Exigency Leave: leave arising out of the foreign deployment of the employee's spouse, son, daughter or parent.

Eligible employees may access OFLA for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
 - a. Inpatient care;
 - b. Continuing treatment;
 - c. Chronic conditions;
 - d. Permanent, long-term or terminal conditions;
 - e. Multiple treatments;
 - f. Pregnancy and prenatal care.
2. Parental leave (separate from eligible leave as a result of the child's serious health condition):
 - a. Bonding with and the care for the employee's newborn (within 12 months following birth);
 - b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);

²Parental leave must be taken in one continuous block of time within 12 months of the triggering event.

- c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.
3. Sick Child Leave: leave for non-serious health conditions of the employee’s child. For OFLA, sick child leave includes absence to care for an employee’s child whose school or child care provider has been closed³ in conjunction with a statewide public health emergency declared by a public health official.⁴
 4. Bereavement Leave: leave related to the death of a covered family member.⁵
 5. Eligible employees may access OMFLA for the purpose of spending time with a spouse or same-gender domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.
 6. The eligibility of an employee who takes multiple leaves for different qualified reasons during the same district designated leave period may be reconfirmed at the start of each qualified leave requested.

Definitions

1. Family member:
 - a. For the purposes of FMLA, “family member” means:
 - (1) Spouse⁶;
 - (2) Parent;
 - (3) Child; or
 - (4) Persons who are “in loco parentis”.
 - b. For the purposes of OFLA, “family member” means:
 - (1) Spouse;
 - (2) Registered, same-gender domestic partner;
 - (3) Parent;

³ “Closure” for the purpose of sick child leave during a statewide public health emergency declared by a public health official means a closure that is ongoing, intermittent, or recurring and restricts physical access to the child’s school or child care provider. OAR 839-009-0210(4).

⁴ The district may request verification of the need for sick child leave due to a closure during a statewide emergency. Verification may include:

1. The name of the child being cared for;
 2. The name of the school or child care provider that has closed or become unavailable; and
 3. A statement from the employee that no other family member of the child is willing and able to care for the child.
- With the care of a child older than 14, a statement that special circumstances exist requiring the employee to provide care to the child during daylight hours.

⁵ Bereavement leave under OFLA must be completed within 60 days of when the employee received notice of the death.

⁶ “Spouse” means individuals in a marriage, including “common law” marriage and same-sex marriage. For OFLA, spouse also includes same-sex individuals with a Certificate of Registered Domestic Partnership.

- (4) Parent-in-law;
- (5) Parent of employee's registered, same-gender domestic partner;
- (6) Child;
- (7) Child of employee's registered, same-gender domestic partner;
- (8) Grandchild;
- (9) Grandparent; or
- (10) Persons who are "in loco parentis".

2. Child:

- a. For the purposes of FMLA, "child" means a biological, adopted or foster child, a stepchild, a legal ward or a child of a person standing "in loco parentis", who is either under the age of 18, or who is 18 years of age or older and who is incapable of self-care because of a physical or mental impairment.
- b. For the purposes of Military Caregiver Leave and Qualifying Exigency Leave under FMLA, "child" means the employee's son or daughter on covered active duty regardless of that child's age.
- c. For the purposes of OFLA, "child" means a biological, adopted, foster child or stepchild of the employee, the child of the employee's same-gender domestic partner, or a child with whom the employee is or was in a relationship of "in loco parentis".
- d. For the purposes of parental and sick child leave under OFLA, the child must be under the age of 18 or an adult dependent child substantially limited by a physical or mental impairment.

3. In loco parentis:

- a. For the purposes of FMLA, "in loco parentis" means persons with day-to-day responsibility to care for and financially support a child, or, in the case of an employee, who had such responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.
- b. For the purposes of OFLA, "in loco parentis" means person in the place of the parent having financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not required.

4. Next of kin:

For the purposes of FMLA and Military Caregiver Leave under FMLA, "next of kin" means the nearest blood relative other than the servicemember's spouse, parent, son or daughter in the following order of priority (unless otherwise designated in writing by the servicemember):

- a. Blood relatives who have been granted legal custody of the servicemember by court decree or statutory provisions;
- b. Brothers or sisters;
- c. Grandparents;
- d. Aunts and uncles; and
- e. First cousins.

5. Covered servicemembers:

For the purposes of Military Caregiver Leave under FMLA, “covered servicemember” means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is receiving medical treatment, recuperation or therapy, or is in outpatient status, or is on the temporary disability retired^d list for a serious injury or illness.

6. Covered veteran:

For the purposes of Military Caregiver Leave under FMLA, “covered veteran” means a veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness provided they were:

- a. A member of the Armed Forces (including a member of the National Guard or Reserves);
- b. Discharged or released under conditions other than dishonorable; and
- c. Discharged within the five-year period before the eligible employee first takes FMLA, Military Caregiver Leave.

7. Public health emergency:

For OFLA a public health emergency means:

- a. A public health emergency declared under ORS 433.441.
- b. An emergency declared under ORS 401.165 if related to a public health emergency as defined in ORS 433.442.

Leave Period

For the purposes of calculating an employee’s leave period, the district will use any fixed 12-month “leave year” The same method for calculating the 12-month period for FMLA and OFLA leave entitlement shall be used for all employees. However, in all instances, the leave period for the purposes of OMFLA and Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district’s designated 12-month leave period described above.

Leave Duration

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district’s designated leave period⁷. Spouses who work for the district may be limited to a combined 12 weeks of FMLA leave during the district’s designated leave period when the purpose of the leave is for the birth of a child or to care for a child after birth, placement of an adopted or foster child or the care for an adopted or foster child after placement, or to care for the employee’s parent’s serious medical condition. Except in specific and unique instances, all qualified leave under FMLA counts toward an employee’s leave entitlement within the district’s designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district’s designated leave period. However, ~~a woman~~ **an eligible employee** is entitled to an additional, full 12 weeks of parental leave during the district’s designated leave period following the

⁷An eligible employee taking Military Caregiver Leave under FMLA is entitled to up to 26 weeks of leave in the 12-month period beginning with the first day of such leave and regardless of any FMLA leave taken previously during the district’s leave period. However, once the 12-month period begins for the purposes of Military Caregiver Leave under FMLA, any subsequent FMLA qualified leave, regardless of reason for such leave, will count toward the employee’s 26-week entitlement under Military Caregiver Leave under FMLA

birth of a child regardless of how much OFLA qualified leave she **the employee** has taken prior to the birth of such child during the district's designated leave period. Likewise, an employee who uses the full 12 weeks of parental leave during the district designated leave period, will be entitled to an additional 12 weeks of sick child leave under OFLA during the district's designated leave period for the purpose of caring for a child(ren) with a non-serious health condition requiring home care.⁸ Unlike FMLA, OFLA does not combine the leave entitlement for spouses working for the district. However, under OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave.⁹

For the purposes of OMFLA, an eligible employee is entitled to 14 days of leave per call or order to active duty or notification of a leave from deployment. When an employee also meets the eligibility requirements of OFLA, the duration of the OMFLA leave counts toward that employee's leave entitlement during the district's designated leave period.

Except as otherwise noted above, qualified leave under FMLA and OFLA for an eligible employee will run concurrently during the district's designated leave period.

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12.¹⁰ If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 weeks worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek¹¹. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

Intermittent Leave

With the exception of parental leave which must be taken in one continuous block of time, an eligible employee is permitted under FMLA and OFLA to take intermittent leave for any qualifying reason.

Intermittent leave is taken in multiple blocks of time (i.e., hours, days, weeks, etc.) rather than in one continuous block of time and/or requires a modified or reduced work schedule. For OFLA this includes but not limited to sick child leave taken requiring an altered or reduced work schedule because the intermittent or recurring closure of a child's school or child care provider due to a statewide public health emergency declared by a public health official.

When an employee is eligible for OFLA leave, but not FMLA leave, the employer:

1. May allow an exempt employee, as defined by state and federal law, with accrued paid time off to take OFLA leave in blocks of less than a full day; but
2. May not reduce the salary of an employee who is taking intermittent leave when they do not have accrued paid leave available. To do so would result in the loss of exemption under state law.

⁸Sick child leave under OFLA need not be provided if another family member, including a noncustodial biological parent, is willing and able to care for the child.

⁹Exceptions to the ability to require family members from taking OFLA qualified leave at different times are when 1) employee is caring for the other employee who has a serious medical condition; 2) one employee is caring for a child with a serious medical condition when the other employee is suffering a serious medical condition; 3) each family member is suffering a serious medical condition; 4) each family member wants to take Bereavement Leave under OFLA; and 5) the employer allows the family members to take concurrent leave.

¹⁰For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours of leave.

¹¹For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours of leave.

An employee's FMLA and/or OFLA intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Holidays or days in which the district is not in operation, are not counted against the eligible employee's intermittent OFLA leave period unless the employee was scheduled and expected to work on any such day.

Alternate Work Assignment

The district may transfer an employee recovering from a serious health condition to an alternate position which accommodates the serious health condition provided:

1. The employee accepts the position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreement;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA; and
5. The transfer is not used to discourage the employee from taking FMLA and/or OFLA leave for a serious health condition or to create a hardship for the employee.

The district may transfer an eligible employee who is on a foreseeable intermittent FMLA and/or OFLA leave to another position with the same or different duties to accommodate the leave, provided:

1. The employee accepts the transfer position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreements;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA;
5. The transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and
6. The transfer is not used to discourage the employee from taking intermittent or reduced work schedule leave, or to create a hardship for the employee.

If an eligible employee is transferred to an alternative position, and as a result the employee works fewer hours than the employee was working in the original position, the employee's FMLA and/or OFLA leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

When an employee is transferred to alternate position as described above but such transfer does not result in a reduced schedule, time worked in any such alternate position shall not be considered for the purpose of FMLA and/or OFLA leave. An employee working in an alternate position retains the right to return to the employee's original position unless all FMLA and/or OFLA leave taken in that leave year plus the period of time worked in the alternate position exceeds 12 weeks.

Special Rules for School Employees

For the purposes of FMLA, “**instructional** school employee” means those whose principal function is to teach and instruct students in a class, a small group or an individual **setting** ~~element~~. Athletic coaches, driving instructors and special education assistants, such as interpreters for the hearing impaired, are included in this definition. This definition does not apply to teacher assistants or aides **who do not have as their principal job actual teaching or instructing**, counselors, psychologist, curriculum specialists, cafeteria workers, maintenance workers or bus drivers.

For the purposes of OFLA, “school employee” means employees employed principally as instructors in public kindergartens, elementary schools, secondary schools or education service districts.

FMLA and/or OFLA leave that is taken for a period that ends with the school year and begins with the next semester is considered consecutive rather than intermittent. In any such situation, the eligible school employee will receive any benefits during the break period that employees would normally receive if they had been working at the end of the school year.

1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days

When the qualified leave is foreseeable, will encompass more than 20 percent of the eligible school employee's regular work schedule during the leave period, and the purpose of such leave is to care for a family member with a serious medical condition, for a servicemember with a serious medical condition or because of the employee's own serious medical condition, the district may require the eligible school employee to:

- a. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- b. Temporarily transfer the eligible school employee to an alternate position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than the employee's original position.

2. Limitation on Leave Near the End of the School Year

When an eligible school employee requests leave near the end of the school year, the district may require the following:

- a. When the qualified leave begins more than five weeks before the end of the school year:
 - (1) For the purposes of FMLA leave, the eligible school employee may be required to continue taking leave until the end of the school year provided:
 - (a) The leave will last at least three weeks; and
 - (b) The employee would return to work during the three-week period before the end of the term.

- (2) For the purposes of OFLA leave, if the reason for the leave is because of the eligible school employee's own serious health condition, the eligible school employee may be required to remain in leave until the end of the school year, provided:
 - (a) The leave will last at least three weeks; and
 - (b) The employee's return to work would occur within three weeks of the end of the school year.

- b. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within five weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided:
 - (1) The leave will last more than two weeks; and
 - (2) The employee would return to work during the two-week period before the end of the school year.

- c. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within three weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided the length of the leave will last more than five working days.

If the district requires an eligible school employee to remain on leave until the end of the school year as described above, additional leave required by the employer until the end of the school year shall not count against the eligible school employee's leave entitlement.

Paid/Unpaid Leave

FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave. Subject to any related provisions in any applicable collective bargaining agreement, the district requires the eligible employee to use any available accrued sick leave, vacation or personal leave days (or other available paid time established by Board policy(ies) and/or collective bargaining agreement) in the order specified by the district and before taking FMLA and/or OFLA leave without pay during the leave period.

The district will notify the eligible employee that the requested leave has been designated as FMLA and/or OFLA leave and, if required by the district, that available accrued paid leave shall be used during the leave period. In the event the district is aware of an OFLA or FMLA qualifying exigency, the district shall notify the eligible employee of its intent to designate the leave as such regardless of whether a request has been made by the eligible employee. Such notification will be given to the eligible employee prior to the commencement of the leave or within two working days of the employee's notice of an unanticipated or emergency leave, whichever is sooner.

When the district does not have sufficient information to make a determination of whether the leave qualifies as FMLA or OFLA leave, the district will provide the required notice promptly when the

information is available but no later than two working days after the district has received the information. Oral notices will be confirmed in writing no later than the following payday. If the payday is less than one week after the oral notice is given, written notice will be provided no later than the subsequent payday.

Eligible employees who request OMFLA leave shall not be required to use any available accrued paid time off during the OMFLA leave period.

Benefits and Insurance

When an eligible employee returns to work following a FMLA or OFLA qualified leave, the employee must be reinstated to the same position the employee held when the leave commenced, or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment.

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working, **unless the terms of a collective bargaining agreement, other agreement or other employer's policy provide otherwise.**¹² The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the district's policies provide otherwise.

For the purposes of FMLA and OFLA, the district will continue to pay the employer portion of the eligible employee's group health insurance contribution (if applicable) during the qualified leave period. The eligible employee is required to pay the employee portion of any such group health insurance contribution as a condition of continued coverage.

For the purposes of FMLA qualified leave, the district's obligation to maintain the employee's group health insurance coverage will cease if the employee's contribution is remitted more than 30 calendar days late. The district will provide written notice that the premium payment is more than 30 calendar days late. Such notice will be provided within 15 calendar days before coverage is to cease.

For the purposes of OMFLA, the eligible employee is entitled to a continuation of benefits.

Fitness-for-Duty Certification

Prior to the reinstatement of an employee following a leave which was the result of the employee's own serious health condition, the district may require the employee to obtain and present a Fitness-for-Duty Certification. The certification will specifically address the employee's ability to perform the essential functions of the employee's job as they relate to the health condition that was the reason for the leave. If the district is going to require a fitness-for-duty certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA and/or OFLA leave. Failure to provide the certification may result in a delay or denial of reinstatement.

For the purposes of FMLA qualified leave, any costs associated with obtaining the fitness-for-duty certification shall be borne by the employee.

For the purposes of OFLA qualified leave, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

¹² See also ORS 342.934(4)(d) in reduction force situations

If the leave is qualified under both FMLA and OFLA, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

Application

Under federal and state law, an eligible employee requesting FMLA and/or OFLA leave shall provide at least 30 days' notice prior to the leave date if the leave is foreseeable. The notice shall be written and include the anticipated start date, duration and reasons for the requested leave. When appropriate, the eligible employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district.

The district may request additional information to determine that the requested leave qualifies as FMLA and/or OFLA leave. The district may designate the employee as provisionally on FMLA and/or OFLA leave until sufficient information is received to properly make a determination. An eligible employee able to give advance notice of the need to take FMLA and/or OFLA leave must follow the employer's known, reasonable and customary procedures for requesting any kind of leave.

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means the employee must comply with the employer's normal call-in procedures except in limited and under unique circumstances. Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave up to 30 days after the notice is ultimately given.

For the purposes of OFLA, an eligible employee is required to provide oral or written notice within 24 hours of commencement of the leave in unanticipated or emergency leave situations. The employee may designate a family member or friend to notify the district during that period of time. Failure of an employee to provide the required notice for leave covered by OFLA may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

When an employee fails to give advance notice for both the FMLA and OFLA above, the district must choose the remedy that is most advantageous to the employee.

In all cases, proper documentation must be submitted no later than three working days following the employee's return to work.

Medical Certification

The district shall require an eligible employee to provide medical documentation, when appropriate, to support the stated reason for such leave, **other than to care for a child who requires home care due to the closure of the child's school or child care provider as a result of a public health emergency**. The district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. If the employee provides less than 30 days' notice, the employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required.

The district may request re-certification of a condition when the minimum duration of a certification expires if continued leave is requested. If the certification does not indicate a duration or indicates that it is ongoing, the district may request re-certification at least every six months in connection with an absence.

Under federal law, a second medical opinion may be required whenever the district has reason to doubt the validity of the initial medical opinion. The health care provider may be selected by the district. The provider shall not be employed by the district on a regular basis. Should the first and second medical certifications differ, a third opinion may be required. The district and the employee will mutually agree on the selection of the health care provider for a third medical certification. The third opinion will be final. Second and third opinions and the actual travel expenses for an employee to obtain such opinions will be paid for by the district.

Second and Third Opinions

1. For the purposes of FMLA, the district may designate a second health care provider, but that person cannot be utilized by the district on a regular basis except in rural areas where health care is extremely limited. If the opinions of the employee's and the district's designated health care provider(s) differ, the district may require a third opinion at the district's expense. The third health care provider must be designated or approved jointly by the employee and the district. This third opinion shall be final and binding.
2. For the purposes of OFLA, and except for leave related to sick child leave under OFLA, the district may require the employee to obtain a second opinion from a health care provider designated by the district. If the first and second verifications conflict, the employer may require the two health care providers to jointly designate a third health care provider for the purpose of providing a verification. This third verification shall be final and binding.

Notification

Any notice required by federal and state laws explaining employee rights and responsibilities will be posted in all staff rooms and the district office. Additional information may be obtained by contacting the personnel director.

Record Keeping/Posted Notice

The district will maintain all records as required by federal and state laws including dates leave is taken by employees, identified separately from other leave; hours/days of leave; copies of general and specific notices to employees, including Board policy(ies) and regulations; premium payments of employee health benefits while on leave and records of any disputes with employees regarding granting of leave.

Medical documentation will be maintained separately from personnel files as confidential medical records.

The district will post notice of FMLA¹³ and OFLA¹⁴ leave requirements.

Federal vs. State Law

Both federal and state law contain provisions regarding leave for family illness. Federal regulations state an employer must comply with both laws; that the federal law does not supersede any provision of state law that provides greater family leave rights than those established pursuant to federal law; and that OFLA and FMLA leave entitlements run concurrently. State law requires that FMLA and OFLA leave entitlements run concurrently when possible.

¹³Poster available at <https://www.dol.gov/agencies/whd/fmla/posters>.

¹⁴Poster available at <https://www.oregon.gov/boli/employers/pages/required-worksites-postings.aspx>.

For example, due to differences in regulations, an eligible employee who takes OFLA leave after 180 days of employment, but before they are eligible for FMLA leave, is still eligible to take a full 12 workweeks of FMLA leave after meeting FMLA's eligibility requirements. Thereafter, any eligible leave period will run concurrently, when appropriate.

EMPLOYEE RIGHTS AND RESPONSIBILITIES UNDER THE FAMILY AND MEDICAL LEAVE ACT

Basic Leave Entitlement

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee’s child after birth, or placement for adoption or foster care;
- To care for the employee’s spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee’s job.

Military Family Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is: (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness*; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness*.

*The FMLA definition of “serious injury or illness” for current servicemembers and veterans are distinct from the FMLA definition of “serious health condition”.

Benefits and Protections

During FMLA leave, the employer must maintain the employee’s health coverage under any “group health plan” on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee’s leave.

Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least 12 months, have 1,250 hours of service over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee’s job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a

chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer’s operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer’s normal paid leave policies.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days’ notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer’s normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees’ rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility. Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee’s leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA; and
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulations 29 C.F.R. § 825.300(a) may require additional disclosures.

For additional information:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

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Special Education - Individualized Education Program (IEP)**

1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
 - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.

- b. The district uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.

- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.

- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).

- e. The district informs all teachers and service providers of their specific responsibilities for implementing the IEP accommodations, modifications and/or supports that must be provided for or on behalf of the student to fully implement the IEP, including any amendments the district and parents agreed to make between annual reviews.

- f. The district takes steps to ensure that parents are present at each IEP meeting or have the opportunity to participate through other means.

- g. The district ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

- h. The district provides a copy of the IEP to the parents at no cost.
2. IEP Meetings
- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
 - b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
 - c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parents, the student's anticipated needs, or the need to address other matters.
 - d. Between annual IEP meetings, the district and the parent may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
 - e. When the parent requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
 - f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.
3. IEP Team Members
- a. The district's IEP team members include the following:
 - (1) The student's parents;
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
 - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources, and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
 - b. Student participation:
 - (1) Whenever appropriate, the student with a disability is a member of the team.

- (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
 - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.
- c. Participation by other agencies:
- (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
 - (2) If the district refers or places a student in an ESD, state operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
 - (1) The parent and the district consent in writing to the excusal;
 - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
 - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;

- (c) Is written in language that is understood by all IEP team members, including parents;
 - (d) Is clearly linked to each annual goal statement;
 - (e) Includes a description of benchmarks or short term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
- (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:
- (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students.
 - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
- (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or district wide assessments of student achievement.
- (a) A student will not be exempt from participation in state or district wide assessment because of a disability unless the parent requests an exemption;
 - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a district wide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.
- (6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a reserved copy of the IEP with the changes incorporated.

7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
 - (4) The academic, developmental, and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
 - (1) For a student whose behavior impedes ~~his or her~~ **their** learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate; and
 - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
 - (5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and

- (6) A statement of any device or service needed for the student to receive a Free Appropriate Public Education.
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule 441-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).
 - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
- e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
 - (1) Participation of students with disabilities in state and districtwide assessment; and

- (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

9. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide a free appropriate public education (FAPE) and.
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP; and
 - (3) Provided at no cost to the parent.
- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The district's criteria for determining the need for extended school year services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

9. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

10. Transfer Students

a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student's parents) provides a free appropriate public education to the student (including services comparable to those described in the student's IEP from the previous district), until the district either:

- (1) Adopts the student's IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents, will provide a free appropriate public education to the student, including services comparable to those described in the student's IEP from the previous district, until the new district:

- (1) Conducts an initial evaluation (if determined necessary by the new district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

North Wasco County School District 21

Code: **IGBAG-AR**
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Special Education - Procedural Safeguards**

1. Procedural Safeguards

- a. The district provides procedural safeguards to:
 - (1) Parents, guardians (unless the guardian is a state agency) or persons in parental relationship to the student;
 - (2) Surrogate parents; and
 - (3) Students who have reached the age of 18, the age of majority, or are considered emancipated under Oregon law and to whom rights have transferred by statute, identified as adult students (called “eligible students”).

- b. The district gives parents a copy of the *Notice of Procedural Safeguards*, published by the Oregon Department of Education (ODE):
 - (1) At least once a year; and
 - (2) At the first referral or parental request for evaluation to determine eligibility for special education services;
 - (3) When the parent (or adult student) requests a copy;
 - (4) To the parent and the student one year before the student’s 18th birthday or upon learning that the student is considered emancipated.

- c. The *Notice of Procedural Safeguards* is:
 - (1) Provided written in the native language or other communication of the parents (unless it is clearly not feasible to do so) and in language clearly understandable to the public.
 - (2) If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in ~~his/her~~ **their** native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the district has met these requirements.

2. Content of Procedural Safeguards Notice

The procedural safeguards notice includes all of the content provided in the *Notice of Procedural Safeguards* published by the Oregon Department of Education.

3. Parent or Adult Student Meeting Participation

- a. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, individualized education program (IEP) and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
- b. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - (1) States the purpose, time and place of the meeting and who is invited to attend;
 - (2) Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - (3) Advises the parents or adult student that the team may proceed with the meeting even if they are not in attendance;
 - (4) Advises the parent or adult students who to contact before the meeting to provide information if they are unable to attend; and
 - (5) Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:
 - (a) Indicates that the student will be invited; and
 - (b) Identifies any agencies invited to send a representative.
- c. The district takes steps to ensure that one or both of the parents of a student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - (2) Scheduling the meeting at a mutually agreed on time and place.
- d. If neither parent can participate, the district will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.
- e. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.
- f. The district may conduct an IEP or placement meeting without the parent or adult student if the district is unable to convince the parents or adult students that they should participate. Attempts to convince the parent to participate will be considered sufficient if the district:
 - (1) Communicates directly with the parent or adult student and arranges a mutually agreeable time and place and sends written notice to confirm the arrangement; or
 - (2) Proposes a time and place in the written notice stating that a different time and place might be requested and confirms that the notice was received.
- g. If the district proceeds with an IEP meeting without a parent or adult student, the district must have a record of its attempts to arrange a mutually agreed upon time and place such as:

- (1) Detailed records of telephone calls made or attempted and the results of those calls;
 - (2) Copies of correspondence sent to the parents and any responses received; and
 - (3) Detailed records of visits made to the parents' home or place of employment and the results of those visits.
- h. The district takes whatever action is necessary to ensure that the parent or adult student understands the proceedings at a meeting, including arranging for an interpreter for parents or adult students who are deaf or whose native language is other than English.
 - i. After the transfer of rights to an adult student at the age of majority, the district provides written notice of meetings to the adult student and parent, if the parent can be reasonably located. After the transfer of rights to an adult student at the age of majority, a parent receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the district.
 - j. An IEP meeting does not include:
 - (1) Informal or unscheduled conversations involving school district personnel;
 - (2) Conversations on issues such as teaching methodology, lesson plans or coordination of service provision if those issues are not addressed in the student's IEP; or
 - (3) Preparatory activities that district or public personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

4. Surrogate Parents

- a. The district protects the rights of a student with a disability, or suspected of having a disability, by appointing a surrogate parent when:
 - (1) The parent cannot be identified or located after reasonable efforts;
 - (2) The student is a ward of the state or an unaccompanied homeless youth and there is reasonable cause to believe that the student has a disability, and there is no foster parent or other person available who can act as the parent of the student; or
 - (3) The parent or adult student requests the appointment of a surrogate parent.
- b. The district secures nominations of persons to serve as surrogates. The district appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
- c. The district will only appoint a surrogate who:
 - (1) Is not an employee of the district or the Oregon Department of Education;
 - (2) Is not an employee of any other agency involved in the education or care of the student;
 - (3) Is free of any personal or professional interest that would interfere with representing the student's special education interests; and
 - (4) Has the necessary knowledge and skills that ensure adequate representation of the student in special education decisions. The district will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.
- d. The district provides all special education rights and procedural safeguards to appointed surrogate parents.

- e. A surrogate will not be considered an employee of the district solely on the basis that the surrogate is compensated from public funds.
- f. The duties of the surrogate parent are to:
 - (1) Protect the special education rights of the student;
 - (2) Be acquainted with the student's disability and the student's special education needs;
 - (3) Represent the student in all matters relating to the identification, evaluation, IEP and educational placement of the student; and
 - (4) Represent the student in all matters relating to the provision of a free appropriate public education to the student.
- g. A parent may give written consent for a surrogate to be appointed.
 - (1) When a parent requests that a surrogate be appointed, the parent shall retain all parental rights to receive notice and all of the information provided to the surrogate. When the district appoints a surrogate at parent request, the district will continue to provide to the parent a copy of all notices and other information provided to the surrogate.
 - (2) The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the parent unless and until the parent revokes consent for the surrogate's appointment.
 - (3) If a parent gives written consent for a surrogate to be appointed, the parent may revoke consent at any time by providing a written request to revoke the surrogate's appointment;
- h. An adult student to whom rights have transferred at age of majority may give written consent for a surrogate to be appointed. When an adult student requests that a surrogate be appointed, the student shall retain all rights to receive notice and all of the information provided to the surrogate. The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the adult student unless and until the adult student revokes consent for the surrogate's appointment. If an adult student gives written consent for a surrogate to be appointed, the adult student may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- i. The district may change or terminate the appointment of a surrogate when:
 - (1) The person appointed as surrogate is no longer willing to serve;
 - (2) Rights transfer to the adult student or the student graduates with a regular diploma;
 - (3) The student is no longer eligible for special education services;
 - (4) The legal guardianship of the student is transferred to a person who is able to carry out the role of the parent;
 - (5) A foster parent or other person is identified who can carry out the role of parent;
 - (6) The parent, who previously could not be identified or located, is now identified or located;
 - (7) The appointed surrogate is no longer eligible;
 - (8) The student moves to another school district; or
 - (9) The student is no longer a ward of the state or unaccompanied homeless youth.
- j. The district will not appoint a surrogate solely because the parent or student to whom rights have transferred is uncooperative or unresponsive to the special education needs of the student.

5. Transfer of Rights at Age of Majority

- a. When a student with a disability reaches the age of majority, marries or is emancipated, rights previously accorded to the student's parents under the special education laws, transfer to the student. A student for whom rights have transferred is considered an "adult student" under OAR 581-015-2000(1).
- b. The district provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:
 - (1) At least one year before the student's 18th birthday;
 - (2) More than one year before the student's 18th birthday, if the student's IEP team determines that earlier notice will aid transition; or
 - (3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.
- c. The district provides written notice to the student and to the parent at the time of the transfer.
- d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
- e. After transfer of rights to the student, the district provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent if the parent can be reasonably located.
- f. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the district.
- g. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary goals and transition services.

6. Prior Written Notice

- a. The district provides prior written notice to the parent of a student, or student, within a reasonable period of time before the district:
 - (1) Proposes to initiate or change, the identification, evaluation or educational placement of the student, or the provision of a free appropriate public education to the child or;
 - (2) Refuses to initiate or change the identification, evaluation or educational placement of the student or provision of a FAPE to the child.
- b. The content of the prior written notice will include:
 - (1) A description of the action proposed or refused by the district;
 - (2) An explanation of why the district proposed or refused to take the action;

- (3) A description of each evaluation procedure, test, assessment, record or report used as a basis for the proposal or refusal;
 - (4) A statement that the parents of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the *Notice of Procedural Safeguards* may be obtained; and
 - (5) Sources for parents to contact to obtain assistance in understanding their procedural safeguards;
 - (6) A description of other options the IEP team considered and the reasons why those options were rejected; and
 - (7) A description of other factors that are relevant to the agency's proposal or refusal.
- c. The prior written notice is:
- (1) Written in language understandable to the general public; and
 - (2) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so;
 - (3) If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in the parent's native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the requirements of this rule have been met.

7. Consent¹ – Initial Evaluation

- a. The district provides notice and obtains informed written consent from the parent or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the district to provide special education and related services.
- b. The district makes reasonable efforts to obtain informed consent from a parent for an initial evaluation to determine a child's eligibility for special education services. If a parent does not provide consent for an initial evaluation or does not respond to a request for consent for an initial evaluation, the school district may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The district does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

8. Consent – Initial Provision of Special Education Services

- a. The district provides notice and obtains informed written consent from the parent or adult student before the initial provision of special education and related services to the student.
- b. The district makes reasonable efforts to obtain informed consent, but if a parent or adult student does not respond or refuses consent for initial provision of special education and

¹“Consent” means that the parent or adult student: a) has been fully informed, in his/her **their** native language or other mode of communication, of all information relevant to the activity for which consent is sought; and b) understands and agrees in writing to the carrying out of the activity for which his/her **their** consent is sought. Consent is voluntary on the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

related services, the district does not convene an IEP meeting, develop an IEP or seek to provide special education and related services through mediation or due process hearing procedures. The district will not be considered to be in violation of the requirement to make FAPE available to the student under these circumstances. The district stands ready to serve the student if the parent or adult student later consents.

9. Consent – Re-evaluation

- a. The district obtains informed parent consent before conducting any re-evaluation of a child with a disability, except:
 - (1) The district does not need written consent for a re-evaluation if the parent does not respond after reasonable efforts to obtain informed consent. However, the district does not conduct individual intelligence tests or tests of personality without consent.
 - (2) If a parent refuses to consent to the re-evaluation, the district may, but is not required to, pursue the re-evaluation by using mediation or due process hearing procedures.
- b. A parent or adult student may revoke consent at any time before the completion of the activity for which they have given consent. If a parent or adult student revokes consent, that revocation is not retroactive.

10. Consent – Other Requirements

- a. The district documents its reasonable efforts to obtain parent consent, such as phone calls, letters and meeting notes.
- b. If a parent of a student who is home schooled or enrolled by the parents in a private school does not provide consent for the initial evaluation or the re-evaluation, or if the parent does not respond to a request for consent, the district:
 - (1) Does not use mediation or due process hearing procedures to seek consent; and
 - (2) Does not consider the child as eligible for special education services.
- c. If a parent or adult student refuses consent for one service or activity, the district does not use this refusal to deny the parent or child any other service, benefit or activity, except as specified by these rules and procedures.

11. Exceptions to Consent

- a. The district does not need written parent or adult student consent before:
 - (1) Reviewing existing data as part of an evaluation or re-evaluation;
 - (2) Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents of all students;
 - (3) Conducting evaluations, tests, procedures or instruments that are identified on the student’s individualized education program (IEP) as a measure for determining progress; or
 - (4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.

- b. The district does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent if:
 - (1) Despite reasonable efforts to do so, the district has not been able to find the parent;
 - (2) The parent's rights have been terminated in accordance with state law; or
 - (3) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
- c. The district does not need written parental consent if an administrative law judge (ALJ) determines that the evaluation or re-evaluation is necessary to ensure that the student is provided with a free appropriate public education.

12. Independent Educational Evaluations (IEE)

- a. A parent of a student with a disability has a right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the school district.
- b. If a parent requests an independent educational evaluation at public expense, the district provides information to parents about where an independent educational evaluation may be obtained, and the district criteria applicable for independent educational evaluations.
- c. If a parent requests an independent educational evaluation at public expense, the district, without unnecessary delay, either:
 - (1) Initiates a due process hearing to show that its evaluation is appropriate; or
 - (2) Ensures that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent did not meet district criteria.
- d. The district criteria for independent educational evaluations are the same as for district evaluations including, but not limited to, location, examiner qualifications and cost.
 - (1) Criteria established by the district do not preclude the parent's access to an independent educational evaluation.
 - (2) The district provides the parents the opportunity to demonstrate the unique circumstances justifying an IEE that does not meet the district's criteria.
 - (3) A parent may be limited to one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent disagrees.
- e. If a parent requests an independent educational evaluation, the district may ask why the parent disagrees with the public evaluation. The parent may, but is not required to provide an explanation. The district may not:
 - (1) Unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;
 - (2) Except for the criteria listed above in c., impose conditions or timelines related to obtaining an IEE at public expense.

- f. The district considers an independent educational evaluation submitted by the parent, in any decision made with respect to the provision of a free appropriate public education to the student, if the submitted independent evaluation meets district criteria.

13. Dispute Resolution – Mediation

- a. The district or parent may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
- b. The district acknowledges that:
 - (1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques and may not be used to deny or delay a parent’s right to a due process hearing or filing a complaint.
 - (2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
 - (3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
 - (a) States the terms of the agreement;
 - (b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
 - (c) Is signed by the parent and a representative of the school district who has the authority to bind the district to the mediation agreement.
 - (4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
 - (5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

14. Dispute Resolution – Complaint Investigation

- a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a school district or ESD is violating or has violated the Individuals with Disabilities Education Act or associated regulations within one year before the date of the complaint. Upon receiving a parent complaint, the Oregon Department of Education (ODE) forwards the complaint to the district or ESD along with a request for a district response to the allegations in the complaint.
- b. Upon receiving a request for response from ODE, the district responds to the allegations and furnishes any requested information or documents within 10 business days.
- c. The district sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, district personnel participate in interviews and provide additional documents as needed.
- d. The district and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.
- e. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The district satisfies its corrective action obligations in a timely manner.
- f. If the district disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

15. Due Process Hearing Requests

- a. The district acknowledges that parents may request a due process hearing if they disagree with a district proposal or refusal relating to the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- b. The district may request a due process hearing regarding the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- c. When requesting a due process hearing, the district or the attorney representing the district provides notice to the parent and to ODE.
- d. The party, including the district, that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- e. If the parent had not yet received prior written notice of the district's proposal or refusal, the district, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:
 - (1) An explanation of why the district proposed or refused to take the action raised in the hearing request;
 - (2) A description of other options that the district considered and the reasons why those options were rejected;
 - (3) A description of each evaluation procedure, assessment, record or report the district used as the basis for the proposed or refused action; and
 - (4) A description of the factors relevant to the district's proposal or refusal.

16. Resolution Session

- a. Within 15 days of receiving a due process hearing request, the district will hold a resolution session with the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.
- b. This meeting will include a representative of the district who has decision-making authority for the district.
 - (1) The district will not include an attorney unless the parent brings an attorney.
 - (2) The district will provide the parent with an opportunity for the parent to discuss the hearing request and related facts so that the district has an opportunity to resolve the dispute.
 - (3) The district and parent may agree in writing to waive the resolution meeting. If so, the 45-day hearing timeline will begin the next business day, unless the district and parent agree to try mediation in lieu of the resolution session.

17. Time Limitations and Exception

- a. A parent must request a due process hearing within two years after the date of the district act or omission that gives rise to the parent's hearing request.

- b. This timeline does not apply to a parent if the district withheld relevant information from the parent or incorrectly informed the parent that it had resolved the problem that led the parent's hearing request.

18. Hearing Costs

- a. The district reimburses the Oregon Department of Education (ODE) for costs related to conducting the hearing, including pre-hearing conferences, scheduling arrangement and other related matters.
- b. The district provides the parent with a written or, at the option of the parent, an electronic verbatim recording of the hearing, within a reasonable time of the close of the hearing
- c. The district does not use IDEA funds to pay attorney's fees or other hearing costs.

19. Discipline and Placement in Interim Alternative Setting

See Board policy JGDA/JGEA - Discipline of Students with Disabilities.