

## Regular Meeting

Thursday, July 27, 2023 6:00 PM

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

1. **Call the Regular Meeting to Order and Pledge of Allegiance** **Presenter:** Jose Aparicio, Chair

2. **Oath of Office for recently elected or appointed board members/representatives** **Presenter:** Jose Aparicio, Chair

2.a.

- **Adrian Lopez** - School Board Member - Zone 1
- **Dayna Wynn-Elledge** - School Board Member - Zone 2
- **David Jones** - School Board Member - Zone 3
- **Jose Aparicio** - School Board Member - Zone 6
- **Kaleb Blaylock** - Student Representative to the School Board
- **Yamari Santillan-Guzman** - Student Representative to the School Board

3. **Elect Board Chair & Vice Chair (ORS 332.005(2), 332.0404)**

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

5. **District Mission / Vision / Values**

6. **Consent Agenda**

6.a. **July Board Organizational Chart**

6.b. School Board Meeting Minutes from June 15th, 2023

6.c. Personnel Report

7. **Board Action Calendar - Review & Approve for the 2023-2024 year**

7.a. **Review & approve the 2023-2024 Proposed Board Action Calendar**

8. **Student Representatives' to the Board - Report:**

9. **New Business:**

9.a. **Appoint members of standing committees:**

9.a.1.

- **Scholarship Committee:**
- **Community Outreach Team:**
- **Wellness Committee:**
- **Equity Committee:**
- **Wasco County Forest Collaborative:**
- **OSBA Legislative Policy Committee:**
- **D21 Education Foundation:**

9.b. **Presentations / Reports:**

- |          |  |  |
|----------|--|--|
| 9.b.1.   | <b><u>Superintendent's Report</u></b>  | <b>Presenter:</b> Dr. Carolyn Bernal, Superintendent   |
| 9.b.1.a. | <b><i>Recognition for donated trees</i></b>  | <b>Presenter:</b> Carolyn Bernal, Superintendent   |
| 9.b.1.b. | <b>Communications Annual Report - 2022/2023</b>  | <b>Presenter:</b> Dr. Bernal, Superintendent & Stephanie Bowen, Director of Communications             |
| 9.b.1.c. | <b><u>Action Item:</u> <i>Approve the Integrated Pest Management Coordinators and Plan for NWCSD as presented.</i></b> | <b>Presenter:</b> Dan Ezelle, Director of Operations & Ryan Allinger, Director of Improvement Projects |
| 9.b.2.   | <b><u>Chief Financial Officer's Report</u></b>   | <b>Presenter:</b> Kara Flath, CFO  |
| 9.b.2.a. | <b><u>Financial Statements:</u></b>  |  |
| 9.b.3.   | <b><u>Board Attorney's Report</u></b>  | <b>Presenter:</b> Jason Corey, Board Attorney  |
| 10.      | <b><u>Discussion / Action Items:</u></b>   |  |
| 10.a.    | <b><u>Action Item:</u> <i>Approve the official Bond Language for ballot</i></b>  | <b>Presenter:</b> Carolyn Bernal, Superintendent   |
| 11.      | <b><u>2nd Reading / Adoption on School Board Policies (action required):</u></b>                                       |  |
| 11.a.    | <b><u>Policy BBBA:</u> <i>Board Member Qualifications</i></b>  |  |
| 11.b.    | <b><u>Policy BCE/BCF:</u> <i>Board Committees</i></b>  |  |
| 11.c.    | <b><u>Policy CBC:</u> <i>Superintendent's Contract (NEW)</i></b>   |  |
| 11.d.    | <b><u>Policy GCAA:</u> <i>Standards for Competent and Ethical Performance of Oregon Educators</i></b>                  |  |
| 11.e.    | <b><u>Policy GCQB:</u> <i>Research</i></b>   |  |
| 12.      | <b>Comments from the Audience about Non Agenda Items</b>   |  |
| 13.      | <b>Adjourn the Regular School Board Meeting</b>  |  |

**North Wasco County School District 21**  
**2023-2024 BOARD ORGANIZATIONAL CHART**

Item	Designation
1. Provide time and place for regular school board meetings of the Board of Directors	Thursday as designated on approved calendar – routinely at 6:00 pm – <i>Electronically (via YouTube &amp; Facebook); in-person at The Dalles Middle School in the library or commons or in a designated building / school.</i>
2. Appoint Chief Administrative Officer, District Clerk, and Custodian of Funds (facsimile signature is authorized): ORS 332.515, ORS 328.441, 445	Dr. Carolyn Bernal, Superintendent
3. Appoint Budget Officer, Deputy Clerk and Custodian of Funds (facsimile signature is authorized): ORS 294.331, ORS 328.441, 445	Kara Flath, Chief Financial Officer
4. Public Contracting Officers (general authority to represent the School Board for public contracting): ORS 332.075	Dr. Carolyn Bernal, Superintendent Kara Flath, Chief Financial Officer
5. Appoint Food Service Authority	Kara Flath, Chief Financial Officer
6. Appoint Legal Counsel	Dick, Dick & Corey; The Hungerford Law Firm; Miller Nash; Mersereau, Shannon, LLP; Dunn Carney, LLP; Oregon School Boards Association
7. Appoint Newspaper to be used for all legal notices	Columbia Gorge News
8. Appoint Workers' Compensation Carrier	State Accident Insurance Fund
9. Appoint Insurance Agent of Record	OnCourse Insurance and Risk Management
10. Appoint Responsibility for enforcement of Policy GBA-AR; Affirmative Action Program; Policy GBEC: Drug Free Workplace; and all other Board policies	Dr. Carolyn Bernal, Superintendent Sandra Harris, Director of Human Resources
11. Appoint Auditors and authorize standard form contract. ORS 328.465, 327.137, 297.405	Sensiba
12. Appoint District Representative, if needed, for IEP Meetings at Oregon School for Deaf & Blind, Early Intervention and District SLC Programs.	Amy Hampton, Student Services Director
13. Set Fidelity Bond Rate(s): ORS 332.525	Dr. Carolyn Bernal, Superintendent (\$100,000) Kara Flath, Chief Financial Officer (\$300,000) Olivia Murillo, Accounting Specialist (\$100,000) Gretchen Winans, Payroll & Benefits Spec. (\$100,000) Nancy Lathrop, Accounting Specialist (\$100,000)

14. Authorize Membership	*OSBA; *COSA; *OASE; *AASA; *OASBO; *OSPA; *SHRM; *NAEN; *OACOA; *GFOA; *ASBO; The Dalles Area Chamber of Commerce; TD Sister Cities Association; *OSPRA; *NSPRA; The Lions Club; Rotary Club
15. Authorize loans from the General Fund to Special Project Funds for the purposes of paying operating expenses until grant and contract funds can be collected and the General fund repaid. ORS 294.468	Dr. Carolyn Bernal, Superintendent Kara Flath, Chief Financial Officer
16. Designate Financial Institutions of Deposit ORS 328.441, 294.805 - 294.895	Oregon State Treasury, Local Government Investment Pool; U.S. Bank; Bank of America; Bank of the West; Washington Federal; Columbia State Bank, and Wells Fargo
17. Designate Confidential Employees	Cindy Miller, Executive Assistant to Superintendent & Board Becky Beeks, Executive Assistant to the Human Resources Director Jessica Reyes, Human Resources Assistant Olivia Murillo, Accounting Specialist Nancy Lathrop, Accounting Specialist Gretchen Winans, Payroll & Benefits Specialist
18. Authorize purchases from Oregon Department of Administrative Services Procurement Division and federal property disposal.	Dr. Carolyn Bernal, Superintendent Kara Flath, Chief Financial Officer
19. Designate distribution of Board Agenda	Board of Directors, Board Secretary, OEA Representative(s), Columbia Gorge News, Columbia Community Connections, KACI, KIHHR, KODL, District Website, Columbia Gorge ESD
20. Designate distribution of Board Minutes	Board of Directors, Board Secretary, District Website (approved)
21. Designate Local Public Contract Review Board. ORS 279A.060	North Wasco County School District 21 Board of Directors
22. Designate Signature Authorization ORS 328.441, 328.445	<u>Two Signatures – one may be an official facsimile:</u> Dr. Carolyn Bernal, Superintendent; Kara Flath, Chief Financial Officer; Nancy Lathrop, Accounting Specialist; and Board Chair.
23. Designate Signature authorization for Federal, State & Local Grant Applications and Acceptance of Funds	Dr. Carolyn Bernal, Superintendent Kara Flath, Chief Financial Officer
24. Designate Signature Authorization for Safe Deposit box	Dr. Carolyn Bernal, Superintendent
25. Designate Approved Alternative Schools	Columbia Gorge Community College (GED and High School Equivalent Degree as outlined in OAR 581-22-317); The Next Door, Inc.
26. Authorize expenditure in the year of receipt of grants, gifts, bequests and devises in trust for specific purposes. ORS 294.338(2)	Dr. Carolyn Bernal, Superintendent Kara Flath, Chief Financial Officer
27. Authorize expenditure of refunds received when purchased items are returned after an expenditure has been made. ORS 294.338(9)	Dr. Carolyn Bernal, Superintendent Kara Flath, Chief Financial Officer

<p>28. Authorize limited investments of funds in the investment pool by the Superintendent and Chief Financial Officer. ORS 294.810 and 294.815</p>	<p>Dr. Carolyn Bernal, Superintendent Kara Flath, Chief Financial Officer</p>
<p>29. As per District policy DLC: Mileage reimbursement for approved District travel using a privately owned vehicle shall be calculated at the current allowance established by the IRS.</p> <p>Per diem rates for approved meals and lodging when traveling on District business will be at the federal rate set by the U.S. General Services Administration.</p>	<p>Board of Directors</p>
<p>30. Integrated Pest Management Coordinator. ORS 634.700 – 634.750</p>	<p>Dan Ezelle, Facilities Director, or designee</p>

- \*OSBA – Oregon School Boards Association
- \*COSA – Coalition of School Administrators
- \*OASE – Oregon Association of School Executives
- \*AASA – American Association of School Administrators / School Superintendents Association
- \*OASBO – Oregon Association of School Business Officials
- \*OSPA – Oregon School Personnel Association
- \*SHRM – Society for Human Resources Management
- \*NAEN – North American Association of Education Negotiators
- \*OACOA – Oregon Association of Central Office Administrators
- \*GFOA - Government Finance Officers Association
- \*ASBO - Association of School Business Officials
- \*OSPRA – Oregon School Public Relations Association
- \*NSPRA – National School Public Relations Association

## North Wasco County School District

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

### PERSONNEL CHANGES AND VACANCIES School Board Meeting – July 27, 2023 *Current as of -July 19, 2023*

*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
Ana Gonzalez	Guidance Counselor	TDHS	Begins - TBD
Naomi Hill	ELA Teacher (Temporary .5 FTE 23-24 SY)	TDHS	Begins August 21, 2023
Sarah Petersen	Behavior Specialist	DW	Begins August 21, 2023
Lisa Albrecht	¾ Blend Teacher (Temporary 23-24 SY)	CWE	Begins August 21, 2023
Delaney Karrels	First Grade Teacher (Temporary 23-24 SY)	CWE	Begins August 21, 2023
Erin Peters	4 <sup>th</sup> Grade Teacher	CES	Begins August 22, 2023
Jon Colasuonno	PE Teacher	TDMS	Begins August 21, 2023
Stephanie Flores	DLI 3 <sup>rd</sup> Grade (Temporary .5 FTE 23-24 SY)	CES	Begins August 21, 2023
Jazmin Aviles	DLI 3 <sup>rd</sup> Grade (Temporary .5 FTE 23-24 SY)	CES	Begins August 21, 2023
Barry Abrams	Science Teacher	TDHS	Begins August 21, 2023
Tai Rogers	Secondary Science Teacher	IA	Begins August 21, 2023
Audrey Moore	PE Teacher	TDMS	Begins August 21, 2023
Madolynn Hurley	Kindergarten Teacher (Temporary 23-24 SY)	CWE	Begins August 21, 2023
Maggie Ishizaka	Kindergarten Teacher	CES	Begins August 21, 2023
Deanna Zalaznik	Math Teacher (.5 FTE)	TDMS	Begins August 21, 2023

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

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
Courtney Middleton	CWE/Kindergarten Teacher	CWE/ELL Teacher (Temporary for 23'-24' SY)
Ami Felt	CES/Kindergarten Teacher	DHE/2-3 Blend

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

NAME	POSITION	BUILDING	COMMENTS
Autumn Loyd	Dean of Students	DHE	Resigning June 13, 2023
Deanna Hoccom	Dean of Students	TDMS	Resigning June 26, 2023
Shannon Brennan	Instructional Coach	DW	Resigning June 30, 2023
CJ Toole	Behavioral Specialist	DW	Resigning June 30, 2023
Ambrielle Feil	3 <sup>rd</sup> Grade Teacher	CES	Resigning July 10, 2023
Torren Bertoldi	PE Teacher	IA	Resigning September 15, 2023 unless filled prior to that date

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Administrative Staff – New Hires**

NAME	POSITION	BUILDING	COMMENTS
Autumn Loyd	Vice Principal	DHE	Begins July 1, 2023
Shannon Brennan	Director of Teaching, Learning and Assessment	DW	Begins July 1, 2023
CJ Toole	Director of Intervention and Prevention	DW	Begins July 1, 2023

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

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

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

**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
Kandi Billups	Bus Driver in Training	Transportation	Begins July 24, 2023

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

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
Bianca Rodriguez	DHE/Ed Asst I-Duty	DHE/ELL II Assistant
Brent Cyphers	TDMS/Ed Asst IV-SPED	DHE/ED Asst IV-SELA
Julie Journey	SPED/Secretary III	SPED/Secretary V

**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
Julie Zapien	Bilingual Liaison	DW	Resigning June 23, 2023
Joy Nicholson	Secretary V-Student Services	DO	Retiring June 26, 2023
Tai Rogers	Ed Asst IV-SPED	TDHS	Resigning July 3, 2023
Hannah Page	Ed Assistant II-Instructional	DHE	Resigning July 10, 2023
Kellina Richman	Ed Assistant II-Instructional	DHE	Resigning July 10, 2023

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Advertised Vacancies**

Position	HRS/FTE	Building	Close Date	Comments
Third Grade Teacher (23'-24' SY)	8 Hrs	CES	Open Until Filled	Advertised
Educational Assistant II 23-24 SY	7.5 Hrs	CWE	Open Until Filled	Advertised
Secretary III NORCOR Registrar/Student Services	7.75 Hrs	DO	Open Until Filled	Advertised
Director of Nutrition Services	8 Hrs	District Wide	Open Until Filled	Advertised
Instructional Coach	8 Hrs	District Wide	7/23/2023	Advertised
Behavior Specialist	8 Hrs	District Wide	7/23/2023	Advertised
Physical Therapist	8 Hrs	District Wide	Open Until Filled	Advertised
Substitute Teachers All Grade Levels	TBD	District Wide	Open Until Filled	Advertised
Classified Substitutes -Multiple Positions	TBD	District Wide	Open Until Filled	Advertised
Resource Teacher	8 Hrs	Dry Hollow	Open Until Filled	Advertised
Elementary Teachers-Multiple Positions	8 Hrs	Elementary Schools	Open Until Filled	Advertised
Bilingual Family Liaison	7.5 Hrs	Elementary Schools	Open Until Filled	Advertised
Dean of Students	8 Hrs	IA	Open Until Filled	Advertised
PE Teacher	8 Hrs	IA	Open Until Filled	Advertised
Secretary III-Attendance	7.5 Hrs	TDHS	Open Until Filled	Advertised
Asst Cheer Coach 23'-24' SY	Seasonal	TDHS	Open Until Filled	Advertised
Assistant Boys Basketball Coach(s)	Seasonal	TDHS	Open Until Filled	Advertised
Science Teacher 23'-24' SY	8 Hrs	TDMS	Open Until Filled	Advertised
Ed Asst I-Lunch and Recess Duty	3.75 Hrs	TDMS	Open Until Filled	Advertised
Head Coach Cross Country	Seasonal	TDMS	Open Until Filled	Advertised
Head 8 <sup>th</sup> Gr Football Coach	Seasonal	TDMS	Open Until Filled	Advertised
Head 7 <sup>th</sup> Gr Football Coach	Seasonal	TDMS	Open Until Filled	Advertised
Asst 7 <sup>th</sup> Gr Football Coach	Seasonal	TDMS	Open Until Filled	Advertised
Head Volleyball Coach	Seasonal	TDMS	Open Until Filled	Advertised
Asst Volleyball Coach	Seasonal	TDMS	Open Until Filled	Advertised
Head Boys Basketball Coach (7 <sup>th</sup> and 8 <sup>th</sup> Gr)	Seasonal	TDMS	Open Until Filled	Advertised
Asst Boys Basketball Coach (7 <sup>th</sup> and 8 <sup>th</sup> Gr)	Seasonal	TDMS	Open Until Filled	Advertised
Educational Asst IV-Transition Classroom	7.5 Hrs	WC	Open Until Filled	Advertised
Substitute Bus Driver (Pool)	Substitute	Transportation	Open Until Filled	Advertised
Bus Driver	8 Hrs	Transportation	Open Until Filled	Advertised



# North Wasco County School District Board Action Plan Calendar 2023 – 2024

## PROPOSED ACTION CALENDER

### July:

- Organizational Meeting
  - Elect Chair & Vice Chair
  - Oath of Office for new, re-elected or appointed positions (if needed)
  - Appoint Board Committee Representatives
- Review/revise policies as needed
- Attend OSBA Summer Board Conference (if available)

### August:

- Monitor Facilities Direction
- Review/revise policies as needed
- Examples of opportunities for Board Members
  - Visit Schools and Departments
  - Attend Back to School Events
  - Attend student activities

### September:

- Board/Admin Retreat – **TENTATIVE date** – Friday, September 22<sup>nd</sup> (8:00 – 3:30 PM)
  - Review Board Operating Procedures
  - Superintendent and Board set goals for the upcoming year.
  - Continue Strategic Plan Implementation
  - Facilities / Capital Projects Update
    - Short & Long Range Priorities
- Monitor Facilities Direction
- Review/revise policies as needed
- Examples of opportunities for Board Members
  - Visit Schools and Departments
  - Attend Back to School Events
  - Attend student activities

**October:**

- Superintendent to present goals
- Receive/review report on Division 22 Standards
- Monitor enrollment and allocation of resources
- Review/revise policies as needed
- Monitor Facilities Direction
- Examples of opportunities for Board Members
  - Attend student activities
  - Plan a visit to a classroom

**November:**

- Monitor allocation of resources
- Monitor Facilities Improvement Direction
- Review/revise policies as needed
- Examples of opportunities for Board Members
  - Attend student activities
  - Attend the OSBA Annual Conference

**December:**

- Superintendent gives update on progress towards goals
- Monitor allocation of resources
- Review/revise policies as needed
- Monitor Facilities Direction

**January:**

- 1st District PLT Board/Leadership Work session (review Fall Data)
- Superintendent to complete self-evaluation & Board members to complete individual Superintendent evaluations.
- Monitor Facilities Direction
- Review Board goals
- Review/revise policies as needed

**February:**

- By March 15<sup>th</sup> approve recommended actions on licensed staff (ORS)
- Superintendent completes self-evaluation and board completes their evaluation on superintendent goals and standards for the superintendency.
- Monitor Facilities Improvement Direction
- Review/revise policies as needed.

**March:**

- By March 15<sup>th</sup> approve recommended actions on licensed staff [ORS 342.815]
- Board and superintendent meet in executive session [ORS 192.660(2)(i)] for review of evaluation and Board reads a statement publicly in open session related to completion of superintendent's evaluation.
- Review/revise policies as needed
- Amend and Adopt school calendar [if changes are needed to the 2024-2025 calendar]
- Discuss / Schedule Board Retreat agenda
  - Topics for retreat agenda that board members would like to suggest (send to Chair)

**April:**

- 2nd District PLT Board/Leadership Work session to discuss Fall and Winter Data and review overall professional development activities.
- Monitor Facilities Improvement Direction
- Review/revise policies as needed
- Superintendent salary discussion for the next school year (if applicable)
- Discuss / Schedule Board Retreat agenda
  - Topics for retreat agenda that board members would like to suggest (send to Chair)

**May:**

- Participate on the District Budget Committee
- Board Retreat (Board & Administrators) – Friday, May 3<sup>rd</sup>
  - Review Board Operating Procedures
  - Superintendent and Board set goals for the following school year.
  - Continue Strategic Plan Implementation
  - Facilities / Capital Projects Update
    - Short & Long Range Priorities

**June:**

- Adopt District Budget
- Review/revise policies as needed
- Examples of opportunities for Board members
  - Attend high school graduation (TDHS // IA)
  - Attend end of the year activities and celebrations



**NORTH WASCO COUNTY  
SCHOOL DISTRICT**

**2022-2023 ANNUAL REPORT**

*"Educating each student to the highest standards while motivating them to reach their fullest potential and graduating them to be college, career and life ready."*

# From the Superintendent



*On behalf of the entire North Wasco County School District, I am pleased to share with you the highlights of our 2022-2023 school year in our first Annual Report. I encourage you to explore the full report to see all the incredible things that have happened this school year.*

*In this report, we feature our annual data on our students, staff, financials, and district operations.*

*At the heart of our work remains our commitment to providing meaningful opportunities and outcomes for all our children, helping them reach their fullest potential. This year, we have continued to refine and improve our practices to educate all students to high standards, while engaging in the crucial work outlined in our district's Strategic Plan.*

*As we continue on our journey through the 2023-2024 school year, I remain excited to keep moving forward, while honoring our past and present accomplishments. I see big things happening this coming year!*

*Dr. Carolyn Bernal*  
**NWCSD Superintendent**



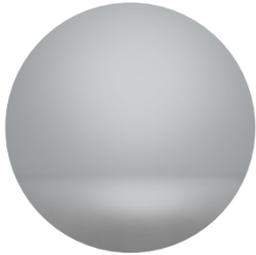
NWCSD School

# BOARD OF DIRECTORS



## Zone 1: Adrian Lopez

*Term: Appointed March 7th, 2022 until June 30th, 2023*



## Zone 2: Vacant

*Term: July 1st, 2019 until June 30th, 2023*  
**Incoming: Dayna Wynn-Elledge**



## Zone 3: David Jones (Vice Chair)

*Term: July 1st, 2019 until June 30th, 2023*



## Zone 4: John Nelson

*Term: July 1st, 2021 until June 30th, 2025*



## Zone 5: Brian Stevens

*Term: July 1st, 2021 until June 30th, 2025*



## Zone 6: Jose Aparicio (Chair)

*Term: July 1st, 2019 until June 30th, 2023*



## Zone 7: Dr. Judy Richardson

*Term: July 1st, 2021 until June 30th, 2025*

# District Profile

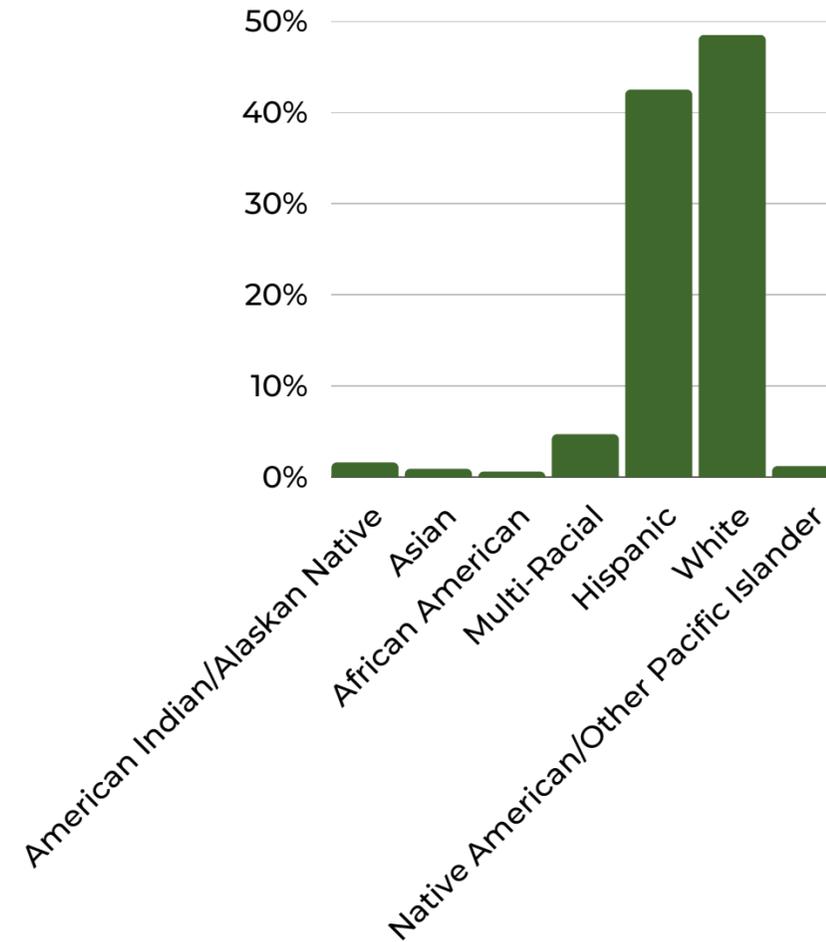


**2,752**  
**Students**

## Current Enrollment

- 394** Chenoweth Elementary
- 289** Colonel Wright Elementary
- 413** Dry Hollow Elementary
- 537** The Dalles Middle School
- 752** The Dalles High School
- 94** Innovations Academy
- 107** MAP Virtual
- 166** Mosier Community School

## Enrollment by Ethnicity



## Other Enrollment Data

**15%**  
Special Education Students

**14.7%**  
English Language Learners

**17.7%**  
Migrant Students

**6%**  
Talented and Gifted



# Strategic Planning

## What is a Strategic Plan?

A strategic plan helps give a clear sense of direction and purpose for the future. The plan contains primary district goals, a specific set of priorities to determine how each goal is implemented, and targeted measures to monitor success and recommend areas for improvement.

View the  
Entire Plan Here



## MISSION

Educating each student to the highest standards while motivating them to reach their fullest potential and graduating them to be college, career, and life ready.



## VISION

Our schools are a place where children belong. Each student is known by name, strength, and need, and provided the education and opportunities to succeed.



## VALUES

- ✓ Striving for Equity, Inclusion, and Belonging
- ✓ Celebrating Diversity
- ✓ Engaging the Community
- ✓ Supporting the Whole Child
- ✓ Promoting and Achieving Academic Excellence

# Strategic Planning

## Current Priorities

### Priority Area: Student Experience

- 🕒 Address equity by providing relevant professional learning opportunities
- ✅ Identify and share our equity story
- ✅ Begin work on restorative practices
- ✅ Develop and administer surveys
- ✅ Superintendent & school roundtables

### Priority Area: Teaching & Learning

- ✅ Three Professional Learning Focus Areas: Restorative Practices, Professional Learning Communities, & Learning Intentions
- ❌ Form Professional Development Committee by end of year
- ✅ PLC's will prioritize/unpack standards and begin creating curriculum roadmaps
- ❌ Begin work on Multi-Tiered Systems of Support
- ❌ Engage student voice in ELA implementation and curriculum alignment
- 🕒 Research/gather data on student engagement and learning
- 🕒 Gather data on current student transitions & create plan to standardize

### Priority Area: Community Engagement

- ✅ Increase community event engagement
- 🕒 Including cultural groups in school ceremonies
- 🕒 Continue to advance equity committee work
- ✅ Increased district communications and media relations
- ✅ Accessibility and readability of budget reporting

### Priority Area: Staffing

- 🕒 Determine feasibility of a pool
- 🕒 Grow-your own, educator pipeline
- ❌ Create advisory group for BIPOC staff
- 🕒 Establish school and district practices & protocols for staff to seek support/guidance so they have a sense of belonging in our district

### Priority Area: Facilities

- ✅ Create facilities workgroup
- ❌ Facilities project page on website
- ✅ Begin bond communications
- ✅ Complete police walkthroughs and campus safety audits
- ✅ Security camera updates
- 🕒 Create welcoming environments
- 🕒 Begin long term plan to improve athletic facilities

✅ Implemented
🕒 In Progress
❌ Not Yet Implemented



## To achieve educational equity the district will commit to:

- ✓ Preparing each student to succeed by ensuring a culturally relevant curriculum.
- ✓ Recruiting, hiring, and retaining a diverse staff reflective of our student body.
- ✓ Creating schools with a welcoming, inclusive culture and environment that reflects and affirms the identities of the diverse student population, their families and their community.
- ✓ Providing staff members ongoing professional development that strengthens employees' knowledge and skills for eliminating opportunity and access gaps.
- ✓ Ensuring that equitable distribution of resources across buildings is based on individual school and community needs.
- ✓ Providing multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.

Raising the  
bar on  
equity



# Academic Excellence

**37** students Graduating with Honors

Over **\$1,000,000** in scholarships awarded to graduating Seniors.

**1:1** technology for K-12 students

**Expanding** Dual Language Spanish/English Immersion Program at Chenoweth Elementary.

**6** CTE Pathways:  
Automotive  
Computer Sciences  
Construction  
Culinary Arts  
Graphic Arts  
Welding

**20** Students Graduating with 4.0 GPA

**10** Languages Spoken

**20** High School Clubs

**7** Middle School Clubs

**New** Innovations Academy and Virtual Options

**10** AP & Honors Courses



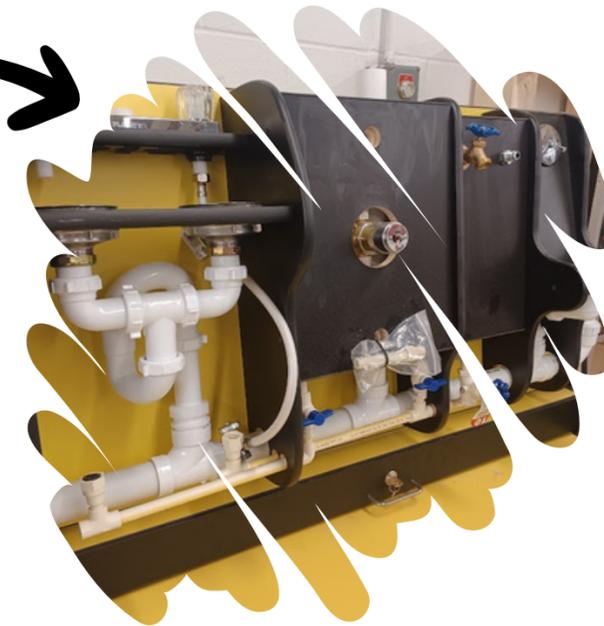
# Business Office

## Notable purchases and fund use highlights from the 2022-2023 Fiscal Year:

- TDHS Pavilion Construction
- TDHS Food Truck Purchase & Set-Up
- New Heat Pump for Dry Hollow Elementary
- 3 New School Buses
- 22 Epson Projectors
- 10 New Defibrillators
- New Graduation Stage & ADA Ramp
- 75 New Air Conditioners
- TDHS Band Instruments
- District Wide Security Cameras

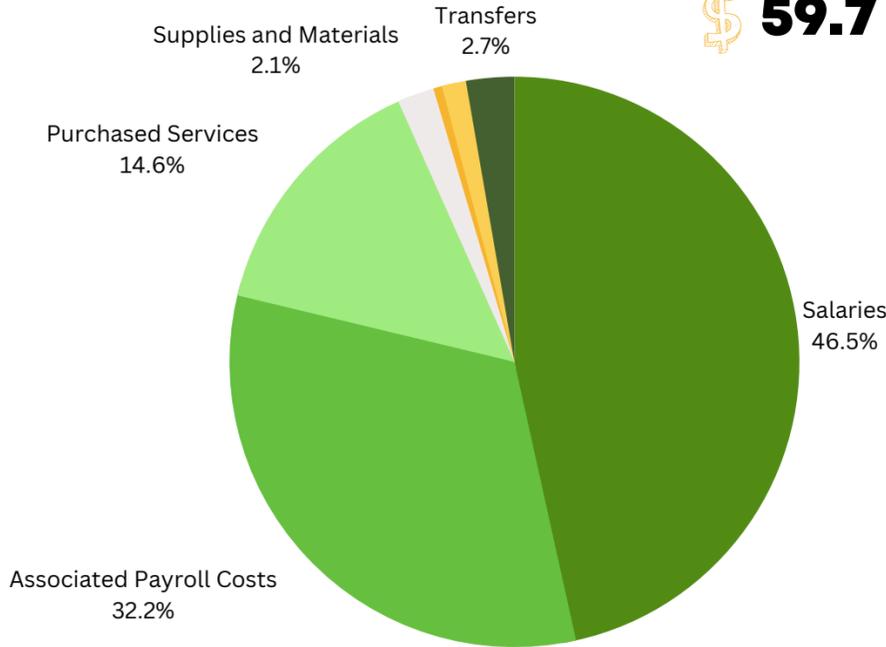


- New Apple Computers for Graphics Lab
- Bleachers for Sid White Field
- Basketball Shooting Machines
- New CTE Practice Workstations
- 70 Teacher Laptop Replacements
- Wacom Pro Tablets for TDHS CTE Courses
- Vaping Sensors for TDMS and TDHS
- New Computer Lab Chromebox and Monitors for TDHS CTE Programming



# Budget

2022-2023 total  
**\$ 59.7 million budget**



\*\*\*Expenditures of Budget Year 2021-2022

## Additional Grants Received

In addition to State school funds and grants, our district was awarded the following:

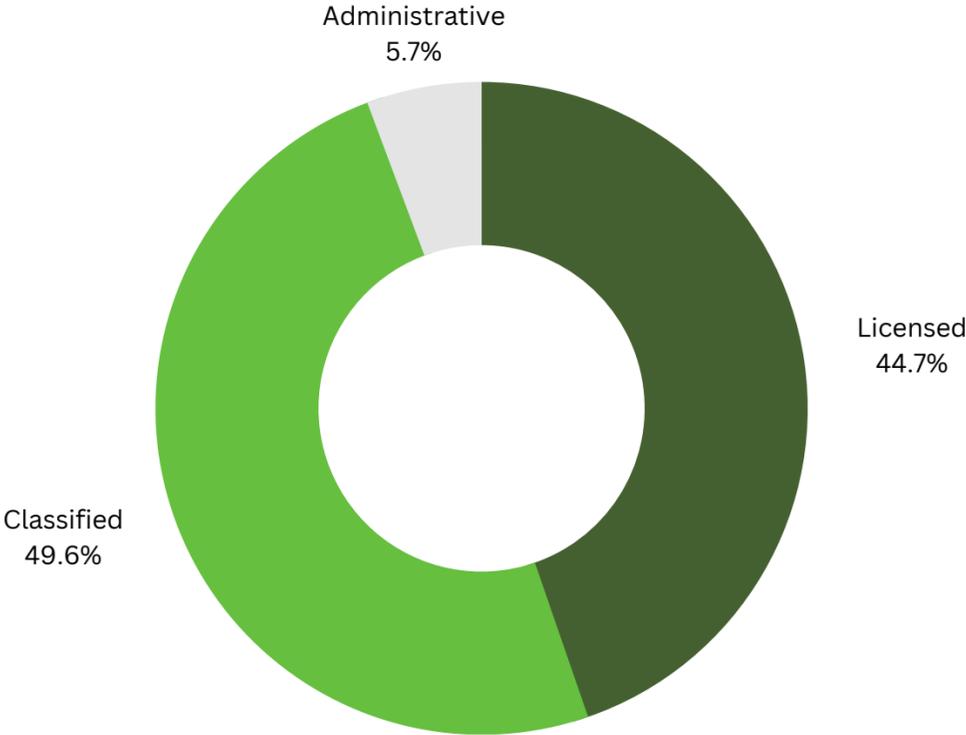
- Seismic Retrofit Grant from Business Oregon
- (2) Oregon Technical Assistant Grants
- ODOT Safe Routes to School Grant

## Incoming 2023/2024 Budget Committee:

- |               |                 |                |
|---------------|-----------------|----------------|
| Molly Rogers  | Jennifer Gunter | Serena Smith   |
| Liset Mendoza | Anthony Pereira | Kristi Timmons |
| Lucille Begay | Jared Gosson    |                |

# Our Team

**423** dedicated licensed, classified, and confidential employees who are passionate about supporting student learning in every way.



Average of  
**6**  
 Years in District



# Transportation

Over  
**297,000** Total Miles  
**869** Bus Stops Per Day  
**546** Athletic Events & Field Trips  
**2,176** Registered Bus Riders

**Our transportation team has a combined 198 years of experience!**

## Did you know?

Our district provides daily transportation services for Sherman County School District.



# Student Services

## What services are provided by the Student Services Department?

The Student Services team is dedicated to equitable evaluation and intervention practices that ensure proper identification and support for all students with disabilities within our district. This year we helped over 450 students access their education through supports for:

- Academic skills
- Speech and language skills
- Fine and gross motor skills
- Social, emotional, and behavioral needs



# Athletics

North Wasco County Schools offer middle and high school students many opportunities to participate in sports. Our teams are very competitive and succeed at the local, regional and state levels. This year we had more than 50 athletes recognized with All-Conference honors, including one conference Coach of the Year, three Conference Players of the Year, and multiple All-State selections and All-Star game participants.

**51** District Athletic Teams

**GO TEAM!**



## 2022-2023 Year End Highlights



- **Volleyball:** (21-4 record), Tri-Valley Conference Champions
- **Cross Country:** Tri-Valley Conference Boys District Champions, OSAA 4A Boys State Champions
- **Girls Soccer:** (9-5-2 record), Won 4A Play-In game, qualified for State Playoffs 1st Round
- **Boys Soccer:** (7-6-2 record), qualified for 4A Play-in game
- **Boys Basketball:** (11-13 record), Won 4A Play-In game, qualified for State Playoffs 1st Round
- **Girls Basketball:** (10-11 record), qualified for 4A Play-In game.
- **Swimming:** Girls, finished 10th at State; Boys, finished 8th at State
- **Skiing:** Team finished 4th at State
- **Cheer:** Finished 3rd at State
- **Golf:** Boys team finished 4th at State
- **Tennis:** Boys Doubles finished 4th at State
- **Track & Field:** Qualified 9 athletes and 2 relay teams for the State Meet
- **Baseball:** (19-10 record), won 1st round playoff game, qualified for quarterfinals round
- **Softball:** Won Tri-Valley Conference, Won 4a State Championship in the most lopsided Softball State Championship in Oregon History. Set State single-season record for team home runs.

Big shout out to our  
booster sponsors for  
supporting  
The Dalles  
athletics!



## Conquistador del Cielo (Conquerors of the Sky)

Wayne Von Borstal & Associates

McDonalds of the Gorge

Les Schwab

Adams Construction

Domino's Pizza

### Wings Society

Mid-Columbia Vision

### Gold Sponsor

Ernie's Locks & Key

Oregon Health Insurance Marketplace

Peachy, Davies & Myers

### Crimson Sponsor

Columbia Bank

Columbia Gorge News

Columbia Gorge Toyota & Honda

Cousin's Country Inn & Restaurant

Klindt Orchard Management

Maupin's Stoves and Spas

Orchard View Farms

Oregon Equipment

Optimist Printers

### Riverhawk Proud

Devco Mechanical

Northern Wasco County PUD

Mann Mortgage

Bob & Mary Beth Thouvenel

### Junior Riverhawk

Gary Denney Floor Covering

Spooky's Pizza

Terry Hert Construction

Timmons Law PC

Ed & Shawna Ortega

Mark & Staci Coburn

Garth & Claire Miller

Copper West Real Estate

BiCoastal Media

Ray Schultens Motors



# Facilities

Our buildings encompass approximately 246,000 square feet of building space and sit on just over 200 acres, which include off-campus properties such as Thompson Track and Quinton Street Ballpark.



Oldest School:  
Colonel Wright  
Elementary **99**  
Years

## Summer Project Highlights

- School site deep cleans
- New fencing installation at Dry Hollow
- Green house deconstruction at Colonel Wright Elementary
- Concrete resurfacing at Colonel Wright.
- Cistern installation on Amaton Field
- Smoke monitor installation



## About TDHS

The Dalles High School building was built in 1940 with the last major renovation occurring in 1976. This renovation included the addition of the CTE wing or 'Whittier Wing' at the west end of the campus. The main building has a total 115,327 square feet and sits on 7.27 acres.

Check out our  
bond planning  
info & FAQ



# Nutrition Services

**180,960** breakfasts and  
**212,280** lunches served  
per year

## MOST REQUESTED

### MENU ITEM:

Pork Posole

### *Did you know?*

Our nutrition team utilizes Gorge grown produce! Each year our schools consume roughly 71,600 apples and 6,800 pears!



Students from D21 Elementary Schools competed for the coveted title of 'Top Chef' this Spring. The Future Chefs Challenge, organized by Sodexo, the company our district contracts with to provide nutrition services, has encouraged students to make healthy food choices and spark their interest in the culinary arts for the last decade.

## MEET THE HAWK HOUSE

The Hawk House has landed! The Dalles High School now has a food truck. The truck will have a variety of purposes ranging from school lunches, mobile feeding sites and concessions.



# Community Partners

**School–community partnerships play an essential role in creating successful schools. We are grateful for our partners who continually support our schools throughout the year:**

City of The Dalles Police Department  
Columbia Gorge Community College  
Columbia Gorge ESD  
Columbia Regional Educator Network  
Columbia River Inter-Tribal Police Department  
Mid-Columbia Center for Living  
Mid-Columbia Children's Council  
Mid-Columbia Fire & Rescue  
The Dalles Lion's Club  
The Dalles Kiwanis Club  
The Dalles Rotary Club

The Next Door  
Trillium Family Services  
YouthThink  
Oregon Department of Forestry  
Oregon State Police  
OSU Extension Office  
SafeSpace Children's Advocacy Center  
SMART Reading  
The Dalles Community Backpack Program  
Wasco County Public Library  
Wasco County Juvenile Department  
Wasco County Sheriff's Office



Thank  
you!



# North Wasco School District 21 Integrated Pest Management Plan

July 1, 2023

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## I. INTRODUCTION

Structural and landscape pests can pose significant problems in schools. Pests such as mice and cockroaches can trigger asthma. Mice and rats are vectors of disease. Many children are allergic to yellow jacket stings. The pesticides used to remediate these, and other pests can also pose health risks to people, animals, and the environment. These same pesticides may pose special health risks to children due in large part to their still-developing organ systems. Because the health and safety of students and staff is our priority – and a prerequisite to learning – it is the policy of North Wasco School District 21 (NWSO) to approach pest management with the least possible risk to students and staff. In addition, Senate Bill 637 (incorporated into ORS Chapter 634 upon finalization in 2009) requires all school districts to implement integrated pest management in their schools. For this reason, the North Wasco Board of Directors (Board) adopts this integrated pest management plan for use on the campuses of our district.

## II. WHAT IS INTEGRATED PEST MANAGEMENT?

Integrated Pest Management, also known as IPM, is a process for achieving long-term, environmentally sound pest suppression through a wide variety of tactics. Control strategies in an IPM program include structural and procedural improvements to reduce the food, water, shelter, and access used by pests. Since IPM focuses on remediation of the fundamental reasons why pests are here, pesticides are rarely used and only when necessary.

### IPM Basics

Education and Communication: The foundation for an effective IPM program is education and communication. We need to know what conditions can cause pest problems, why and how to monitor pests, proper identification, pest behavior and biology before we can begin to manage pests effectively. Communication about pest issues is essential. *A protocol for reporting pests or pest conducive conditions and a record of what action was taken is the most important part of an effective IPM program.*

Cultural & Sanitation: Knowing how human behavior encourages pests helps you prevent them from becoming a problem. Small changes in cultural or sanitation practices can have significant effects on reducing pest populations. Cleaning under kitchen serving counters, reducing clutter in classrooms, putting dumpsters further from kitchen door/loading dock, proper irrigation scheduling, and over-seeding of turf areas are all examples of cultural and sanitation practices that can be employed to reduce pests.

Physical & Mechanical: Rodent traps, sticky monitoring traps for insects, door sweeps on external doors, sealing holes under sinks, proper drainage, mulching of landscapes beds, and keeping vegetation at least 24 inches from buildings are all examples of physical and mechanical control.

Pesticides: IPM focuses on remediation of the fundamental reasons why pests are

here; pesticides should be rarely used and only when necessary.



### III. WHAT IS AN INTEGRATED PEST MANAGEMENT PLAN?

ORS 634.700 defines an IPM plan as a proactive strategy that:

(A) Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:

- a) Protect the health and safety of students, staff, and faculty.
- b) Protect the integrity of campus buildings and grounds.
- c) Maintain a productive learning environment; and
- d) Protect local ecosystem health.

(B) Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests.

(C) Incorporates the use of sanitation, structural remediation, habitat manipulation, mechanical, biological and chemical pest control measures that present a reduced risk or have a low impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides.

(D) Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage.

(E) Evaluates the need for pest control by identifying acceptable pest population density levels.

(F) Monitors and evaluates the effectiveness of pest control measures.

(G) Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests.

(H) Excludes the application of pesticides for purely aesthetic purposes.

(I) Includes school staff education about sanitation, monitoring, inspection, and pest control measures.

(J) Gives preference to the use of nonchemical pest control measures.

(K) Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and

(L) Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The above definition is the basis for NWSD's IPM plan. This plan fleshes out the required strategy from ORS 634.700 – 634.750 for school district.

Note: As mentioned above, ORS 634.700 allows for the routine application of pesticides designed to be consumed by pests. To avoid a proliferation of pests and/or unnecessary applications of pesticides, several steps must be taken before **any** "routine" applications are allowed:

- 1) Staff must be educated in sanitation, monitoring, and exclusion as the primary means to control the pest.
- 2) An acceptable pest population density level must be established.
- 3) The use of sanitation, structural remediation, habitat manipulation, mechanical or biological control methods must be incorporated into the management strategy of the pest.
- 4) Documentation that the above steps were ineffective.
- 5) The pesticide label must be read thoroughly to make sure the pesticide will be used in strict compliance with all label instructions.

#### **IV. SCHOOL DISTRICT IPM PLAN COORDINATOR**

The Board designates the Operations Director as the IPM Plan Coordinator. The Coordinator is key to successful IPM implementation in our school district, and is given the authority for overall implementation and evaluation of this plan. The Coordinator is responsible for:

##### **A. Attending not less than six hours of IPM training each year**

The training will include a general review of IPM principles and the requirements of ORS 634.700 – 634.750. It will also include hands-on training on updated exclusion practices, monitoring & inspection techniques, and management strategies for common

pests.

**B. Conducting outreach to the school community (custodians, maintenance, construction, grounds, faculty, and kitchen staff) about the school's IPM plan;**  
The IPM Plan Coordinator (or designee) will provide training as outlined in Section VII below.

**C. Overseeing pest prevention efforts;**

The Coordinator will work with custodians, teachers, and maintenance to reduce clutter and food in the classrooms and seal up pest entry points.

**D. Assuring that the decision-making process for implementing IPM in the district (section V) is followed;**

The Coordinator will continually assess and improve the pest monitoring/reporting/action protocol.

**E. Assuring that all notification, posting, and record-keeping requirements in section VI are met when the decision to make a pesticide application is made;**

**F. Maintaining the approved pesticides list as per section VIII; and**

**G. Responding to inquiries and complaints about noncompliance with the plan.**

Responses to inquiries and complaints will be in writing and kept on record with the Coordinator.

## **V. IPM DECISION-MAKING PROCESS**

### **A. Responsibilities of School District Employees**

#### ***1. IPM Plan Coordinator Responsibilities***

See Section IV above.

#### ***2. Custodial Services Responsibilities***

Custodial Services staff are responsible for the following:

- 1) Attending annual IPM training provided by the IPM Plan Coordinator (or designee).
- 2) Placing and checking sticky insect monitoring traps in staff lounge, cafeteria, and kitchen as per the IPM Plan Coordinator's instructions.
- 3) Keeping records of pest complaints using pest logs placed in the staff lounge, cafeteria, and kitchen.

- 4) Assuring floor under serving counters is kept free of food and drink debris.
- 5) Sealing up small cracks or holes when reported by teachers or noticed by custodian when this can be done in a short time (e.g., less than 15 minutes).
- 6) Recording his/her pest management actions in the pest logs.
- 7) Reporting pest problems that he/she cannot resolve in less than 15 minutes to the IPM Plan Coordinator.
- 8) Reporting teachers to the IPM Plan Coordinator who need assistance to reduce clutter and other pest-conducive conditions in their classrooms.
- 9) Reporting pest-conducive conditions to the IPM Plan Coordinator if the custodian cannot fix them in less than 15 minutes.
- 10) Confiscating any unapproved pesticides (such as aerosol spray cans) discovered during inspections or regular duties and delivering them to the IPM Plan Coordinator.
- 11) Following up on issues found in annual inspection report as instructed by the IPM Plan Coordinator (IPM Plan Coordinator will determine which schools receive annual inspections based on pest and pesticide use history).

### **3. *Maintenance/Construction Responsibilities***

Staff involved in facilities maintenance and construction are responsible for working with the IPM Plan Coordinator to ensure their daily tasks, projects and operations enhance effective pest management. This includes:

- 1) Receiving training from the IPM Plan Coordinator (or designee of the Coordinator) on the basic principles of IPM, sealing pest entry points, and sanitation during construction projects.
- 2) Continually monitoring for pest conducive conditions during daily work and sealing small holes and cracks when noticed (if they can be sealed in a short period of time – e.g., 15 minutes).
- 3) Working with the Coordinator to develop a protocol and priority list with deadlines for sealing holes, installing external door sweeps, and other pest exclusion needs which cannot be done in a short period of time (e.g., 15 minutes).
- 4) Developing protocols and provisions for pest avoidance and prevention during construction and renovation projects. The IPM Plan Coordinator has the authority to halt construction projects if these protocols and provisions are not being met.

### **4. *Grounds Department Responsibilities***

Grounds crews are responsible for:

- 1) Attending annual IPM training provided by the IPM Plan Coordinator (or designee).
- 2) Keeping vegetation (including tree branches and bushes) at least three feet from building surfaces.
- 3) Proper mulching in landscaped areas to reduce weeds.
- 4) Proper fertilization, over-seeding, mowing height, edging, drainage, aeration, and irrigation scheduling in turf areas to reduce weeds (see OSU turf management publications EC 1521, EC 1278, EC 1550, EC 1638-E, and PNW 299 - available free online at <http://extension.oregonstate.edu/catalog/>).
- 5) When the decision is made to apply a pesticide, following notification, posting, record-keeping and reporting protocols in Section VI.

#### **5. Kitchen Staff Responsibilities**

Kitchen staff are responsible for:

- 1) Attending annual IPM training provided by the IPM Plan Coordinator (or designee).
- 2) Assuring floor under serving counters is kept free of food and drink debris.
- 3) Promptly emptying and removing corrugated cardboard materials.
- 4) Keeping exterior kitchen doors closed.
- 5) Reporting pest conducive conditions that require maintenance (e.g., leaky faucets, dumpster too near building, build-up of floor grease requiring spray-washing, etc.) to proper staff either orally or using pest logs.
- 3) Participating in any inspections conducted by custodian or IPM Plan Coordinator.
- 4) Checking sticky trap monitors once per month for cockroaches or drain flies. Immediately report these pests and any sightings of rodents or rodent droppings to custodian and marking them in pest log.

#### **6. School Faculty Responsibilities**

School faculty are responsible for:

- 1) Attending annual basic IPM training provided by the IPM Plan Coordinator (or designee).

- 2) Keeping their classrooms and work areas free of clutter.
- 3) Making sure students clean up after themselves when food or drink is consumed in the classroom.
- 4) Reporting pests and pest conducive conditions to the custodian, either orally or via the pest logs.
- 5) Following first steps of protocol for ant management before notifying the custodian (clean up any food the ants are eating, kill visible ants, wipe down area where ants were with soapy water, notify custodian only if ants continue to be found after following these steps).

### **7. School Principal Responsibilities**

The School Principal is responsible for:

- 1) Scheduling time for teachers to receive annual training provided by the IPM Plan Coordinator (or designee).
- 2) Attending annual IPM training for teachers.
- 3) Assuring that teachers keep their rooms clean and free of clutter in accordance with the IPM Plan Coordinator's instructions.
- 4) Assuring that all faculty, administrators, staff, adult, students, and parents receive the annual notice (provided by the IPM Plan Coordinator) of potential pesticide products that could be used on school property as per Section VI.
- 5) Working with the IPM Plan Coordinator to make sure all notifications of pesticide applications reach all faculty, administrators, staff, adults, students, and parents via the Parent Square app. along with notice posted on district's website.
- 6) Assuring that all staff fulfill their role as outlined in the district's IPM plan (reducing pest conducive conditions, participation in monitoring and pest log recording, attendance at IPM training(s), cooperation with the district's IPM Plan Coordinator).

### **B. Monitoring – Reporting – Action Protocol**

Monitoring is the most important requirement of ORS 634.700 – 634.750. It is the backbone of our school district's IPM Program. It provides recent and accurate information to make intelligent and effective pest management decisions. It can be defined as the regular and ongoing inspection of areas where pest problems do or might occur. Information gathered from these inspections is always written down.

As much as possible, monitoring should be incorporated into the daily activities of school staff. Staff training on monitoring should include what to look for and how to record and report the information.

### **1. Three levels of monitoring**

#### Level 1 monitoring (all staff)

Monitoring with no record of observations is not helpful. Recording observed conditions as suggested in Level 2 is preferred.

#### Level 2 monitoring (all staff)

All staff will be trained to improve their “casual observing/looking” to level 2, and to report any pests and pest-conducive conditions they observe. Level 2 monitoring is conducted by faculty, administration, maintenance/construction, kitchen staff, school nurses, etc.

After a brief (15 – 20 minute) training by the IPM Plan Coordinator (or designee) on pests and pest conducive conditions, staff will be expected to report pests or pest conducive conditions they observe during the normal course of their daily work. Reporting will be done by jotting observations down in a Pest Log or reporting them to the custodian for him/her to write them down. Custodial, maintenance, and kitchen staff are expected to set and/or check sticky monitoring traps as per the district’s IPM plan.

#### Level 3 monitoring (Coordinator and Custodial staff)

The IPM Plan Coordinator (or designee) and Custodians will periodically conduct monitoring at level 3. Coordinator and Custodial staff will monitor structures:

- Pest conducive conditions inside and outside the building (structural deterioration, holes that allow pests to enter, conditions that provide pest harborage)
- The level of sanitation inside and out (waste disposal procedures, level of cleanliness inside and out, conditions that supply food and water to pests)
- The amount of pest damage and the number and location of pest signs (rodent droppings, termite shelter tubes, cockroaches caught in sticky traps, etc.)
- Human behaviors that affect the pests (working conditions that make it impossible to close doors or screens, food preparation procedures that provide food for pests, etc.)
- Their own management activities (caulking/sealing, cleaning, setting out traps, treating pests, etc.) and their effects on the pest population.

#### Level 3 monitoring (Grounds staff)

Grounds staff will monitor Turf and Landscape:

- The condition of the plants (vigor and appearance)
- The amount of plant damage

- pH, phosphorus, and potassium levels of turf (soil test every 3-4 years in various locations)
- Kind and abundance of pests (weeds, insects, mites, moles, etc.) as well as natural enemies (ladybugs, spiders, lacewing larvae, syrphid fly larvae, etc.)
- Weather conditions (record any unusually dry, hot, wet, or cold weather in the past few weeks)
- Proper drainage
- Human behaviors that affect the plants or pests (foot traffic that compacts the soil, physical damage to plants caused by people, insistence on having certain plants grow in inappropriate situations, etc.)
- Management activities (pruning, fertilizing, mulching, aeration, treating pests, etc.) and their effects on the plants and the pest population.

## **2. Sticky monitoring traps for insects**

Sticky traps are neither a substitute for pesticides nor an alternative for reducing pest populations, but rather a diagnostic tool to aid in identifying a pest's presence, their reproductive stage, the likely direction pests are coming from, and the number of pests.

All staff will be made aware of the traps and their purpose, so they don't disturb them. Custodians will be responsible for setting them out and checking them once per month (approximately 10 minutes) and replacing them once every four months (approximately 30 minutes). Kitchen staff will be responsible for checking those in the kitchen primarily for cockroaches and drain flies once per week (approximately 4 minutes).

After receiving training in the use of pest monitoring sticky traps by the IPM Plan Coordinator (or designee), custodial staff will be responsible for checking traps placed in pre-determined "pest-vulnerable areas" in the staff room, kitchen, cafeteria monthly, and replacing them as needed. If custodial staff cannot interpret what they find in the monitors, they will contact the IPM Plan Coordinator for assistance.

## **3. Reporting (pests, signs of pests, and conducive conditions)**

When staff observe pests or pest conducive conditions they should jot them down in a Pest Log or report them to the custodian for him/her to write them down.

## **4. Reporting "Pests of Concern"**

"A pest of concern" is a pest determined to be a public health risk or a significant nuisance pest. These include cockroaches (disease vectors, asthma triggers), mice & rats (disease vectors, asthma triggers), yellow jackets (sting can cause anaphylactic shock), cornered nutria, raccoons, cats, dogs, opossums, skunks (they can bite), and bed bugs (significant nuisance pest).

When pests of concern (or their droppings, nests, etc.) are observed, staff should immediately tell the building custodian. The custodian must contact the IPM Plan Coordinator immediately.

## **5. Action**

### **a) Structural**

Any items (such as sealing up holes) that maintenance/construction staff or custodial staff observe (or see on Pest Logs) that they can resolve in less than 15 minutes should be taken care of and this follow up action should be noted in the Pest Log.

Custodial staff will review Pest Logs twice per week. Any items he/she cannot resolve in less than 15 minutes should be marked in order of priority.

Pest Logs will be faxed to the IPM Plan Coordinator once per week. The Coordinator will determine further actions to be taken and when.

If the actions needed are not something the Coordinator can accomplish alone or with minimal assistance, the Coordinator will meet with maintenance/construction and/or the Pest Management Professional (PMP) to develop a protocol and priority list with deadlines for sealing holes, installing external door sweeps, and other pest exclusion or pest management needs. The Coordinator will then generate a work order with a proposed deadline for completion based on the severity of the risk or nuisance.

The Coordinator will monitor the completion of the work order. If the work is not completed by the proposed deadline, the Coordinator will write a follow-up e-mail to maintenance/construction and/or the Pest Management Professional (PMP), with a Cc to the governing body. Upon completion of the work, the Coordinator and the school custodian will be notified.

The Coordinator will keep records of time and money spent managing the pest, including copies of original receipts.

### **Small Ants:**

When staff observe a small number of ants (e.g., under 10 ants) they must:

1. Spend two minutes trying to find out where the ants are coming from.
2. Kill the ants with a paper towel or similar.
3. Remove any food or liquid the ants were eating.
4. Wipe down the area with soapy water or disinfectant to remove pheromone trails.
5. Write down the above in the Pest Log

If the ants come back or there are more than a small number (e.g., under 10 ants) of them:

1. Spend two minutes trying to find out where the ants are coming from.
2. Write down the above in the Pest Log
3. Ask the custodian to come with a vacuum and sealant as soon as he/she is able.

The custodian will:

1. Spend two minutes trying to find out where the ants are coming from.
2. Vacuum up the ants and any food debris nearby (vacuum up a tablespoon of cornstarch to kill most of the ants in the vacuum bag, then put the vacuum bag inside plastic garbage bag, seal it, and dispose of it properly)
3. Seal up the crack or hole where the ants were coming from (do what can be done in less than 15 minutes)
4. Wipe down the area with soapy water or disinfectant to remove pheromone trails.
5. Write down the above in the Pest Log.

To avoid a proliferation of small ants and/or unnecessary applications of pesticides, the routine use of ant baits is not permitted without first:

1. Educating staff on sanitation, monitoring, and exclusion as the primary means to control the ants.
2. Establishing an acceptable pest population density (e.g., 10 ants).
3. Improving sanitation (e.g., cleaning up crumbs and other food sources) and structural remediation (sealing up cracks or holes where the ants are coming from).

#### b) Grounds

When pests on grounds reach a threshold established by the Grounds staff lead and the IPM Plan Coordinator, action will be taken as determined by the Coordinator.

#### **6. Acceptable Thresholds (pest population density levels)**

A threshold is the number of pests that can be tolerated before acting. The acceptable threshold for cockroaches, mice, rats, raccoons, cats, dogs, opossums, skunks, and nutria is 0.

Acceptable thresholds for other pests will be determined by the IPM Plan Coordinator and the governing body.

### **C. Inspections**

#### 1) Routine Inspections

The IPM Plan Coordinator will conduct routine inspections of different schools throughout the year. Site custodians are required to accompany the Coordinator during the inspections. The inspections will typically last one to two hours and will focus on compliance with this plan and an inspection of the kitchen, staff room, and any other place of concern. After each routine inspection the Coordinator will write a one-page report on findings and recommendations. The report will be submitted to the school principal and custodian.

#### 2) Annual Inspections

The IPM Plan Coordinator will conduct annual inspections at individual schools. Site custodians are required to assist the Coordinator with the annual inspection. The annual inspections will be more thorough than the routine inspections and will use the

Annual IPM Inspection Form to guide the inspections. The specific schools to be inspected will be determined by the IPM Plan Coordinator based on a review of the annual number of pest problems and pesticide applications reported in the Annual IPM Report and Annual Report of Pesticide Applications.

**D. Pest Emergencies (see also Section VII. B. below)**

IMPORTANT: If a pest emergency is declared, the area must be evacuated and cordoned off before taking any other steps. When the IPM Plan Coordinator, after consultation with school faculty and administration, determines that the presence of a pest or pests immediately threatens the health or safety of students, staff, faculty members or members of the public using the campus, or the structural integrity of campus facilities, he or she may declare a pest emergency. Examples include (but are not limited to) yellow jackets swarming in areas frequented by children, a nutria in an area frequented by children, a half a dozen mice or rats running through occupied areas of a school building.

**E. Annual IPM Report (completed by IPM Plan Coordinator)**

In January of each year, the IPM Plan Coordinator will provide the governing body and the OSU School IPM Program Coordinator an annual IPM report. The report will include a summary of data gathered from Pest Logs, as well as costs for PMPs and pesticides (including turf and landscape pesticides). Costs for items such as sealants, fixing screens, door sweeps and other items that would not normally be considered part of pest control will not be recorded.

Prevention and management steps taken that proved to be ineffective and led to the decision to make a pesticide application will be copied and pasted or incorporated into the annual report of pesticide applications (see section VII. D)

**VI. REQUIRED TRAINING/EDUCATION**

ORS 634.700 (3) (i) requires staff education “about sanitation, monitoring and inspection and about pest control measures”. All staff should have at least a general review of IPM principles and strategy as outlined in Sections II and III.

**A. IPM Plan Coordinator Training**

ORS 634.720 (2) requires that the IPM Plan Coordinator “shall complete not less than six hours of training each year. The training shall include at least a general review of IPM principles and the requirements of ORS 634.700 to 634.750.”

Content should include health and economic issues associated with pests in schools, exclusion practices, pest identification and biology for common pests, common challenges with monitoring-reporting-action protocols, proper use of sticky monitoring traps for insects, and hands-on training on proper inspection techniques.

Contact your Education Service District or the OSU School IPM Program for information on OSU-approved training courses.

**B. Training for Custodial Staff**

The IPM Plan Coordinator (or a designee of the Coordinator) will train custodial staff at least annually on sanitation, monitoring, inspection, and reporting, and their responsibilities as outlined in Section V. A.

**C. Training for Maintenance and Construction Staff**

The IPM Plan Coordinator (or a designee of the Coordinator) will train maintenance staff at least annually on identifying pest conducive conditions and mechanical control methods (such as door sweeps on external doors and sealing holes under sinks), and their responsibilities as outlined in Section V. A.

**D. Training for Grounds Staff**

The head of grounds staff (or designee) will train grounds staff at least once per year. Each year before the training, the head of grounds staff will meet with the IPM Plan Coordinator to review the annual report of pesticide applications and plan training for all grounds staff. The annual training will review this IPM Plan (especially grounds department responsibilities outlined in Section V.A.) and data from the annual report related to pesticide applications by grounds crew. It will also review the OSU turf management publications EC 1521, EC 1278, EC 1550, EC 1638-E, and PNW 299 (available free online at <http://extension.oregonstate.edu/catalog/>). Grounds staff will also be trained in basic monitoring for common pests on grounds.

**E. Training for Kitchen Staff**

The IPM Plan Coordinator (or a designee of the Coordinator) will train kitchen staff at least once per year on the basic principles of IPM and their responsibilities as outlined in Section V. A.

**F. Training for Faculty and Principal**

The IPM Plan Coordinator (or a designee of the Coordinator) will train faculty and principals at least once per year on the basic principles of IPM and their responsibilities as outlined in Section V. A. These short (15 – 20 minutes) training are arranged by the Coordinator with individual principals when openings in their school Faculty Meeting schedules permit.

**G. Other Training**

Basic training on the principles of IPM and the main points of this IPM Plan should also be provided to school nurses, administrative staff, superintendents, and students. Coaches who use athletic fields should be given an overview of basic monitoring and IPM practices for turf, so they understand key pest problems to look out for and when to report them.

**VII. PESTICIDE APPLICATIONS: REQUIRED NOTIFICATION, POSTING, RECORD KEEPING, AND REPORTING**

Any pesticide application (this includes weed control products, ant baits, and all

professional and over-the-counter products) on school property must be made by a licensed commercial or public pesticide applicator. At the beginning of each school year, all faculty, administrators, staff, adult, students, and parents will be given a list of potential pesticide products that could be used in the event that other pest management measures are ineffective. They will also be informed of the procedures for notification and posting of individual applications, including those for pest emergencies. This information will be provided to all the above via e-mail as well as a hard copy to adult students and parents.

#### **A. Notification and Posting for Non-emergencies**

When prevention or management of pests through other measures proves to be ineffective, the use of a low-risk pesticide is permissible. *Documentation of these measures is a pre-requisite to the approval of any application of a low-risk pesticide. This documentation will remain on file with the IPM Plan Coordinator and at the office of the head custodian where the application takes place.*

No non-emergency pesticide applications may occur in or around a school until after 3:30 PM on a Friday while school is in session, unless the IPM Plan Coordinator authorizes an exception. If the labeling of a pesticide product specifies a reentry time, a pesticide may not be applied to an area of campus where the school expects students to be present before expiration of that reentry time. If the labeling does not specify a reentry time, a pesticide may not be applied to an area of a campus where the school expects students to be present before expiration of a reentry time that the IPM Plan Coordinator determines to be appropriate based on the times at which students would normally be expected to be in the area, area ventilation and whether the area will be cleaned before students are present.

The IPM Plan Coordinator (or a designee of the Coordinator) will give written notice of a proposed pesticide application via the Parent Square app. along with notice posted on district's website at least 24 hours before the application occurs.

The notice must identify the name, trademark or type of pesticide product, the EPA registration number of the product, the expected area of the application, the expected date of application and the reason for the application.

The IPM Plan Coordinator (or a designee of the Coordinator) shall place warning signs around pesticide application areas beginning no later than 24 hours before the application occurs and ending no earlier than 72 hours after the application occurs.

A warning sign must bear the words "Warning: pesticide-treated area" and give the expected or actual date and time for the application, the expected or actual reentry time, and provide the telephone number of a contact person (the person who is to make the application and/or the IPM Plan Coordinator).

#### **B. Notification and Posting for Emergencies**

Important Notes:

- 1) *The IPM Plan Coordinator may not declare the existence of a pest emergency until after consultation with school faculty and administration.*
- 2) *If a pesticide is applied at a campus due to a pest emergency, the Plan Coordinator shall review the IPM plan to determine whether modification of the plan might prevent future pest emergencies, and provide a written report of such to the governing body.*
- 3) *The governing body shall review and take formal action on any recommendations in the report.*

The declaration of the existence of a pest emergency is the only time a non low-impact pesticide may be applied.

If a pest emergency is declared, the area must be evacuated and cordoned off before taking any other steps.

If a pest emergency makes it impracticable to give a pesticide application notice no later than 24 hours before the pesticide application occurs, the IPM Plan Coordinator shall send the notice no later than 24 hours after the application occurs.

The IPM Plan Coordinator or designee shall place notification signs around the area as soon as practicable but no later than at the time the application occurs.

Note: ORS 634.700 also allows the application of a non-low-impact pesticide “by, or at the direction or order of, a public health official”. If this occurs, every effort must be made to comply with notification and posting requirements above.

### **C. Record Keeping of Pesticide Applications**

The IPM Plan Coordinator or designee shall keep a copy of the following pesticide product information on file at the head custodian’s office at the school where the application occurred, and at the office of the IPM Plan Coordinator:

- A copy of the label
- A copy of the MSDS
- The brand name and USEPA registration number of the product
- The approximate amount and concentration of product applied
- The location of the application
- The pest condition that prompted the application
- The type of application and whether the application proved effective
- The pesticide applicator’s license numbers and pesticide trainee or certificate numbers of the person applying the pesticide
- The name(s) of the person(s) applying the pesticide
- The dates on which notices of the application were given
- The dates and times for the placement and removal of warning signs
- Copies of all required notices given, including the dates the IPM Plan Coordinator gave the notices

The above records must be kept on file at the head custodian’s office at the school where the application occurred, and at the office of the IPM Plan Coordinator, for at

least four years following the application date.

#### **D. Annual Report of Pesticide Applications**

In January of each year, the IPM Plan Coordinator will provide the governing body and the OSU School IPM Program Coordinator an annual report of all pesticide applications made the previous year. The report will contain the following for each application:

- The brand name and USEPA registration number of the product applied
- The approximate amount and concentration of product applied
- The location of the application
- The prevention or management steps taken that proved to be ineffective and led to the decision to make a pesticide application
- The type of application and whether the application proved effective

#### **VII. APPROVED LIST OF LOW-IMPACT PESTICIDES**

Note: All pesticides used must be used in strict accordance with label instructions.

According to ORS 634.705 (5), the governing body of a school district shall adopt a list of low-impact pesticides for use with their integrated pest management plan. The governing body may include any product on the list except products that:

- (a) Contain a pesticide product or active ingredient that has the signal words “warning” or “danger” on the label;
- (b) Contain a pesticide product classified as a human carcinogen or probable human carcinogen under the United States Environmental Protection Agency 1986 Guidelines for Carcinogen Risk Assessment; or
- (c) Contain a pesticide product classified as carcinogenic to humans or likely to be carcinogenic to humans under the United States Environmental Protection Agency 2003 Draft Final Guidelines for Carcinogen Risk Assessment.

As a part of pesticide registration under the Federal Insecticide Fungicide and Rodenticide Act (FIFRA) and re-registration required by the Food Quality Protection Act (FQPA), EPA Office of Pesticide Programs (OPP) classifies pesticide active ingredients (a.i.) with regards to their potential to cause cancer in humans. Depending on when a pesticide active ingredient was last evaluated the classification system used may differ as described above.

The National Pesticide Information Center (<http://npic.orst.edu/>) can be contacted at 1.800.858.7378 or [npic@ace.orst.edu](mailto:npic@ace.orst.edu) for assistance in determining a pesticide a.i. cancer classification.

The most current list of approved low-impact pesticides is available website at <https://blogs.oregonstate.edu/schoolipm/pesticides/>

## NORTH WASCO COUNTY SCHOOL DISTRICT

FY 2023 Expenditure Status Report

For the month ending June 30th, 2023

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	\$ 1,119,091	\$37,557,419	\$33,886,421	90.23%	\$34,630,050	\$ 37,557,419	\$35,498,369	\$ 35,850	\$ 35,534,219	94.52%	\$ (1,611,948)	\$ 214,922
210 - FEDERAL PROGRAMS	\$ 39,546	\$ 9,218,551	\$ 7,181,874	77.91%	\$ 7,353,050	\$ 9,218,551	\$ 7,353,052	\$ -	\$ 7,353,052	79.76%	\$ (171,178)	\$ 39,544
220 - STATE GRANTS	\$ 74,106	\$ 5,253,539	\$ 4,058,069	77.24%	\$ 4,255,495	\$ 5,253,539	\$ 4,179,732	\$ -	\$ 4,179,732	79.56%	\$ (121,663)	\$ 149,869
230 - LOCAL GRANT PROGRAMS	\$ 121,143	\$ 727,586	\$ 853,762	117.34%	\$ 853,761	\$ 727,586	\$ 654,461	\$ 236	\$ 654,697	89.95%	\$ 199,301	\$ 320,207
240 - VOCATIONAL EDUCATION FUND	\$ 45,905	\$ 49,009	\$ 66,527	135.74%	\$ 66,527	\$ 49,009	\$ 48,849	\$ -	\$ 48,849	99.67%	\$ 17,678	\$ 63,583
242 - ENTERPRISE ZONE PROJ FUND	\$ 91,375	\$ 442,000	\$ 240,000	54.30%	\$ 240,000	\$ 442,000	\$ 105,441	\$ 17,794	\$ 123,235	23.86%	\$ 134,559	\$ 208,140
250 - NUTRITION SERVICES	\$ 281,689	\$ 1,512,823	\$ 1,488,107	98.37%	\$ 1,595,606	\$ 1,512,823	\$ 1,539,903	\$ 33	\$ 1,539,936	101.79%	\$ (51,796)	\$ 337,359
285 - TECHNOLOGY & EQUIPMENT	\$ 112,836	\$ 176,031	\$ 100,231	56.94%	\$ 100,231	\$ 176,031	\$ 169,699	\$ -	\$ 169,699	96.40%	\$ (69,468)	\$ 43,368
290 - STUDENT BODY ACCOUNT	\$ 361,923	\$ 515,481	\$ 201,359	39.06%	\$ 201,359	\$ 515,481	\$ 108,768	\$ -	\$ 108,768	21.10%	\$ 92,591	\$ 454,514
292 - TEXTBOOK REPLACEMENT FUND	\$ 433,559	\$ 1,135,880	\$ 386,272	34.01%	\$ 386,272	\$ 1,135,880	\$ 536,487	\$ -	\$ 536,487	47.23%	\$ (150,215)	\$ 283,344
295 - BUS REPLACEMENT	\$ 89,120	\$ 755,286	\$ 554,751	73.45%	\$ 554,751	\$ 755,286	\$ 610,775	\$ -	\$ 610,775	80.87%	\$ (56,024)	\$ 33,096
298 - VEHICLE REPLACEMENT	\$ 65,399	\$ 56,100	\$ 2,685	4.79%	\$ 2,685	\$ 56,100	\$ 43,585	\$ -	\$ 43,585	77.69%	\$ (40,900)	\$ 24,499
303 - OSBA PERS BONDS	\$ 98	\$ 1,837,230	\$ 1,837,131	99.99%	\$ 1,837,131	\$ 1,837,230	\$ 1,837,230	\$ -	\$ 1,837,230	100.00%	\$ (99)	\$ (1)
304 - FULL FAITH & CREDIT OBLIG	\$ 15,654	\$ 379,363	\$ 379,363	100.00%	\$ 379,363	\$ 379,363	\$ 379,363	\$ -	\$ 379,363	100.00%	\$ -	\$ 15,654
401 - CAPITAL PROJECTS	\$ 24,158	\$ 151,000	\$ 53,966	0.00%	\$ 58,871	\$ 151,000	\$ -	\$ -	\$ -	0.00%	\$ 53,966	\$ 83,029
<b>Total All Funds</b>	<b>\$ 2,875,602</b>	<b>\$59,767,298</b>	<b>\$51,290,518</b>	<b>85.82%</b>	<b>\$52,515,152</b>	<b>\$ 59,767,298</b>	<b>\$53,065,714</b>	<b>\$ 53,913</b>	<b>\$ 53,119,627</b>	<b>88.79%</b>	<b>\$ (1,775,196)</b>	<b>\$ 2,271,127</b>

# NORTH WASCO COUNTY SCHOOL DISTRICT

## FY 2023 Expenditure Status Report For the month ending June 30th, 2023

DESCRIPTION	Budget	Year to Date	Encumbrances	Balance	% Budget Expended
<b>100 General Fund</b>					
1000 - Instruction	21,596,297	20,405,527	20,100	1,170,670	94.49%
2000 - Support Services	14,589,358	14,222,842	15,750	350,766	97.49%
5000 - Debt Service & Fund Transfers	870,000	870,000	-	-	100.00%
6000 - Contingency	-	-	-	-	0.00%
7000 - Unappropriated Ending Fund Balance	501,764	-	-	501,764	0.00%
<b>Totals</b>	<b>37,557,419</b>	<b>35,498,369</b>	<b>35,850</b>	<b>2,023,200</b>	<b>94.52%</b>
<b>210 - Federal Programs Fund</b>					
1000 - Instruction	5,322,792	5,123,401	-	199,391	96.25%
2000 - Support Services	1,812,396	2,035,365	-	(222,969)	112.30%
3000 - Enterprise & Community Services	81,075	82,458	-	(1,383)	101.71%
4000 - Capital Outlay	126,757	111,828	-	14,929	88.22%
7000 - Unappropriated Ending Fund Balance	1,875,531	-	-	1,875,531	0.00%
<b>Totals</b>	<b>9,218,551</b>	<b>7,353,052</b>	<b>-</b>	<b>1,865,499</b>	<b>79.76%</b>
<b>220 - State Grant Funds</b>					
1000 - Instruction	3,048,881	2,533,001	-	515,880	83.08%
2000 - Support Services	2,029,658	1,586,228	-	443,430	78.15%
3000 - Enterprise & Community Services	70,000	57,603	-	12,397	82.29%
4000 - Capital Outlay	5,000	2,900	-	2,100	0.00%
7000 - Unappropriated Ending Fund Balance	100,000	-	-	100,000	0.00%
<b>Totals</b>	<b>5,253,539</b>	<b>4,179,732</b>	<b>-</b>	<b>1,073,807</b>	<b>79.56%</b>
<b>230 - Local Grants</b>					
1000 - Instruction	53,300	9,696	-	43,604	18.19%
2000 - Support Services	78,045	58,596	-	19,449	75.08%
3000 - Enterprise & Community Services	596,241	586,169	236	9,836	98.31%
<b>Totals</b>	<b>727,586</b>	<b>654,461</b>	<b>236</b>	<b>72,889</b>	<b>89.95%</b>

DESCRIPTION	Budget	Year to Date	Encumbrances	Balance	% Budget Expended
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**240 - Vocational Education Fund**

1000 - Instruction	49,009	48,849	-	160	99.67%
<b>Totals</b>	<b>49,009</b>	<b>48,849</b>	<b>-</b>	<b>160</b>	<b>99.67%</b>

**242 - Enterprise Zone Funds**

1000 - Instruction	-	14,905	-	(14,905)	0.00%
2000 - Support Services	382,000	52,984	17,794	311,222	13.87%
4000 - Capital Outlay	60,000	37,552	-	22,448	0.00%
<b>Totals</b>	<b>442,000</b>	<b>105,441</b>	<b>17,794</b>	<b>318,765</b>	<b>23.86%</b>

**250 Nutrition Services Fund**

3000 - Enterprise & Community Services	1,512,823	1,539,903	33	(27,113)	101.79%
<b>Totals</b>	<b>1,512,823</b>	<b>1,539,903</b>	<b>33</b>	<b>(27,113)</b>	<b>101.79%</b>

**285 Technology Fund**

2000 - Support Services	176,031	169,699	-	6,332	96.40%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%
<b>Totals</b>	<b>176,031</b>	<b>169,699</b>	<b>-</b>	<b>6,332</b>	<b>96.40%</b>

**290 - Student Body Funds**

1000 - Instruction	280,000	106,928	-	173,072	38.19%
2000 - Support Services	6,250	1,840	-	4,410	29.44%
7000 - Unappropriated Ending Fund Balance	229,231	-	-	229,231	0.00%
<b>Totals</b>	<b>515,481</b>	<b>108,768</b>	<b>-</b>	<b>406,713</b>	<b>21.10%</b>

**292 - Textbook Replacement Fund**

1000 - Instruction	755,000	536,487	-	218,513	71.06%
2000 - Support Services	-	-	-	-	0.00%
7000 - Unappropriated Ending Fund Balance	380,880	-	-	380,880	0.00%
<b>Totals</b>	<b>1,135,880</b>	<b>536,487</b>	<b>-</b>	<b>599,393</b>	<b>47.23%</b>

**295 - Bus Replacement Fund**

2000 - Support Services	590,718	446,634	-	144,084	75.61%
3000 - Enterprise & Community Services	164,568	164,141	-	427	99.74%
<b>Totals</b>	<b>755,286</b>	<b>610,775</b>	<b>-</b>	<b>144,511</b>	<b>80.87%</b>

**298 - Vehicle Replacement Fund**

2000 - Support Services	56,100	43,585	-	12,515	77.69%
<b>Totals</b>	<b>56,100</b>	<b>43,585</b>	<b>-</b>	<b>12,515</b>	<b>77.69%</b>

DESCRIPTION	Budget	Year to Date	Encumbrances	Balance	% Budget Expended
<b>303 - OSBA PERS Bonds</b>					
5000 - Debt Service & Fund Transfers	1,837,230	1,837,230	-	-	100.00%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%
<b>Totals</b>	<b>1,837,230</b>	<b>1,837,230</b>	<b>-</b>	<b>-</b>	<b>100.00%</b>
<b>304 - Full Faith &amp; Credit Obligation</b>					
5000 - Debt Service & Fund Transfers	379,363	379,363	-	-	100.00%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%
<b>Totals</b>	<b>379,363</b>	<b>379,363</b>	<b>-</b>	<b>-</b>	<b>100.00%</b>
<b>401 - Capital Improvements</b>					
2000 - Support Services	91,000	-	-	91,000	0.00%
4000 - Capital Outlay	60,000	-	-	60,000	0.00%
<b>Totals</b>	<b>151,000</b>	<b>-</b>	<b>-</b>	<b>151,000</b>	<b>0.00%</b>
<b>Total All Funds</b>	<b>59,767,298</b>	<b>53,065,714</b>	<b>53,913</b>	<b>6,647,671</b>	<b>88.79%</b>

## NORTH WASCO COUNTY SCHOOL DISTRICT

FY 2023 Expenditure Status Report

For the month ending June 30th, 2023

Balance Sheet	General Fund	State Special Revenues	Nutrition Services	Technology Fund	Student Body Funds**	Replacement Funds	Debt Service Funds	Capital Projects	District Fund Totals	**Totals
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ASSETS:										
Cash & Investments	2,840,540	(1,217,166)	230,959	43,368	454,514	246,420	15,654	78,124	2,237,899	<b>2,692,413</b>
Accounts Receivable	1,549,695	1,663,308	-			94,520			3,307,523	<b>3,307,523</b>
Inventory/Prepaid expense	391,198	-	8,544						399,742	<b>399,742</b>
<b>Total Assets</b>	<b>4,781,433</b>	<b>446,142</b>	<b>239,503</b>	<b>43,368</b>	<b>454,514</b>	<b>340,940</b>	<b>15,654</b>	<b>78,124</b>	<b>5,945,164</b>	<b>6,399,678</b>

LIABILITIES:										
Accounts Payable	36,868	15,370	-	-		-			52,238	<b>52,238</b>
Payroll Liabilities	4,077,669	-	-						4,077,669	<b>4,077,669</b>
Deferred Revenue	416,123	-	9,610						425,733	<b>425,733</b>
<b>Total Liabilities</b>	<b>4,530,660</b>	<b>15,370</b>	<b>9,610</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,555,640</b>	<b>4,555,640</b>

FUND BALANCE:										
<b>Total Fund Balance</b>	<b>250,773</b>	<b>430,772</b>	<b>229,893</b>	<b>43,368</b>	<b>454,514</b>	<b>340,940</b>	<b>15,654</b>	<b>78,124</b>	<b>1,389,524</b>	<b>1,844,038</b>

Revenues & Expenditures: 2022-23 Year to Date										
Beginning Fund Balance	1,119,091	372,075	281,689	112,836	361,923	588,078	15,752	24,158	2,513,679	<b>2,875,602</b>
Year to Date Revenues	34,630,050	12,400,232	1,488,107	100,231	201,359	943,709	2,216,494	53,966	51,832,789	<b>52,034,148</b>
Year to Date Expenditures	35,498,368	12,341,535	1,539,903	169,699	108,768	1,190,847	2,216,592	-	52,956,944	<b>53,065,712</b>
Year to Date Net Income (Loss)	<b>(868,318)</b>	<b>58,697</b>	<b>(51,796)</b>	<b>(69,468)</b>	<b>92,591</b>	<b>(247,138)</b>	<b>(98)</b>	<b>53,966</b>	<b>(1,124,155)</b>	<b>(1,031,564)</b>
<b>Ending Fund Balance</b>	<b>250,773</b>	<b>430,772</b>	<b>229,893</b>	<b>43,368</b>	<b>454,514</b>	<b>340,940</b>	<b>15,654</b>	<b>78,124</b>	<b>1,389,524</b>	<b>1,844,038</b>

**NORTH WASCO COUNTY SCHOOL DISTRICT**

**Federal Relief Funds**

For the month ending June 30th, 2023

<b>ESSER (CARES Act)</b>		<b>\$760,676.15</b>	<b>Period: 03/13/2020 - 09/30/2022</b>			
<b>ACCOUNT TITLE</b>	<b>Budget</b>	<b>FY 2021 Expenditures</b>	<b>FY 2022 Budgeted</b>	<b>Total</b>	<b>Balance</b>	
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	
<b>Totals</b>	<b>\$760,676.15</b>	<b>\$760,676.15</b>	<b>\$0.00</b>	<b>\$760,676.15</b>	<b>\$0.00</b>	

<b>ESSER (CARES CDL GEER Funds)</b>		<b>\$166,339.42</b>	<b>Period: 07/01/2020 - 04/31/2021</b>		
<b>ACCOUNT TITLE</b>	<b>Budget</b>	<b>FY 2021 Expenditures</b>	<b>Total</b>	<b>Balance</b>	
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	
<b>Totals</b>	<b>\$166,339.42</b>	<b>\$166,339.42</b>	<b>\$166,339.42</b>	<b>\$0.00</b>	

<b>ESSER II (CRRSA) Funds</b>		<b>\$2,988,063.00</b>	<b>Period: 03/13/2020 - 09/30/2023</b>				
<b>ACCOUNT TITLE</b>	<b>Budget</b>	<b>FY 2021 Expenditures</b>	<b>FY 2022 Expended</b>	<b>FY 2023 Budgeted</b>	<b>FY 2023 Expended</b>	<b>Total</b>	<b>FY 2024 - 2025 Balance</b>
ESSER 2 District	\$2,791,630.40					\$0.00	\$2,791,630
Staffing			\$370,741		\$66,422	\$437,163.00	(\$437,163)
APU /Fans		\$208,570.10	\$102,943			\$311,513.10	(\$311,513)
Communications to Family/Parents		\$3,487.50				\$3,487.50	(\$3,488)
PPE - Dividers, masks, ect		\$9,638.35	\$53,743		\$25,875	\$89,256.35	(\$89,256)
*Student Technology (Chromebook, Acellus, ect)		\$289,619.53	\$952,372		\$307,973	\$1,549,964.53	(\$1,549,965)
Band Supply Students			\$62,481		\$12,880	\$75,361.00	(\$75,361)
Portables, Miscellaneous COVID Items		\$21,934.00	\$121,124			\$143,058.00	(\$143,058)
Professional Development						\$0.00	\$0
Food Service/Cafeteria Items			\$51,225			\$51,225.00	(\$51,225)
Expanded Health Services			\$37,800			\$37,800.00	(\$37,800)
Transportation Program			\$8,436		\$3,627.14	\$12,063.14	(\$12,063)
Indirects		\$15,090.96	\$51,625		\$14,023	\$80,738.96	(\$80,739)
ESSER 2 Mosier	\$196,432.87		\$93,778		\$102,654	\$196,432.00	\$1
ESSER 2 Riverbend						\$0.00	\$0
ESSER 2 JDEP Funds	\$40,000.00		\$6,110		\$67	\$6,177.00	\$33,823
<b>Totals</b>	<b>\$3,028,063.27</b>	<b>\$548,340.44</b>	<b>\$1,912,378</b>	<b>\$0</b>	<b>\$533,521</b>	<b>\$2,994,240</b>	<b>\$33,823</b>

Balance

<b>ESSER III (ARP Act) Funds</b>		<b>\$6,710,765.64</b>	<b>Period: 03/13/2020 - 09/30/2024</b>					
<b>ACCOUNT TITLE</b>	<b>Budget</b>	<b>FY 2021 Expenditures</b>	<b>FY 2022 Expended</b>	<b>FY 2023 Budgeted</b>	<b>FY 2023 Expended</b>	<b>FY 2024 Budgeted</b>	<b>Total</b>	<b>FY 2024 - 2025 Balance</b>
ESSER 3 District	\$6,274,002.61						\$0	\$6,274,003
Staffing					\$3,054,003	\$1,175,938	\$4,229,941	(\$4,229,941)
Technology/Distance Learning					\$206,336	\$75,000	\$281,336	(\$281,336)
Summer Programs		\$23,127.16	\$140,983		\$100,988		\$265,098	(\$265,098)
Summer Program - Refrigerated Van			\$11,531		\$65,289		\$76,820	(\$76,820)
Learning Loss - Innovations					\$919,474		\$919,474	(\$919,474)
TDHS Pavilion/Maintenance			\$109,905		\$111,828		\$221,733	(\$221,733)
Supplies/Maintenance					\$170,681		\$170,681	(\$170,681)
Health Services					\$87,442		\$87,442	(\$87,442)
Indirects			\$7,295		\$14,183		\$21,478	(\$21,478)
ESSER 3 Mosier	\$441,469.73				\$15,660	\$425,810	\$441,470	\$0
ESSER 3 Riverbend							\$0	\$0
<b>Totals</b>	<b>\$6,715,472</b>	<b>\$23,127</b>	<b>\$269,714</b>	<b>\$0</b>	<b>\$4,745,884</b>	<b>\$1,676,748</b>	<b>\$6,715,473</b>	<b>\$0</b>

<b>Totals</b>	<b>\$10,670,550.84</b>	<b>\$1,498,483.01</b>	<b>\$2,182,092</b>	<b>\$0</b>	<b>\$5,279,405</b>	<b>\$1,676,748</b>	<b>\$10,636,729</b>	<b>\$33,823</b>
	Total Grant Budget	FY 2021 Expenditures	FY 22 Expenditures	FY 2023 Budget	FY 2023 Expended	FY 2024 Budget	Total Expended	Balance of District Funds



# North Wasco County School District

## School Year 2022 – 2023, June Financial Summary

### FY 2023:

Currently, overall district fund balances are \$1.1 million. See the detail below:

Fund	General Fund	State Special Revenues	Nutrition Services	Technology Fund	Replacement Funds	Debt Service Funds	Capital Projects	District Fund Totals
Fund Balance	250,773	430,772	229,893	43,368	340,940	15,654	78,124	1,389,524

As the district heads into wrapping up the fiscal year, the general fund ending fund balance is lower than originally expected. These numbers account for an additional \$700K in revenue that has not been booked yet. Since the district is on a modified accrual basis, the funds will be accrued when there is final confirmation of the amounts. The outstanding items include county payments of more than \$500,000 between federal forest fees, local property taxes, county school funds, and possible ancillary tax payments. The district is also waiting for funds from the ESD flow through and E-rate firm. Those funds are all anticipated by the first part of August so the next report will be reflective of the expected ending fund balance.

Keep in mind the general fund ended up receiving \$3 million less than anticipated. This resulted in needing to use more ESSER III funds than originally expected and a lower ending fund balance. The expected general fund balance is \$200,000. (Please refer to the financial report FY 2023 Expenditure Status Report.)

Here is a general fund summary from the rollup report. To date, the district has expended more in general fund than revenues received. This will directly relate to next year’s budgeting and mitigating any areas the district expanded using ESSER funds. Those expenses are no longer sustainable, and the district will need to be fiscally prudent and more restrictive this year.

Beginning Fund Balance	\$1,119,091
Budgeted Revenue	\$37,557,419
Revenue Collected YTD	\$33,886,421
% Collected	90.23%
Projected Revenue	\$34,630,050
Total Budget	\$37,557,419
Expended YTD	\$35,498,369
Encumbered	\$35,850
Projected Expenditures	\$35,534,219
% of Budget Expended	94.52%
<b>Revenue - Expenditures YTD</b>	<b>(\$1,611,948)</b>
Projected Ending Fund Balance	\$214,922

Please pay attention to the ESSER report included in the financial reports. This will demonstrate how the pandemic relief funds are being used. The district has approximately \$1.6 million, including an amount for Mosier Community School, in ESSER III funds to use for next year. The original budget was \$3 million.

In addition to the items listed above, the district was informed the auditing firm used in the past does not have sufficient staff to keep completing the school district audit. The district reached out to several state approved audit firms and finally did find a firm who is willing and able to complete the FY 2023. With a new auditor comes a wealth of new opportunities and challenges. Auditors do have some discretion on how to interpret some areas and what are the most important audit areas. This audit will likely bring out a new list of concerns that were not explored or not reviewed for the past several audits. This is quite an undertaking for the business office staff, and I look forward to the challenge.

### **Other Updates:**

The district applied for a \$3.7 million Renew America Schools Grant, however; there were many applications, and the district's application was not funded. We will continue to explore this funding and any other sources that will help improve our facilities. Mosier Community School also applied and did receive funding for their application. This is great news for them!

The facilities team has several projects in the work this summer. Dry Hollow Elementary will have a fence around the school which will help with security concerns and keep students safer in a closed area away from traffic. Chenoweth Elementary will have some classroom changes to accommodate an additional learning program targeted to help students with social emotional learning and self-regulation.

The nutrition program will have a different structure by the end of December. This school year is the last contracted with a private provider. The district will either need to bid the contract out or become self-operating. After more analysis and discussion with other districts, the district will be self-operating no later than December 2023. This is most challenging for the business office because of the procurement process change. In addition, the district is due for an administrative review with ODE. However, ODE staff will come and assist the district with the transition to help ensure we have all the proper documentation and necessary information for the long-term viability of the program. As of this report date, the Nutrition Director position is posted, and we anticipate hiring a new director soon. There will be an overlap of services between the provider and the district staff. There are pros and cons to each set up. The hope is having more control over the menu and overall administration of the program will lead to increased meal participation rates. It is likely being self-operating will cost more. As a CEP school district, where we offer free meals to all students, the increased meal participation would fund the possible increased costs.

As a closing item, if any board members or the public are interested in participating in being part of a newly and soon to be formed finance committee, please let me know. The goal is to convene a group and meet three times a year, not including the budget committee meetings.

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

# North Wasco County School District 21

**NEW POLICY**  
*2nd Reading & Adoption*  
*No changes from 1<sup>st</sup> Reading*

Code: BBBA  
Adopted: 7/27/23

## Board Member Qualifications

A person is eligible to serve as a Board member if the person is a qualified elector<sup>1</sup> of the district and has been a resident within the district for one year immediately preceding the election or appointment. If the district and the position sought is one elected or nominated by zone, the person must also reside in the zone from which the person is nominated except as authorized by law.

A person who is an employee of the district is not eligible to serve as a Board member while so employed. A person who is an employee of a public charter school may not serve as a member of the Board of the district in which the public charter school that employs the person is located.

END OF POLICY

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### Legal Reference(s):

[ORS 247.002](#)  
[ORS 247.035](#)  
[ORS 249.013](#)  
[ORS 332.016](#)  
[ORS 332.018](#)  
[ORS 332.030](#)  
[ORS 332.124](#)  
[ORS 332.12](#)

OREGON CONSTITUTION, ARTICLE II, Section 2

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<sup>1</sup> “Elector” means an individual qualified to vote under Article II, section 2, [Oregon Constitution](#).



# North Wasco County School District 21

*2nd Reading & Adoption*  
*No changes from 1<sup>st</sup> Reading*

Code: BCE/BCF  
Adopted: 11/19/20

## Board Committees

In an ongoing effort to increase communication with the public and to provide for community involvement, the Board may appoint advisory committees which include community members to consider matters of districtwide importance.

The Board may appoint special committees of citizens, staff and/or Board members for specific purposes to serve until their assignment is completed. This can include the entire Board meeting as a committee-of-the-whole; standing sub committees; ad hoc committees and advisory committees. Committee assignments for standing sub committees will be made at the Board's organizational meeting.

Except as specifically provided by the Board, advisory committees will cease to function when their reports have been received by the Board or when the purposes for which they were established have been accomplished.

### General Guidance

Committee recommendations will be made directly to the Board. Recommendations from such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters. Committee recommendations and reports will become an official part of Board minutes.

All meetings of Board committees shall follow all public meeting laws. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chair. Committee meetings may be called by the Board chair or the committee chair.

The composition of committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. When requested **and approved** by the Board, appointment of staff members, when appropriate, will be made by the superintendent.

*The Board may be represented on lay and professional committees that serve the Board in an advisory capacity, with specific Board members appointed by the chair, but normally such Board members will function as ex-officio members of the committees.*

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility;
2. The resources the Board will provide;

3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive a committee report(s).

### **Educational Equity Advisory Committee<sup>1,2</sup>**

The duties of the district's educational equity advisory committee shall include:

1. Advising the Board about the educational equity impacts of policy decisions;
2. Advising the superintendent about the educational equity impacts of policy decisions; and
3. Informing the Board and superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the Board and superintendent on how best to handle that situation.

The educational equity advisory committee may prepare an annual report that:

1. Contains the following information:
  - a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
  - b. Recommendations the committee made to the Board and superintendent, and the actions that were taken in response to those recommendation; and
  - c. Any other information required by the State Board of Education.
2. Is made available by being:
  - a. Distributed to parents of district students;
  - b. Posted on the district's website;
  - c. Presented to the Board in at a board meeting with adequate opportunity for public comment; and
  - d. Sent to the State Board of Education.

The educational equity advisory committee shall be appointed by the Board and superintendent and must be composed of parents, employees, students and community members from the district. For the purposes of selecting members, the Board and superintendent:

1. Shall solicit name of possible members from the community;
2. Must ensure that membership is primarily representative of underserved student groups;

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<sup>1</sup> District with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025.

<sup>2</sup> Additional information on the formation, membership and responsibility of the committee can be found in OAR 581-022-2307.

3. May not exclude members based on immigration status; and
4. Must comply with any other requirements established by the State Board of Education.
5. A member of the educational equity advisory committee will also serve on the school district budget committee.<sup>3</sup>

### **Committee of the Whole**

The Board meets as one body for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. This is a non-voting meeting.

### **Standing Subcommittees**

This Board-directed committee exists in perpetuity to advise the Board on important governance matters. These are long term committees which assist the Board in doing policy work efficiently and effectively; provides opportunity to conduct more thorough research and consideration of information prior to decision making; provides an opportunity to dialog with invited staff and community members on specific topics as directed by the Board. A staff member will be assigned to support the committee.

### **Ad Hoc Committees**

This Board member only committee exists for a specific project, and is of limited duration. It is used to research and report on recommendations on a narrow set of issues/topics. This committee may interface with district staff but will not typically interface with the public.

### **Advisory Committees**

These advisory committees act as a sounding board for community opinion and provide an opportunity to gain community wide understanding and support on matters of districtwide importance and make recommendations to the Board. The Board appoints this committee but is not a member of this committee. Board members shall act as a resource consultant and/or as an observer and do not speak on behalf of the Board.

### **Liaison to Nondistrict and District Committees**

Individual Board members are assigned as a representative of the Board to another external body, group, organization or other entity. Board members may be asked to attend internal administrative/operational meetings as an observer to gain individual understanding of operations and systems. Board members shall act as resource consultant and/or observer. They do not speak on behalf of the Board.

END OF POLICY

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### **Legal Reference(s):**

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<sup>3</sup> The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-school board member vacancy on the budget committee.

[ORS 192.610 to -192.690](#)

[ORS 332.045](#)

[ORS 332.105](#)

# North Wasco County School District 21

Code: CBC  
Adopted:

**NEW POLICY**  
*2<sup>nd</sup> Reading & Adoption*  
*Language highlighted in YELLOW  
must be decided as part of  
adoption*

## Superintendent’s Contract

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment such as compensation, benefits and other conditions. The Board may not issue a contract that includes terms which direct the superintendent<sup>1</sup> to take any action that conflicts with a local, state or federal law<sup>2</sup> that applies to the district<sup>3</sup>, or which allows the Board to take an adverse employment action against the superintendent for complying with such laws. Contracts shall not be issued for more than three years in duration. The contract shall automatically expire at the end of its term. The Board may elect to issue a subsequent contract at any time for up to three years.

The compensation and benefits for the position of superintendent will be fixed by the Board and based upon the responsibilities required of the superintendent in performing their duties. The Board may not enter into an employment contract that contains provisions that expressly obligate the district to compensate the superintendent for work that is not performed.

Provisions for termination of the superintendent’s employment, either by the Board or the superintendent, will also be set forth in the superintendent’s employment contract. The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision.

[The district may provide health benefits for a superintendent that is no longer employed by the district until the superintendent:

1. Reaches 65 years of age; or
2. Finds new employment that provides health benefits.]

For a period of one year after termination of the contract, the superintendent may not:

1. Purchase property or surplus property owned by the district or public charter school; or
2. Use property owned by the district or public charter school in a manner other than the manner permitted for the general public.

END OF POLICY

<sup>1</sup> The term “superintendent” includes an interim superintendent.

<sup>2</sup> “Local, state or federal law” means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

<sup>3</sup> Also includes taking any action that conflicts with law that applies to education services districts.

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**Legal Reference(s):**

[ORS 332.432](#)  
[ORS 332.505](#)

[ORS 342.549](#)  
[ORS 342.815](#)

[OAR 584-005-0005\(51\)](#)

Senate OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.

# North Wasco County School District 21

Code: GCAA  
Adopted: 12/9/99  
Revised/Readopted: 3/31/04; 4/13/17

## Standards for Competent and Ethical Performance of Oregon Educators

### Application of Rules

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

### Definitions

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

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

4. “Ethical”: Conforming to the professional standards of conduct set forth in these rules;

~~5. “Sexual conduct”: Includes:~~

- ~~a. The intentional touching of the breast or sexual or other intimate parts of a student;~~
- ~~b. Causing, encouraging or permitting a student to touch the breast or sexual or other intimate parts of the educator; or~~
- ~~c. Sexual advances and verbal or physical conduct of a sexual nature and directed toward a student;~~
- ~~d. Verbal or physical conduct of a sexual nature when directed toward a student or when such conduct has the effect of unreasonably interfering with a student’s educational performance or creates an intimidating, hostile or offensive educational environment; or~~
- ~~e. Verbal or physical conduct which has the effect of unreasonably interfering with a student’s educational performance or creates an intimidating, hostile or offensive educational environment.~~

65. “Sexual conduct: means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student that are:

- a. Sexual advances or requests for sexual favors directed toward the student; or
- b. Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student’s educational performance, or of creating an intimidating or hostile educational environment.

“Sexual conduct” does not include:

- a. Touching or other physical contact:
  - (1) That is necessitated by the nature of the district employee’s job duties or by the services required to be provided by the contractor, agent, or volunteer; and
  - (2) For which there is no sexual intent.
- b. Verbal, written or electronic communications that are provided as party of an education program that meets the state educational standards or a policy approved by the Board
- c. Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:
  - (1) Arise out of a consensual relationship between students;
  - (2) Do not create an intimidating or hostile educational environment; and
  - (3) Are not prohibited by law, any policies of the district or any applicable employment agreements.

7.6. “Sexual harassment”: Any unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
- b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- c. Such conduct unreasonably interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.

~~8.7. “Teacher”: Any person who holds a teacher’s license as provided in [ORS 342.125 Oregon Revised Statutes](#) or is registered to teach by TSPC.~~

8. “Student”: means any person who is:

- a. In any grade from kindergarten through grade 12; or
- b. Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institute of education; or
- c. Who is previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

### **The Competent Educator**

The teacher or administrator demonstrates a commitment to:

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

### **Curriculum and Instruction**

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the

acquisition of knowledge and understanding and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

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

The competent administrator demonstrates:

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

## **Supervision and Evaluation**

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

The competent teacher demonstrates:

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

## 5. Skill in differentiating instruction.

The competent administrator demonstrates:

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

## Management Skills

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

The competent teacher demonstrates skills in:

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

The competent administrator demonstrates:

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

## Human Relations and Communications

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

The competent teacher demonstrates:

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

The competent administrator demonstrates:

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

### **The Ethical Educator**

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

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

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

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

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

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

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

END OF POLICY

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**Legal Reference(s):**

OAR 584-020-0000 to -0035

# North Wasco County School District 21

*2<sup>nd</sup> Reading & Adoption*

*No changes made from 1<sup>st</sup> Reading*

Code: GCQB  
Adopted: 12/19/96  
Revised/Readopted: 3/31/04; 4/13/17; 7/27/23

## Research

~~District staff Licensed personnel shall be~~ are encouraged to participate in research for the development and improvement of education. ~~and experimentation in the interests of the development and improvement of education. If an employee plans~~ Staff who propose to engage in a research, e.g., study toward advanced work or for use in classroom instruction, using district resources or students will submit a proposal to the superintendent for approval prior to commencing such research. ~~project, either for study towards advanced work or for use in classroom instruction, details should be made known and approved by the building principal. If such a~~ approved, and the study results in material or practices which would ~~may~~ be useful to other district staff, employees, such will be reviewed by the superintendent and may be ~~it is recommended that it be made available for distribution throughout the district as determined by the~~ superintendent. For the protection of all concerned, the privacy rights of students or other individuals involved in research projects such research must be protected.

Research which is conducted by or for a nondistrict ~~employee~~ individual or organization must be approved by the superintendent or designee.

END OF POLICY

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### Legal Reference(s):

ORS 332.107

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2022).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2022).