

## Regular Meeting

Thursday, June 20, 2024 6:00 PM

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

1. **Call the Executive Session to order pursuant to:**
  - **ORS 192.660(2)(d): *To conduct deliberations with persons designated to carry on labor negotiations.*****Presenter:** David Jones, Chair
2. **Adjourn Executive Session**  
**Presenter:** David Jones, Chair
3. **Call the Budget Hearing to Order and Pledge of Allegiance**  
**Presenter:** David Jones, Chair
- 3.a. **Public Comment on the FY 2024-2025 Budget Document**
4. **Adjourn the Budget Hearing**
5. **Call the Supplemental Budget Hearing to Order**
- 5.a. **Public Comment on the Supplemental Budget**
6. **Adjourn the Supplemental Budget Hearing**
7. **Call the School Board Meeting to Order**  
**Presenter:** David Jones, Chair
8. **Review / Revision of the Agenda**
9. **District Mission / Vision Statement / Values**
10. **Consent Agenda**
- 10.a. **School Board Meeting Minutes from the May 23rd, 2024 School Board Meeting.**
- 10.b. **Personnel Report**
11. **Board Action Calendar - Review**
12. **Student Representatives to the Board - Report:**
- 12.a. ***Thank you to [Yamari Santillan-Guzman](#) and [Kaleb Blaylock](#) for their time, efforts and dedication as Student Representatives to the School Board for the 2023-2024 school year.***  
  
***We welcome to the position of Student Representatives to the School Board for the 2024-2025 school year: [Nancy Diaz Sanchez](#) and [Kylee Rose](#)!***
13. **School Board Sub Committee Reports**
14. **Staff Reports:**
15. **New Business:**

15.a. Presentations / Reports:

15.a.1. Mosier Community School Annual Report **Presenter:** Michelle Dawkins, Executive Director

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

15.a.2.a. Action Item: Approve the Special Education Review Audit as presented. **Presenter:** Amy Hampton, Director of Students Services

15.a.2.b. Nutrition Services Annual Report **Presenter:** Dottie Ray, Nutrition Services Director

15.a.3. Chief Financial Officer's Report **Presenter:** Randy Anderson, CFO

15.a.3.a. Action Item: Approve Resolution 23-24-05 - Bus Purchase Fund

15.a.3.b. Action Item: Approve Resolution 23-24-06 - Capital Projects Fund

15.a.3.c. Action Item: Resolution 23-24-07 - Transferring Appropriations

15.a.3.d. Action Item: Approve Resolution 23-24-08 - Summer Learning Grant

15.a.3.e. Action Item: Approve and Adopt Resolution 24-25-01 - Adopting the budget

15.a.3.f. Action Item: Approve the Sodexo Contract Extension **Presenter:** Randy Anderson, CFO

15.a.3.g. Financial Statements:

15.a.3.h. Student Enrollment:

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

16. Discussion / Action Items:

17. 1st Reading on School Board Policies (informational only):

17.a. Policy EBBB: Injury or Illness Reports

17.b. Policy JGAB: Use of Restraint or Seclusion

17.c. Policy CCG: Evaluation of Administrators

17.d. Policy CBG: Evaluation of Superintendent

17.e. Policy BCBA: Student Representatives to the Board

18. 2nd Reading / Adoption on School Board Policies (action required):

18.a. Policy IGBAF: Special Education - Individualized Education Program (IEP)

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

18.c. Policy IGBAG: Special Education -  
Procedural Safeguards

19. Informational Only:

19.a. Policy KBA-AR(1): Public Records Request

19.b. Policy JGAB-AR: Use of Restraint or  
Seclusion

19.c. Policy BCBA-AR(1): Student  
Representatives to the Board

20. Comments from the Audience about Agenda & Non  
Agenda Items

21. Adjourn the Regular School Board Meeting

## North Wasco County School District

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

### PERSONNEL CHANGES AND VACANCIES School Board Meeting – June 20, 2024 *Current as of June 12, 2024*

*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
Anastasia Conlin	TOSA-Instructional Coach	District Wide	Begins August 23, 2024
Nic Bowman	NORCOR Teacher	NORCOR	Begins July 1, 2024

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

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
Jazmin Aviles	DLI 3 <sup>rd</sup> Grade .5 /CES (temporary)	DLI 3 <sup>rd</sup> Grade FT/CES
Stephanie Flores	DLI 3 <sup>rd</sup> Grade .5 /CES (temporary)	DLI 4th Grade FT/CES
Mary Snodgrass	Language Arts Teacher .5/TDHS (temporary)	Language Arts Teacher FT/TDHS
Naomi Hill	Language Arts Teacher .5/TDHS (temporary)	Language Arts Teacher FT/TDHS
Lisa Albrecht	¾ Blend Teacher/CWE (temporary)	Kindergarten Teacher/CWE
Ana Gonzalez	TDHS/Counselor (temporary)	TDHS/Counselor
Jacob McNeal	Math Teacher/IA (temporary)	Math Teacher/IA
Deanna Zalaznik	Math Teacher/TDMS	ELL Teacher/DHE

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

NAME	POSITION	BUILDING	COMMENTS
Brittany Wiberg	PE Teacher	CES	Resigning June 11, 2024
Cheryl Rice	Science Teacher	TDHS	Resigning June 11, 2024
Audrey Moore	PE Teacher	TDMS	Resigning June 11, 2024
Arielle Shabanian	SPED Teacher	CES	Resigning June 11, 2024

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

#### Administrative Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
N/A			

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

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

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

NAME	POSITION	BUILDING	COMMENTS
Ryan LaDouceur	Principal	TDMS	Resigning June 17, 2024

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

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
Ronni Orton-Blodgett	Admin. Asst to AD	District Wide	Begins June 17, 2024

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

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

**ESP Staff – Request for Leave of Absence – No Action Required**

NAME	POSITION	BUILDING	COMMENTS
N/A			

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

NAME	POSITION	BUILDING	COMMENTS
Jose Luis Almazan	ELL Instructional Assistant	TDMS	Resigning June 7, 2024
Jazmin Aviles	DLI Assistant .5	CES	Resigning June 7, 2024
Stephanie Flores	DLI Assistant .5	CES	Resigning June 7, 2024

**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
Nate Timmons	Head Football Coach	TDHS	Begins August 1, 2024
Jeovany Rodriguez	Asst Volleyball Coach	TDHS	Begins August 1, 2024
Kim Kiser	Asst Volleyball Coach	TDHS	Begins August 1, 2024

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

NAME	POSITION	BUILDING	COMMENTS
Sarah Ziegenhagen	Track/Basketball Coach	TDMS	Resigning June 5, 2024
Michael Cates	Boys Basketball Coach	TDHS	Resigning May 28, 2024

**Advertised Vacancies**

Position	HRS/FTE	Building	Close Date	Comments
Second Grade Teacher 24-25 SY	8 Hrs	CES	Open Until Filled	Advertised
Third Grade Teacher 24-25 SY	8 Hrs	CES	Open Until Filled	Advertised
Fourth Grade Teacher 24-25 SY	8 Hrs	CES	Open Until Filled	Advertised
PE Teacher 24-25 SY	8 Hrs	CES	6/28/2024	Advertised
Educational Asst IV-SELA	7.5 Hrs	CES	Open Until Filled	Advertised
Ed Assistant II-DLI Program	7.5 Hrs	CES	Open Until Filled	Advertised
Media Asst-Part Time	3.75 Hrs	CES	Open Until Filled	Advertised
School Climate and Culture TOSA 24-25 SY	8 Hrs	CES	6/17/2024	Advertised

School Climate and Culture TOSA 24-25 SY	8 Hrs	CWE	6/17/2024	Advertised
Elementary Teacher 24-25 SY	8 Hrs	CWE	Open Until Filled	Advertised
Payroll and Benefits Specialist	8 Hrs	DO	Open Until Filled	Advertised
Speech Language Pathologist Asst	8 Hrs	District Wide	Open Until Filled	Advertised
Special Ed Teacher Pool	8 Hrs	District Wide	Open Until Filled	Advertised
Physical Therapist	8 Hrs	District Wide	Open Until Filled	Advertised
Speech Pathologist-Temp 23-24	8 Hrs	DHE	Open Until Filled	Advertised
First Grade Teacher 24-25 SY	8 Hrs	DHE	Open Until Filled	Advertised
Educational Asst IV-SELA	7.5 Hrs	DHE	Open Until Filled	Advertised
School Climate and Culture TOSA 24-25 SY	8 Hrs	DHE	6/17/2024	Advertised
Assistant Principal 24-25 SY	8 Hrs	DHE	6/21/2024	Advertised
Art, Elective, Career Ed Teacher Gr. 8-12	8 Hrs	IA	Open Until Filled	Advertised
Assistant Cheer Coach	Seasonal	TDHS	Open Until Filled	Advertised
Assistant Football Coach 24-25 SY	Seasonal	TDHS	Open Until Filled	Advertised
Assistant Boys Basketball Coach 24-25 SY	Seasonal	TDHS	Open Until Filled	Advertised
Science Teacher 24-25 SY	8 Hrs	TDHS	Open Until Filled	Advertised
Ed Asst IV-SLC	7.5 Hrs	TDHS	Open Until Filled	Advertised
PE Teacher 24-25 SY	8 Hrs	TDMS	Open Until Filled	Advertised
Educational Asst I-Duty PT	3.75 Hrs	TDMS	Open Until Filled	Advertised
ELL Assistant II	7.5 Hrs	TDMS	Open Until Filled	Advertised
Principal 24-25 SY	8 Hrs	TDMS	Open Until Filled	Advertised
Assistant Principal	8 Hrs	TDMS	Open Until Filled	Advertised
Head Volleyball Coach 24-25 SY	Seasonal	TDMS	Open Until Filled	Advertised
Head Boys Basketball 7 <sup>th</sup> and 8 <sup>th</sup> Gr Coach 24-25 SY	Seasonal	TDMS	Open Until Filled	Advertised
Head Cross Country Coach 24-25 SY	Seasonal	TDMS	Open Until Filled	Advertised
Head Girls Basketball 7 <sup>th</sup> and 8 <sup>th</sup> Gr Coach 24-25 SY	Seasonal	TDMS	Open Until Filled	Advertised
Head Track Coach 24-25 SY	Seasonal	TDMS	Open Until Filled	Advertised
Assistant Volleyball Coach 24-25 SY	Seasonal	TDMS	Open Until Filled	Advertised
Assistant Football Coach 24-25 SY	Seasonal	TDMS	Open Until Filled	Advertised
Assistant Boys Basketball Coach 24-25 SY	Seasonal	TDMS	Open Until Filled	Advertised
Assistant Cross Country Coach 24-25 SY	Seasonal	TDMS	Open Until Filled	Advertised
Assistant Girls Basketball Coach 24-25 SY	Seasonal	TDMS	Open Until Filled	Advertised
Assistant Track Coach 24-25 SY	Seasonal	TDMS	Open Until Filled	Advertised
Bus Monitor/Aide	6 Hrs	Transportation	Open Until Filled	Advertised
Bus Driver-Regular Route	6 Hrs	Transportation	Open Until Filled	Advertised
Substitute Bus Driver (Pool)	Substitute	Transportation	Open Until Filled	Advertised
Secretary V-Facilities/Transportation	8 Hrs	Operations	Open Until Filled	Advertised

# 2023-2024 ANNUAL REPORT



A K-8 Public Charter School



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## Mission Statement



## **OBJECTIVES:**

1. MCS will offer a personalized education with an engaging and challenging curriculum in partnership with the community.
2. MCS students will develop an enthusiasm for lifelong learning and participate in the world around them.
3. MCS will follow the core values of the school.
4. MCS will practice behavior that promotes emotional, social, and physical well-being in our school and community and demonstrate respect for diversity.
5. MCS will be proficient or advanced in the standard as measured by the Oregon state assessments.

## **CORE VALUES of MOSIER COMMUNITY SCHOOL**

Adopted by the MCS Board of Directors on December 4, 2019

1. Focus on the whole child (holistic approach)—At The Mosier Community School, we believe it is important to focus on the whole child. This focus means attuning to different learning styles and abilities, having students work both collaboratively and individually, and taking into account their social/emotional and physical well-being alongside their academic growth.

This includes:

- Relationships: We build supportive relationships for engagement and performance. Creating and maintaining strong, positive relationships with our class/team/community is a central focus of our time and energy. We believe in collaboration and compromise to reach a consensus. Respecting and promoting confidentiality, citizenship, and individual dignity are essential for creating positive relationships.
- Relevance: Multidisciplinary learning allows students to create connections, find significance, and prepare for future challenges. Integrated learning allows students to make connections between multiple subjects, which will encompass the arts and sciences. Inquiry-based learning and/or Thematic units create relevance for students and encourage differentiated learning. We believe in learning subjects in depth, which enhances success in educational challenges.
- Wellness: We develop strong, healthy beliefs and bodies. We choose to model and promote healthy behaviors within the school's community. Good nutrition and exercise are important values for students and adults, which we believe to be a foundation for educational success. We support our health and the health of our community and our world.

- Celebration of Success: We value and honor the celebration of educational excellence in achievement as a vehicle to acknowledge and motivate learners. Celebration is a step toward developing intrinsic learning patterns.

2. Developing and sustaining a focus on community (valuing community)—As a community school, we place high value on the role of community. This involves inviting the larger community into our school, being a community hub, and using the Mosier community and its environs as a primary topic of study as a school with a Place-Based focus.

This includes:

- Supportive Community: We seek to work collaboratively and respectfully with the school community. We willingly put time and effort into Mosier Community School. We embrace the Core Values and use them to guide and support our educational practice, learning, and growth as individuals and as a community.
- High Expectations and Growth for All Students: We set high expectations and standards to develop academic excellence towards maximum potential. We constantly monitor and adjust educational expectations and standards to incorporate new learning. We do this for ourselves and those we will impact in the school's community.
- Multi-age Learning Environment: We believe that students access information differently regardless of age. Students in multi-age environments can visualize a path of progression, allowing them to explore their next learning steps. This leads to an ever-expanding horizon not limited to age or grade expectations.
- Flexible Skill Level Core Instruction: We support the value of differing environments for different learners. We assess student abilities on an ongoing basis to ascertain continued growth and determine whether current placement is appropriate.



## **MULTI-AGE LEARNING ENVIRONMENT**

Multi-age classrooms are classrooms with students from more than one grade level. Mosier Community School has multi-age classrooms because of our school community's pedagogical choice. Multi-age classrooms are composed of students who are more than one year apart and remain with the same teacher for more than one year.

Multi-age classrooms are made up of students of a mix of abilities and ages. Students are not grouped solely based on academic performance. Multi-age classrooms reflect the natural groupings found in our neighborhoods, communities, and the world and provide opportunities for the exchange of ideas, modeling of behaviors, practice of responsibility and nurture, and development of leadership and social skills.

Our classrooms at Mosier Community School are organized in two-year groupings of kindergarten-first grades, second-third grades, and fourth-fifth grades. Our middle school has a three-year grouping for students in grades six to eight.

## **CONTINUOUS PROGRESS**

Mosier Community School uses Continuous Progress in students' academic and developmental growth in a multi-age program. Students learn new materials as they are ready, regardless of age, and teachers help them advance as far as possible. The students progress at their own pace and begin each new year where they left off the year before. Since a Continuous Progress classroom has students working at various levels, each student must take responsibility for his or her learning

## **RELATIONSHIPS**

We foster supportive relationships to build a safe, engaging, and inclusive school community in which all students feel they belong. Students are encouraged to collaborate and compromise to reach a consensus. Respecting and promoting citizenship, confidentiality, and individual dignity are essential for positive relationships.



**RIGOR**

We set high growth expectations for all students to develop academic excellence and achieve their maximum potential. We continually monitor and adjust the educational instruction to incorporate new learning.

**RELEVANCE**

Multidisciplinary learning allows students to create connections, find significance, and prepare for future challenges. Integrated learning allows students to make connections between multiple subjects, which will encompass the arts, sciences, and core curriculum. Thematic units, in conjunction with place-based and inquiry-based learning, create relevance for students and encourage differentiated learning. We believe in learning subjects in depth to enhance student success in educational challenges.

**RECOGNITION OF SUCCESS**

We value and honor individual growth and achievement in educational excellence as vehicles to acknowledge and motivate learners. Recognition is a step toward developing intrinsic learning patterns.

**WELLNESS**

We develop strong, healthy minds and bodies. We teach and develop healthy social and emotional behaviors within the school community. Good nutrition, exercise, and balanced mental health are important values for students and adults, which we believe are a foundation for educational success.

**SUPPORTIVE COMMUNITY**

We seek to work collaboratively and within the school and our local community. We support Mosier Community School by embracing the Core Values and using them to guide our educational practice, learning, and growth. We value and encourage participation from our local community.



**ENROLLMENT**

Enrollment characteristics for the K-8 Mosier Community School are reflected below.

**Class Size - June 2024**

Grade	KG	1	2	3	4	5	6	7	8	Total
Students	16	19	21	13	21	13	16	14	17	150

**Enrollment Characteristics**

<i>Characteristic</i>	<i>Median Class Size</i>	<i>Economically Disadvantaged</i>	<i>Students with Disabilities</i>	<i>English Language Learners</i>	<i>Regular Attendees</i>	<i>Received required Immunizations</i>
<b>Percentage of Students</b>	K-8 - 17	100%*	17%	17%	90%	96%

These population dynamics reflect a student population that continues to trend more racially diverse each year, which is more in line with the population characteristics district-wide. 43% of our students are from Mosier, and 57% are from The Dalles and Hood River area.



## **ACADEMICS and ACHIEVEMENT**

Mosier Community School continued to provide exceptional instruction during the 2023-24 school year. We focused on building routines and providing SEL support to all staff and students throughout the year. We have strong academic programs at both our elementary and middle school levels. We continued to scaffold and differentiate to meet our students' needs.

### **Professional Development**

Effective schools possess a strong culture of learning - learning for the adults in the school as well as the students. The key component of powerful adult learning is regular and ongoing Professional Development - when teachers and administrators can focus on acquiring new knowledge and skills that translate into improved student outcomes.

### **Inservice for 2023-2024:**

- iReady
- IXL
- Responsive Classroom
- Licensed Counselor Kay Alton led a session on Behavioral Support
- Our insurance provider came and held sessions on:
  - Suicide Prevention
  - Sexual Abuse Awareness
  - School Safety
- Benchmark
- SEL Training with The Next Door

### **Student Social/Emotional Support**

Classroom teachers referred students to the Assistant Principal and the Executive Director for additional Social/Emotional support throughout the 2023/24 school year. This year, we recently hired a social-emotional learning teacher, Lisa Stevenson, to assist with SEL needs throughout our school. Our teachers were trained to address concerns in the classroom. Our student support specialists facilitated small and one-on-one meetings for additional SEL support.

### **Project-Based Instruction**

Kindergarten/1st grade did multiple project-based learning units on various subjects throughout the year. 4th & 5th grade also did project-based learning and used the SECRETS program with the Discovery Center to explore and expand their knowledge from content.

**Reading**

This is our second year of using Benchmark Advanced in the Kindergarten through 5th-grade classrooms. We are in a six-year adoption of Benchmark Advanced. Kindergarten through 3rd-grade students also use Foundations as an adopted phonics and writing program. Our school used Acadience to monitor reading skills throughout the year. Kindergarten & 1st grade used Heggerty to enhance their phonics skills. Our middle school program piloted Wit & Wisdom this year and is considering other curriculum programs for our upcoming 24-25 school year.

**Mathematics**

This was our fourth year of using iReady for Mathematics in Kindergarten - 8th grade. We are currently in a 6 year adoption with iReady. We used the iReady Diagnostic to measure their beginning, middle, and end of year growth. We could also use iReady to progress monitor all students K-8th every 6 weeks. This gave teachers and staff a snapshot of their progress and helped monitor their success throughout the school year.

**Behavior Management**

This year, we hired a full-time SEL position to assist with social/emotional needs and address behavior concerns with students in Kindergarten through 8th grade. Our SEL position taught play-based lessons to lower elementary grades. She had pullouts for various students to work on friendships, hardships, and emotional regulation.

This year, we also changed our referral formatting. For minor incidents, there are now three minor referrals for a student before it warrants a major referral. This helped alleviate chronic behaviors. It gave students a chance to monitor and regulate their own behavior, which ultimately reduced major referrals.

MCS participated in a full-day Responsive Classroom inservice. This helped staff work together to create guidelines for behavior and classroom management that would be used consistently throughout the school. MCS also hired a licensed counselor to teach a half-day inservice to staff on behavior management and skills based on the Responsive Classroom model.

**Smarter Balanced State Assessments  
Spring 2024 State Testing Data:**

	<b>English Language Arts</b>	<b>Math</b>	<b>Science</b>
Grade 3	40% State 29% District 33% Mosier	40% State 26% District 17% Mosier	
Grade 4	42% State 32% District 40% Mosier	38% State 26% District 40% Mosier	
Grade 5	48% State 35% District 23% Mosier	32% State 25% District 23% Mosier	31% State 25% District 23% Mosier
Grade 6	41% State 28% District 40% Mosier	29% State 11% District 29% Mosier	
Grade 7	44% State 40% District 33% Mosier	31% State 20% District 23% Mosier	
Grade 8	42% State 21% District 33% Mosier	27% State 10% District 64% Mosier	26% State 11% District 6% Mosier



## CLUBS and ACTIVITIES

Mosier Community School had a very strong after-school club program before the pandemic hit, and we worked to bring back a variety of clubs, which included the following during the 2023-24 school year:

- Makerspace Science Club (4/5)
- Science Club (2/3 )
- OBOB Club (4/5))
- OBOB Club (Middle School)
- Drama Club
- Stage Crew Club
- Soccer Club Homework Club
- K-5 and Middle School Student Council
- Cross Country Club



### Other enrichment activities include:

- Winter and Spring Drama Performance
- Dia de los Muertos-all school
- Oregon Battle of the Books
- Movie Night
- MCS Spirit Weeks
- Scholastic Book Fair
- 6th and 7th Grade Outdoor School
- Title I and ELD Celebration Night
- SECRETS program for 5th Grade

## **STAFFING**

### **Administration**

Matt Henry	Executive Director
Jen Langley	Assistant Principal
Veronica Smyth	Business Manager
Daphne Flud	Office Secretary

### **Licensed Staff**

Fern Johnson	K/1 classroom teacher
Billi Frasier	K/1 classroom teacher
Mary Ellen Holms	2/3 classroom teacher
Lisa Godard	2/3 classroom teacher
Ann Marie Wagar	4/5 classroom teacher
Sarah Grace Bendinger	4/5 classroom teacher
Crystal Marlin	K-3 Literacy Specialist
Melina Hogue	Math 6th - 8th grades
Savannah Rogan	Humanities 6th - 8th grades
Kate Nichols	Science 6th- 8th grades
Rosemary Lanci	PE/Health- K-8
Lisa Stevenson	Social-Emotional

### **Support Staff**

Daun King	Safety & Building Manager
Margit Elken	K-8 English Language Development
Ashley Bronske	Instructional Assistant
Krissy Fulton	Instructional Assistant
Dale Kennedy	Instructional Assistant
Ramona Mittelstadt	Instructional Assistant
Ana Galindo	Instructional Assistant
Mitch Leslie	Maintenance
Richard Giunchigliani	Cook

### **North Wasco County Employees assigned to MCS**

Kathy Mahn	Special Education Instructor
Dina Terry	SpEd Instructional Assistant
JoAnne Breckterfield	SpEd Instructional Assistant
Correen Steward	Title 1 Instructional Assistant

## **GOVERNANCE**

Through governance and policy setting, the MCS Foundation Board ensures the school's mission and objectives are fulfilled. The Board constantly reviews all school policies to reflect changes in laws and statutes that impact the school. Board members are elected by a vote of the Foundation membership to serve for a three-year term.

### **Board Members 2023-24**

Chair Dan Watsun

Co-Chair Giulia Good-Stefani

Secretary Maria Mourou

Treasurer Evelia Lachino

Emily Stranz

Thad McCracken

Fundraising McKenna McKee

### **State of the School 2024 Mosier Community School**

As I reflect on the last year at MCS, I am grateful for our hardworking teachers and staff, our dedicated school administrators, and creative and tireless community members and parent volunteers. MCS has made incredible gains this year.

We had a serious incident last spring that threatened the safety of our staff and students. The MCS Board and I recognize that our work is not done, but I am proud of how we have come together as a school community to address the challenge of making our campus safer. We all want to make our school environment safe, so that we can return to focusing on what matters most—the education and wellbeing of our students.

Teamwork and a shared vision have allowed us to continue working towards what we see as our little school's bright potential. The MCS community will continue to move forward positively and productively to reach that potential.

I want to recognize the hard work that Jen Langley did last summer to make sure that the school was ready to start. The incredible work she and the staff put in allowed us to enter this school year ready.

I also want to thank Matt Henry for coming out of retirement to oversee and guide MCS's daily operations for the year. Matt's 30+ years of experience and Jen's

knowledge of MCS allowed them to combine their skill sets to serve the school and accomplish the goal of stability.

Finding our school's executive director (ED) is an important and challenging task. We brought in a committee of teachers, parents, staff, and community members to weigh in and shape the decision on our next ED. The committee members were unanimous in their decision on who the best candidate was. I feel incredibly fortunate that we signed Michelle Dawkins on to be our next ED. Her portfolio of experience with multi-age and her passion and vision for Mosier are incredible.

Michelle will soon realize that one of the things that makes MCS special is our incredible parent volunteers. I must mention Brent Foster, who worked tirelessly with a small team to secure a nearly \$1 million federal grant to upgrade our aged HVAC system—so we can look forward to providing air conditioning for the first time at MCS! I also want to thank our Tigers Den team. We just ended a successful Made for Mosier event where we raised an additional \$20k for upgrading our school playground. We also obtained a grant for the school garden, and our students enjoy after-school programs like soccer, drama, and science. The garden and school clubs would not have been possible without volunteers.

We have been impressed by how much work our staff puts in. They are truly all-in for this school. Our facilities lead, Daun King, has worked with contractors to fulfill the safety upgrades we set out to accomplish and continues working to meet those goals. Our staff continue to be there for our students. From emotional support to navigating state testing requirements and helping those students who need extra assistance, we have seen everyone working hard throughout the year. So much goes into a successful day at MCS, and all of the staff work together to get it done day after day.

We are a small, family-like school community, and the hard work of our staff, parent volunteers, and the community makes a difference for our students. As we continue to improve and upgrade all parts of the school, I look forward to working together and continuing to realize MCS's potential in the coming year.

Dan Watson  
Chair MCS Board of Directors

## Strategic Plan

In the fall of 2016, Mosier Community School embarked on a formal strategic planning process to clarify our purpose, strengthen our organizational capacity, and create a path forward for our school and community. The MCS Foundation Board adopted the plan in April 2017.

During the 24-25 school year, we will review and update our Strategic Plan to reinforce what makes MCS great. The Board invites the entire school community to join us as we work to actualize our vision for an academically vibrant, inclusive school relevant to our changing world.

### BEST EDUCATION

We are recognized in the region as a leader in outdoor-focused, place-based education.

### RIGHT FACILITIES

Our facilities and infrastructure meet health, safety and educational needs of the school.

### ENGAGED COMMUNITY

Our parents, alumni, volunteers and community members are warmly embraced into the school community, creating a web of support for carrying out the school's mission.

### FINANCIAL SUSTAINABILITY

There is adequate funding to support the school's needs and goals.

### EXCELLENCE IN LEADERSHIP

We have staff and volunteers who excel in their roles, are supported in their performance, and fit the evolving needs of the school.

## GRANTS

Early Literacy Grant (\$41,690)

ESSER (\$493,902)

SIA (\$197,632)

Wasco Masonic Lodge Grant (up to \$500)

STEM Hub Grant (\$1,000)

D21 Education Grant (\$14,000)

Hunter Prior Grant (\$20,000)

Foster Donation (\$14,000)

Garden Grant (\$15,000)

Pending DOE Clean Energy Grant (\$860,000)

This will be for used for facilities updates for windows, HVAC, solar panels

**FINANCIAL**

Audit Financials for the 22-23 will be available at the end of June 2024.

**Mosier Community School  
2023-24 Draft Budget - Fund Activity  
June 23, 2023**

	<b>100</b>	<b>200</b>					
	<b>General Fund</b>	<b>Special Revenue ESSER</b>	<b>Special Revenue SIA</b>	<b>Special Revenue Grants</b>	<b>Special Revenue Community</b>	<b>Food Service Fund</b>	<b>Total</b>
<b>Income</b>							
1300 · Student Fees	27,000						27,000
1500 · Earning on Investments	35,000						35,000
1600 · Food Service						14,000	14,000
1700 · Extracurricular Activities	4,500				38,000		42,500
1900 · Other Revenue- Local	15,000			12,000	12,000		39,000
3000 · Revenue - State Sources	2,207,509		162,598			6,000	2,376,107
4000 · Revenue - Federal Sources		373,893				32,000	405,893
Transfers	75,104					48,099	123,203
<b>Total Income</b>	<b>2,364,113</b>	<b>373,893</b>	<b>162,598</b>	<b>12,000</b>	<b>50,000</b>	<b>100,099</b>	<b>3,062,703</b>
<b>Expense</b>							
100 · Salaries	1,220,788	24,915	74,700			41,352	1,361,755
200 · Payroll Costs	699,140	10,678	41,548			22,247	773,613
300 · Purchased Services	210,034	762	38,800	6,000	3,500	4,000	263,096
400 · Supplies & Materials	115,850	600	7,550	6,000	12,000	32,000	174,000
500 · Capital Outlay	40,735	336,938					377,673
600 · Other Expenses	42,000					500	42,500
Transfers	35,566				34,500		70,066
<b>Total Expense</b>	<b>2,364,113</b>	<b>373,893</b>	<b>162,598</b>	<b>12,000</b>	<b>50,000</b>	<b>100,099</b>	<b>3,062,703</b>
<b>2023-2024 Operating Balance</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Mosier Community School  
**2023-24 Draft Budget**  
 Revised June 23, 2023

	<b>Ending Fund Balance (Estimated)</b>	<b>Building Reserve</b>	<b>Capital Fund</b>	<b>Enrollment Reserve</b>
<b>Beginning Balance</b>	<b>245,894</b>	<b>150,000</b>	<b>458,000</b>	<b>180,000</b>
Security Guard (Full Time)	(55,037)			
Additional Liability Insurance	(2,900)			
Elevator Replacement		(45,000)		
Fencing		(49,500)		
Moving Hillside			(49,500)	
Security System		(9,780)		
Doors		(35,000)		
Office Relocation		(5,000)		
<b>Ending Balance</b>	<b>187,957</b>	<b>5,720</b>	<b>408,500</b>	<b>180,000</b>

**Respectfully submitted June 30, 2024:**

**Michelle Dawkins**

**Mosier Community School**

**Executive Director**

[michelle.dawkins@nwasco.k12.or.us](mailto:michelle.dawkins@nwasco.k12.or.us)

**Sarah Grace Bendinger**

**Curriculum and Instruction**

**Mosier Community School**

[bendingers@nwasco.k12.or.us](mailto:bendingers@nwasco.k12.or.us)

# Mosier



# Community School



2023-24

Annual Report



Presented by:

Michelle Dawkins, Executive Director

Sarah Grace Bendinger, Curriculum and Instruction Lead

Mary Ellen Holmes, MCS Staff Representative

# Welcome To Our School

## Core Values

Focus on the whole child

- Relationships
- Relevance
- Wellness
- Celebration of Success





# Core Values

## Valuing Community

- Supportive
- High Expectations
- Multi-age Learning
- Flexible Skill Level Core Instruction



# Enrollment 2023-2024



K-8 = 150

Preschool = 10

K-8 Median class size of 17

17% Special Education Services

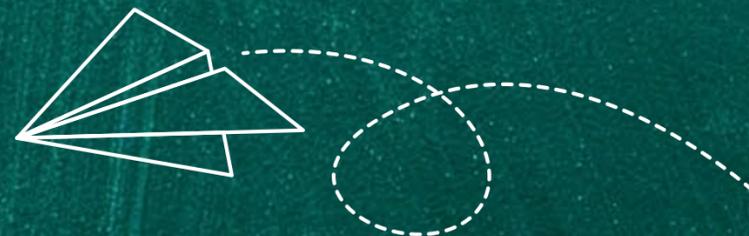
17% English Language Learners

90% Regular Attendees

96% Vaccination Rate

47% Mosier residents

53% NWASCO and Hood River area





# Curriculum

Reading: Benchmark Advanced

Phonics: Foundations & Heggerty

Math: i Ready

Assessments: iReady Diagnostics  
and Acadience



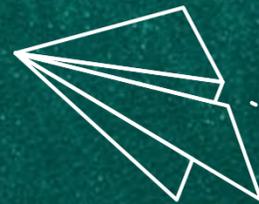
# State Testing



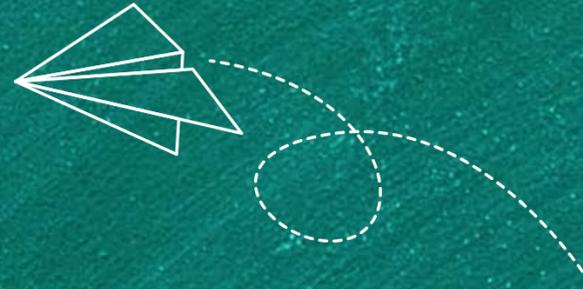
	English Language Arts	Math	Science
Grade 3	40% State 29% District 33% Mosier	40% State 26% District 17% Mosier	
Grade 4	42% State 32% District 40% Mosier	38% State 26% District 40% Mosier	
Grade 5	48% State 35% District 23% Mosier	32% State 25% District 23% Mosier	31% State 25% District 23% Mosier
Grade 6	41% State 28% District 40% Mosier	29% State 11% District 29% Mosier	
Grade 7	44% State 40% District 33% Mosier	31% State 20% District 23% Mosier	
Grade 8	42% State 21% District 33% Mosier	27% State 10% District 64% Mosier	26% State 11% District 6% Mosier

# Clubs & Activities

- Makerspace Science Club (4/5)
- Science Club (2/3 )
- OBOB Club (4/5)
- OBOB Club (Middle School)
- Drama Club
- Stage Crew Club
- Soccer Club Homework Club
- K-5 and Middle School Student Council
- Cross Country Club



# Grants



Early Literacy Grant (\$41,690)

ESSER (\$493.902)

SIA (\$197.632)

Wasco Masonic Lodge Grant (up to \$500)

STEM Hub Grant (\$1,000)

D21 Education Grant (\$1400)

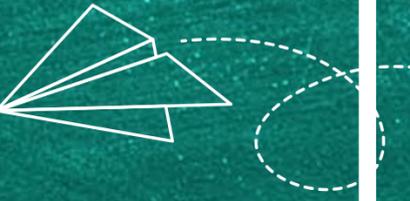
Hunter Prior Grant (\$20,000)

Foster Donation (\$14,000)

Garden Grant (\$15,000)

Pending DOE Clean Energy Grant  
(\$860,000)

This will be for used for facilities updates for  
windows, lighting, HVAC, solar panels



Questions...



SPECIAL EDUCATION AUDIT  
RECOMMENDATION REVIEW

# SPECIAL EDUCATION PROCESS REVIEW TIMELINE

2

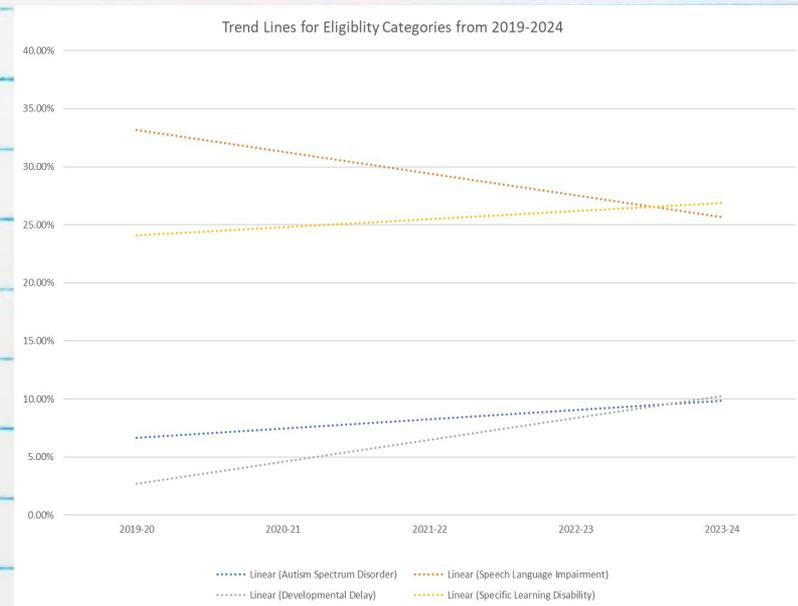
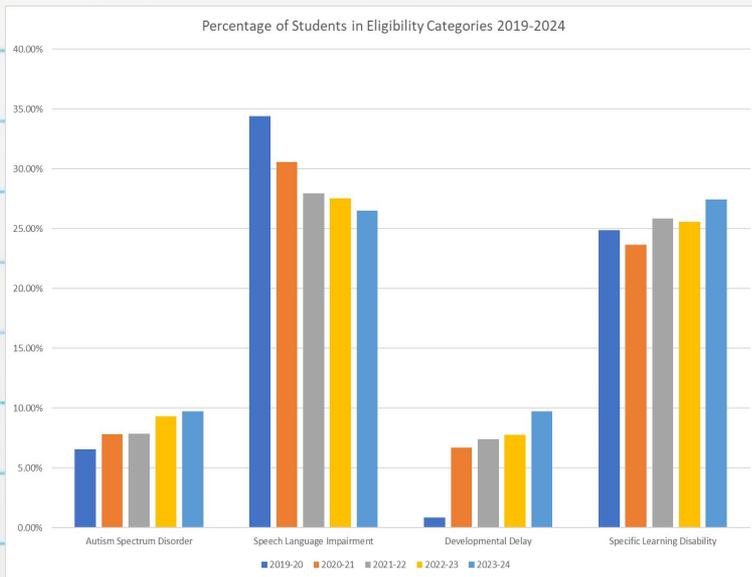
- Started in September
- Evolved through the school year
- Presented the Recommendation Advisory and Stewarding Body in March
- Approved for funding through the Intensive SIA program in March
- Developed a Request for Proposals (RFP) in April
- RFP went live on May 6th
- Held a Q&A session on May 15th that was well attended
- Received one proposal from The Center for Technical Assistance for Excellence in Special Education (TAESE) on behalf of Utah State University (USU)
- Accepted the proposal from TAESE
- Will begin working with TAESE in early July

# SPECIAL EDUCATION PROCESS RECOMMENDATION RATIONALE

- The needs of special education students within N. Wasco County School district have changed significantly over the last 10 years.
- Service model has remained relatively the same during that time period.
- Need to ensure that our practices are inclusive and align with the needs of our students - both for special education teachers and general education teachers
- Need for more targeted instruction and support
- Need to have a consistent research based pedagogical approach across the district due to the high mobility within our district
- Educational assistants are tasked with supporting special education students in the regular classroom and need appropriate training to provide these services

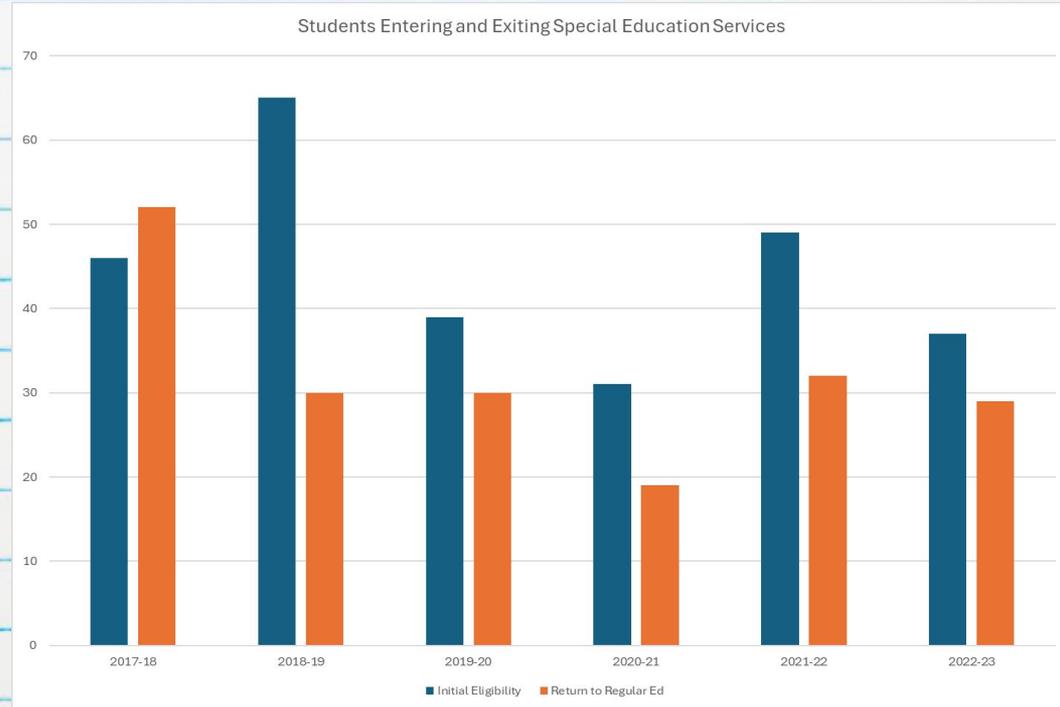
# RATIONALE, CONTINUED

- Changing demographics within the eligibility categories—a downward trend in students being identified with Speech Language Impairment and an upward trend in students being identified with Autism Spectrum Disorder, Developmental Delay, and Specific Learning Disability



- 16% of students in N. Wasco County School District are qualified for special education services.

- A majority of students who enter special education will remain in services throughout their school years



# RECOMMENDATION REQUEST

6

- Hire a third party evaluator to review our programs, instruction, systems, processes, procedures, and training to determine effectiveness and make recommendations for improvement
- Budget of up to \$100,000

# REQUEST FOR PROPOSAL

7

- Rationale
- Background information on the district
- Scope of work with specific activities and deliverables along with due dates
  - In person team to work with us
  - Observations
  - Surveys, Interviews, Focus Groups (with translation)
    - Students, Staff, Families and Community Members
  - File & Process Reviews
- Final Report
- Presentations to multiple stakeholder groups

# PROPOSAL SELECTED

*The Center for Technical Assistance for Excellence  
in Special Education (TAESE)  
on behalf of  
Utah State University (USU)*

*\$91,100*

- TAESE's primary objective is always to increase the capacity of its clients to improve results, services, and programs for children and youth with disabilities.
- We will ensure our staff are able to authentically engage with the district and community throughout the site visits and in-person interviews and focus groups.
- In addition, all TAESE staff are trained and certified on Technology of Participation (ToP) facilitation methods [which] allow facilitators to structure conversations, focus groups, and workshops to solicit feedback from participants to foster systems-level change. TAESE staff will use ToP methods to authentically engage with NWCSD staff, students, and parents to solicit meaningful input from these stakeholders.

# APPRECIATIONS

*Intensive SIA Program Stewards*

*Allie Ivey*

*Sarah Pierce*

*Dr. Karen Perez-DaSilva*

*N. Wasco Administration*

*Shannon Brennan*

*Dr. Bernal*

*CJ Toole*

*Student Services Team*

# NUTRITION SERVICES

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North Wasco School District 21

2024



# CHENOWITH ELEMENTARY

---

Lead – Kathy Roberts (back)

Sandy Smith (right)

Gloria Flores (left)



# THE DALLES MIDDLE SCHOOL

Food Service Manager – Mona Keys (in light blue)

Shelley Boyden (back left)

Front left to right:

Karen Walasavage

Rosio Alejandre

Miriam Torres



# COLONEL WRIGHT ELEMENTARY

---

Lead – Jenna Hert (left)

Julie Squires (middle)

Minerva Cornejo (right)



# DRY HOLLOW ELEMENTARY

---

Lead – Barbara Hawkins (middle)

Libia Ruiz (front)

Maria Hernandez (back)



# INNOVATIONS ACADEMY

---

Lead – Carolyn Kerr



# THE DALLES HIGH SCHOOL

---

Lead – Lisa House (bottom)

District Wide Lead – Marina Garza (top right)

Maria Piza (top left)



# ADMINISTRATION



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Dottie Ray – Director of Nutrition Services

Tania Ortiz – Nutrition Services Executive Assistant



# FARM TO SCHOOL GRANT PURCHASES

\$34,000 IN GRANT FUNDS HAVE BEEN USED TO SUPPORT LOCAL BUSINESSES



## LOCAL BUSINESSES:

- SALSAS LOCAS
- WELLS AND SONS
- SANDAHL FARMS



Oregon State University  
Extension Service

## Tamales

From Tortillería to School

PPS

FOOD HERO  
FoodHero.org

FOOD HERO  
FoodHero.org

A collage of images related to tamales. The top left shows three people (two men and one woman) standing in a kitchen. The top right shows a woman in a white uniform preparing tamales in a kitchen. The bottom left shows a close-up of a tamale being prepared. The bottom right shows a bowl of tamales. Logos for Oregon State University Extension Service, PPS, and Food Hero are visible.

**CHILD NUTRITION  
PROGRAMS  
COMMUNITY  
ELIGIBILITY  
PROVISION (CEP)**



North Wasco School District 21 has requalified participation in the Community Eligibility Provision.

This covers the period of four school years starting on July 1, 2024, and ending on June 30, 2028.

This means that all NWSD21 students will continue to receive **FREE** breakfast and lunch.

# SUMMER FOOD SERVICE PROGRAM

## Supported Programs:

Summer School K-8  
Migrant Education  
TDHS Credit Recovery  
Native American Program  
Jump Start Kinder  
Sunshine Kids Preschool

## Eat On-Site Locations:

The Dalles Middle School  
The Dalles High School  
Colonel Wright Elementary

## Mobile Non-Congregate Distribution Locations:

Please see the Mobile Meals Flyer

## Types of Meals:

Breakfast  
Lunch

Weekend meals distribution at all locations to include mobile route. (On Fridays)



Colonel Wright	10:45 am
TD Pool	11:02 am
Movie Theatre	11:21 am
Pinewood Manor	11:42 am
Foley Lakes	12:04 pm
Chenowith Elementary	12:21pm
Sorosis Park	12:46 pm

\*\*\*Times are estimates

This institution is an equal opportunity provider

**North Wasco Co.**  
School District #21

# ADMINISTRATIVE REVIEW

December 2023

## CHALLENGES

Staffing Issues

## WORKING ON



Summer plans for feeding programs and the community.



Getting the food truck up and running.



Farm to Early Care and Education Institute.



**OREGON**  
**SCHOOL NUTRITION**  
**PROGRAMS**

## NEW

New menu items for FY 24-25

## MOST POPULAR FOOD ITEMS

Breakfast Round

Pozole

# YEAR-END MEAL COUNTS

School	SY 22-23	SY 23-24	Difference
Dry Hollow	93,344	95,290	1,946
Chenowith	95,015	104,913	9,898
Colonel Wright	62,070	62,392	322
Middle School	85,879	98,196	12317
High School	36,868	38,226	1358
Innovations	11,132	11,620	488
<b>Total</b>	<b>384,308</b>	<b>410,637</b>	<b>+26,329</b>

# NUTRITION SERVICES

---

North Wasco School District 21

2024



**SCHOOL DISTRICT 21**

THIS INSTITUTION IS AN EQUAL OPPORTUNITY PROVIDER

**RESOLUTION TO CREATE A FUND  
AND MAKE APPROPRIATIONS  
BUS PURCHASE FUND - FUND 305**

**RESOLUTION 23-24-05**

**Whereas**, North Wasco County School District 21 has entered into an agreement to finance the purchase of school buses; and

**Whereas**, a separate fund is necessary to properly account for the loan repayment; and

**Whereas**, Oregon Revised Statutes allow the governing board to establish or eliminate any fund needed to properly record the transactions of the District;

**Therefore, be it resolved**, that a Bus Purchase Fund (305) be created and appropriations for the 2023-24 school year are established as follows:

Revenue	
Interfund transfers	<u>\$ 165,000</u>
Expenditures	
Redemption of Principal	\$ 153,500
Interest	<u>11,500</u>
	<u>\$ 165,000</u>

**Adopted this 20th day of June, 2024.**

---

David Jones, Board Chair

---

Randal Anderson, CFO

**RESOLUTION ADOPTING A SUPPLEMENTAL BUDGET  
AND MAKING APPROPRIATIONS WITHIN THE  
CAPITAL PROJECTS FUND**

**RESOLUTION 23-24-06**

**Whereas,** When the budget of North Wasco County School District 21 for the 2023-24 school year was adopted additional revenues were not anticipated;

**Whereas,** the District has received additional Constuction Excise Tax payments as well as transfers from other funds;

**Whereas,** the District did not budget sufficient revenue nor expenditures to recognize the effect of these transactions

**Therefore, be it resolved,** that the additional amounts for the fiscal year beginning July 1, 2023, for the purposes shown below are hereby adopted and appropriated:

**Within the Capital Projects Fund**

**401 - CAPITAL PROJECTS FUND REVENUE**

Construction excise taxes	\$ 44,796
Interfund transfers	<u>99,204</u>
Total Revenue	<u>\$ 144,000</u>

**401 - CAPITAL PROJECTS FUND EXPENDITURES**

Support services	<u>\$ 144,000</u>
Total Expenditures	<u>\$ 144,000</u>

**Adopted this 20th day of June, 2024.**

\_\_\_\_\_  
David Jones, Board chair

\_\_\_\_\_  
Randal Anderson, CFO

# RESOLUTION TRANSFERRING APPROPRIATIONS WITHIN VARIOUS FUNDS

## RESOLUTION 23-24-07

**Whereas**, actual expenditures within certain funds of North Wasco County School District 21 occurred in areas other than those originally budgeted; and

**Whereas**, the District did not provide spending authority for these increases when the budget for fiscal year 2023-24 was created;

**Therefore, be it resolved**, that the appropriations for the fiscal year beginning July 1, 2023, are adjusted as shown below:

### 100 - GENERAL FUND APPROPRIATION TRANSFER

	<u>Existing</u>	<u>Changes</u>	<u>Adjusted</u>
Instruction	\$ 22,205,696	\$ 305,622	\$ 22,511,318
Interfund transfers	<u>944,030</u>	<u>(305,622)</u>	<u>638,408</u>
<b>Total</b>	<u>\$ 23,149,726</u>	<u>\$ -</u>	<u>\$ 23,149,726</u>

### 230 - LOCAL GRANTS FUND APPROPRIATION TRANSFER

	<u>Existing</u>	<u>Changes</u>	<u>Adjusted</u>
Instruction	\$ 102,768	\$ (25,000)	\$ 77,768
Support services	<u>84,980</u>	<u>25,000</u>	<u>109,980</u>
<b>Total</b>	<u>\$ 187,748</u>	<u>\$ -</u>	<u>\$ 187,748</u>

### 401 - CAPITAL PROJECTS FUND APPROPRIATION TRANSFER

	<u>Existing</u>	<u>Changes</u>	<u>Adjusted</u>
Support services	\$ 66,000	\$ (64,000)	\$ 2,000
Capital outlay	<u>78,078</u>	<u>64,000</u>	<u>142,078</u>
<b>Total</b>	<u>\$ 144,078</u>	<u>\$ -</u>	<u>\$ 144,078</u>

**Adopted this 20th day of June, 2024.**

\_\_\_\_\_  
David Jones, Board Chair

\_\_\_\_\_  
Randal Anderson, CFO

RESOLUTION MAKING APPROPRIATIONS  
OREGON DEPARTMENT OF EDUCATION  
SUMMER LEARNING GRANT

RESOLUTION 23-24-08

**Whereas**, the Oregon Department of Education has awarded North Wasco County School District 21, a grant to provide summer learning throughout the District.

**Whereas**, the District did not anticipate this amount of grant revenue from this source when the budget for fiscal year 2023-24 was created;

**Therefore, be it resolved**, that the additional amounts for the fiscal year beginning July 1, 2023, for the purposes shown below are hereby appropriated as follows:

220 - STATE PROGRAMS	
Revenue	
Grant awards	<u>\$ 62,000</u>
	<u>\$ 62,000</u>
Expenditures	
Instruction	<u>\$ 62,000</u>
Total State Programs	<u>\$ 62,000</u>

Adopted this 20th day of June, 2024.

\_\_\_\_\_  
David Jones, Board Chair

\_\_\_\_\_  
Randal Anderson, CFO

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

**Resolution No. 24-25-01**

**RESOLUTION ADOPTING THE BUDGET**

**BE IT RESOLVED**, that the Board of Directors of North Wasco County School District 21 hereby adopts the budget for fiscal year 2024-2025 in the total amount of \$60,983,144 now on file at the Business Office of the School District.

**RESOLUTION MAKING APPROPRIATIONS**

**BE IT RESOLVED**, that the amounts for the fiscal year beginning July 1, 2024, and for the purposes shown below are hereby appropriated:

**100 - GENERAL FUND**

Instruction	\$ 22,674,992
Support services	15,052,757
Transfers	930,000
Debt service	1,575,000
Contingency	300,000
<b>Total</b>	<b><u>\$ 40,532,749</u></b>

**105 - TECHNOLOGY FUND**

Support services	\$ 325,000
<b>Total</b>	<b><u>\$ 325,000</u></b>

**107 - CURRICULUM ADOPTION FUND**

Instruction	\$ 405,000
Support services	20,000
<b>Total</b>	<b><u>\$ 425,000</u></b>

**110 - VEHICLE REPLACEMENT**

Support services	\$ 50,000
<b>Total</b>	<b><u>\$ 50,000</u></b>

**210 - FEDERAL PROGRAMS**

Instruction	\$ 2,395,585
Support services	723,193
Enterprise & Comm. Svcs.	98,263
Facility Acquisition	300,000
<b>Total</b>	<b><u>\$ 3,517,041</u></b>

**220 - STATE PROGRAMS**

Instruction	\$ 1,767,437
Support services	610,480
Enterprise & Comm. Svcs.	46,626
Facility Acquisition	2,234,060
<b>Total</b>	<b><u>\$ 4,658,603</u></b>

**230 - LOCAL PROGRAMS**

Instruction	\$ 60,179
<b>Total</b>	<b><u>\$ 60,179</u></b>

**240 - VOCATIONAL EDUC. FUND**

Instruction	\$ 30,000
<b>Total</b>	<b><u>\$ 30,000</u></b>

**242 - ENTERPRISE ZONE PROJECTS**

Support services	\$ 540,000
<b>Total</b>	<b><u>\$ 540,000</u></b>

**251 - STUDENT INVESTMENT ACCOUNT**

Instruction	\$ 1,254,446
Support services	1,620,357
Enterprise & Comm. Svcs.	-
<b>Total</b>	<b><u>\$ 2,874,803</u></b>

**252 - HIGH SCHOOL SUCCESS**

Instruction	\$ 657,479
Support services	93,349
<b>Total</b>	<b><u>\$ 750,828</u></b>

**290 - STUDENT BODY FUND**

Instruction	\$ 321,800
Support services	2,100
<b>Total</b>	<b><u>\$ 323,900</u></b>

**295 - BUS REPLACEMENT FUND**

Support services	\$ 385,000
<b>Total</b>	<b><u>\$ 385,000</u></b>

**RESOLUTION MAKING APPROPRIATIONS (cont.)**

**299 - NUTRITION SERVICES FUND**

Enterprise & Comm. Svcs.	\$ 1,886,111
Total	<u>\$ 1,886,111</u>

**305 - DEBT SERVICE - BUS PURCHASE**

Debt service	\$ 347,000
Total	<u>\$ 347,000</u>

**303 - DEBT SERVICE - OSBA PERS BONDS**

Debt service	\$ 2,019,484
Total	<u>\$ 2,019,484</u>

**401- CAPITAL IMPROVEMENT FUND**

Facility Acquisition	\$ 283,100
Total	<u>\$ 283,100</u>

**304 - DEBT SERVICE - FFCO**

Debt service	\$ 379,063
Total	<u>\$ 379,063</u>

**601 - INTERNAL SERVICE FUND**

Support services	\$ 378,146
Transfers	465,000
Total	<u>\$ 843,146</u>

**Total Appropriations, All Funds** \$ 60,231,007

**Total Unappropriated and Reserve Amounts, All Funds** 752,137

**TOTAL ADOPTED BUDGET** \$ 60,983,144

**RESOLUTION IMPOSING THE TAX**

**BE IT RESOLVED** that the following ad valorem property taxes are hereby imposed upon the assessed value of all taxable property within the district for tax year 2024-2025:  
 (1) At the rate of \$5.2399 per \$1,000 of assessed value for permanent tax rate;

**RESOLUTION CATEGORIZING THE TAX**

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

**Subject to the Education Limitation**

Permanent Rate..... \$5.2399 / \$1,000

**Adopted this 20th day of June, 2024.**

\_\_\_\_\_  
David Jones, Board Chair

\_\_\_\_\_  
Randal Anderson, Chief Financial Officer



# North Wasco County School District #21

School District Board of Directors

## Board Motion for Action Item

### BOARD ACTION

Date June 20, 2024

Action Requested: Approve contract extension

The District's current contract with Sodexo America, LLC for facility management services is set to expire on June 30, 2026. Sodexo is willing to invest \$573,000 for District improvements in exchange for a five-year contract extension. The extended contract will be under the same terms and conditions as the current contract, with no cost increase in any way related to the repayment of Sodexo's proposed investment in the District.

#### ACTION

**I move to extend the expiration date of the current contract with Sodexo America, LLC to June 30, 2031, and to direct District staff to negotiate relevant documents to accomplish this.**

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

*"The North Wasco County School District is an equal opportunity educator and employer."*

## NORTH WASCO COUNTY SCHOOL DISTRICT

### Balance Sheet

**May 31, 2024**

Balance Sheet	General Fund	Federal Grants	All State Grants	Local Grants	Bus Replacement	Reserve Funds	Nutrition Services	Debt Service	Capital Projects	District Totals
<b>ASSETS:</b>										
Cash & Investments	5,416,999	(282,891)	(201,656)	211,226	235,218	346,690	269,252	1,532,980	142,476	7,323,604
Accounts Receivable	567,184	5,545	7,286		(94,520)	-	-	-	-	485,495
Inventory/Prepaid expense	1,500	-				-	15,135	-	-	16,635
<b>Total Assets</b>	<b>5,985,683</b>	<b>(277,346)</b>	<b>(194,370)</b>	<b>211,226</b>	<b>140,698</b>	<b>346,690</b>	<b>284,387</b>	<b>1,532,980</b>	<b>142,476</b>	<b>7,825,734</b>
<b>LIABILITIES:</b>										
Accounts Payable	(15,846)			8,005		(2,013)	3,008	-	-	(4,833)
Payroll Liabilities	221,271	-				-	-	-	-	221,271
Deferred Revenue	498,561	-				-	16,201	-	-	514,762
<b>Total Liabilities</b>	<b>703,986</b>	<b>-</b>	<b>-</b>	<b>8,005</b>	<b>-</b>	<b>(2,013)</b>	<b>19,209</b>	<b>-</b>	<b>-</b>	<b>731,200</b>
<b>FUND BALANCE:</b>										
<b>Total Fund Balance</b>	<b>5,281,697</b>	<b>(277,346)</b>	<b>(194,370)</b>	<b>203,221</b>	<b>140,698</b>	<b>348,703</b>	<b>265,178</b>	<b>1,532,980</b>	<b>142,476</b>	<b>7,094,534</b>
<b>Revenues &amp; Expenditures: 2023-24 Year to Date</b>										
Beginning Fund Balance	21,798	40,246	77,039	372,798	(61,424)	351,830	234,454	15,655	78,123	778,689
Year to Date Revenues	36,723,775	3,344,522	3,223,218	860,068	1,085,880	322,370	1,340,951	2,288,144	288,108	49,154,666
Year to Date Expenditures	31,463,876	3,662,114	3,494,627	1,029,645	883,758	325,497	1,310,227	770,819	223,755	42,838,821
Year to Date Net Income (Loss)	5,259,899	(317,592)	(271,409)	(169,577)	202,122	(3,127)	30,724	1,517,325	64,353	6,315,845
<b>Ending Fund Balance</b>	<b>5,281,697</b>	<b>(277,346)</b>	<b>(194,370)</b>	<b>203,221</b>	<b>140,698</b>	<b>348,703</b>	<b>265,178</b>	<b>1,532,980</b>	<b>142,476</b>	<b>7,094,534</b>

**NORTH WASCO COUNTY SCHOOL DISTRICT**

**Expenditure Status Report**

**For the eleven months ending May 31, 2024**

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget
<b>100 General Fund</b>					
1000 - Instruction	22,205,696	17,709,564	4,713,300	(217,168)	79.75%
2000 - Support Services	15,217,739	13,115,904	1,999,403	102,432	86.19%
5000 - Debt Service & Fund Transfers	944,030	638,408	-	305,622	67.63%
6000 - Contingency		-	-	-	0.00%
7000 - Unappropriated Ending Fund Balance	1,006,244			1,006,244	0.00%
<b>Totals</b>	<b>39,373,709</b>	<b>31,463,876</b>	<b>6,712,703</b>	<b>1,197,130</b>	<b>79.91%</b>
<b>210 - Federal Programs Fund</b>					
1000 - Instruction	4,282,627	2,717,561	559,606	1,005,460	63.46%
2000 - Support Services	1,921,865	915,163	91,795	914,907	47.62%
3000 - Enterprise & Community Services	253,101	29,390	-	223,711	11.61%
4000 - Capital Outlay	1,161,015	-	-	1,161,015	0.00%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%
<b>Totals</b>	<b>7,618,608</b>	<b>3,662,114</b>	<b>651,401</b>	<b>3,305,093</b>	<b>48.07%</b>
<b>220 - State Grant Funds</b>					
1000 - Instruction	857,518	356,685	120,426	380,407	41.60%
2000 - Support Services	452,768	200,401	19,792	232,575	44.26%
3000 - Enterprise & Community Services	150,000	-	-	150,000	0.00%
4000 - Capital Outlay	500,000	168,696	-	331,304	33.74%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%
<b>Totals</b>	<b>1,960,286</b>	<b>725,782</b>	<b>140,218</b>	<b>1,094,286</b>	<b>37.02%</b>
<b>230 - Local Grants</b>					
1000 - Instruction	102,768	61,295	9,449	32,024	59.64%
2000 - Support Services	84,980	98,352	-	(13,372)	115.74%
3000 - Enterprise & Community Services	693,324	770,794	51,206	(128,676)	111.17%
5000 - Debt Service & Fund Transfers	-	99,204	-	(99,204)	
<b>Totals</b>	<b>881,072</b>	<b>1,029,645</b>	<b>60,655</b>	<b>(209,228)</b>	<b>116.86%</b>
<b>240 - Vocational Education Fund</b>					
1000 - Instruction	63,720	37,819	945	24,956	59.35%
<b>Totals</b>	<b>63,720</b>	<b>37,819</b>	<b>945</b>	<b>24,956</b>	<b>59.35%</b>
<b>242 - Enterprise Zone Funds</b>					
1000 - Instruction	55,000	36,115	-	18,885	65.66%
2000 - Support Services	165,000	94,146	-	70,854	57.06%
4000 - Capital Outlay	302,333	-	-	302,333	0.00%
<b>Totals</b>	<b>522,333</b>	<b>130,261</b>	<b>-</b>	<b>392,072</b>	<b>24.94%</b>
<b>251 - Student Investment Account</b>					
1000 - Instruction	1,393,474	864,434	244,906	284,134	62.03%
2000 - Support Services	2,056,827	1,287,084	251,131	520,612	62.52%
4000 - Capital Outlay				-	0.00%
<b>Totals</b>	<b>3,450,301</b>	<b>2,151,518</b>	<b>496,037</b>	<b>804,746</b>	<b>62.32%</b>
<b>252 - High School Success Account</b>					
1000 - Instruction	721,582	538,949	80,035	102,598	74.69%
2000 - Support Services	127,802	78,378	-	49,424	61.33%
4000 - Capital Outlay				-	0.00%
<b>Totals</b>	<b>849,384</b>	<b>617,327</b>	<b>80,035</b>	<b>152,022</b>	<b>72.68%</b>
<b>285 Technology Fund</b>					
2000 - Support Services	529,515	263,938	375	265,202	49.85%
7000 - Unappropriated Ending Fund Balance				-	0.00%
<b>Totals</b>	<b>529,515</b>	<b>263,938</b>	<b>375</b>	<b>265,202</b>	<b>49.85%</b>
<b>292 - Textbook Replacement Fund</b>					
1000 - Instruction	85,000	61,559	-	23,441	72.42%
2000 - Support Services	110,000	-	700	109,300	0.00%
7000 - Unappropriated Ending Fund Balance	211,880	-	-	211,880	0.00%
<b>Totals</b>	<b>406,880</b>	<b>61,559</b>	<b>700</b>	<b>344,621</b>	<b>15.13%</b>
<b>295 - Bus Replacement Fund</b>					
2000 - Support Services	768,392	883,758	193,566	(308,932)	115.01%
3000 - Enterprise & Community Services	164,000	-	-	164,000	0.00%
<b>Totals</b>	<b>932,392</b>	<b>883,758</b>	<b>193,566</b>	<b>(144,932)</b>	<b>94.78%</b>
<b>298 - Vehicle Replacement Fund</b>					
2000 - Support Services	20,000			20,000	0.00%
7000 - Unappropriated Ending Fund Balance	4,624			4,624	0.00%
<b>Totals</b>	<b>24,624</b>	<b>-</b>	<b>-</b>	<b>24,624</b>	<b>0.00%</b>
<b>299 - Nutrition Services Fund</b>					
3000 - Enterprise & Community Services	1,853,885	1,310,227	217,323	326,335	70.67%
<b>Totals</b>	<b>1,853,885</b>	<b>1,310,227</b>	<b>217,323</b>	<b>326,335</b>	<b>70.67%</b>
<b>303 - OSBA PERS Bonds</b>					
5000 - Debt Service & Fund Transfers	1,927,230	226,115		1,701,115	11.73%
7000 - Unappropriated Ending Fund Balance	100	-		100	0.00%
<b>Totals</b>	<b>1,927,330</b>	<b>226,115</b>	<b>-</b>	<b>1,701,215</b>	<b>11.73%</b>
<b>304 - Full Faith &amp; Credit Obligation</b>					
5000 - Debt Service & Fund Transfers	380,563	380,563	-	-	100.00%
7000 - Unappropriated Ending Fund Balance				-	0.00%
<b>Totals</b>	<b>380,563</b>	<b>380,563</b>	<b>-</b>	<b>-</b>	<b>100.00%</b>
<b>305 - Bus Purchase Fund</b>					
5000 - Short term debt service	165,000	164,141		859	99.48%
7000 - Unappropriated Ending Fund Balance				-	
<b>Totals</b>	<b>165,000</b>	<b>164,141</b>	<b>-</b>	<b>859</b>	<b>99.48%</b>
<b>401 - Capital Improvements</b>					
2000 - Support Services	66,000	1,578	-	64,422	2.39%
4000 - Capital Outlay	78,078	222,177		(144,099)	284.56%
<b>Totals</b>	<b>144,078</b>	<b>223,755</b>	<b>-</b>	<b>(79,677)</b>	<b>155.30%</b>
<b>Total All Funds</b>	<b>60,920,680</b>	<b>43,168,257</b>	<b>8,553,958</b>	<b>9,198,465</b>	

Month 23-24 SY	Chenoweth	Col Wright	Dry Hollow	Mosier Comm School	TDMS	TDHS	Innov. Academy	IA Virt'l	LTCT Cross Roads	Total
September 5	418	277	421	160	555	867	112	69	2	2881
September 20	419	277	423	159	550	841	110	75	2	2856
October 2	421	278	422	157	551	834	112	76	2	2853
November 1	420	280	423	155	549	809	110	88	2	2836
December 1	415	281	419	149	541	797	113	95	3	2813
January 2	409	281	420	149	538	783	112	105	3	2800
February 1	420	277	419	151	524	784	111	120	2	2808
March 1	422	279	425	148	515	774	112	124	3	2802
April 1	423	278	425	150	509	757	112	149	3	2806
May 1	422	274	426	153	502	736	117	144	5	2779
June 3	421	274	428	150	495	729	107	157	3	2764
Average	419.09	277.82	422.82	152.82	529.91	791.91	111.64	109.27	2.73	2818.00
Peak	423	281	428	160	555	867	117	157	5	2881



BEFORE 10-day mandatory "No Show" drop

25 ↓ AFTER dropping "no show" students

3 ↓

17 ↓

23 ↓ 16 of the 23 withdrawals - Mexico Vacation w/intent to return

13 ↓

8 ↑

6 ↓

4 ↑

27 ↓

15 ↓ Seniors (graduates) are still active and included in counts

# North Wasco County School District 21

Code: **EBBB**  
Adopted: 8/24/17; 11/21/17; 5/23/24

## **Injury or Illness Reports**

All injuries or illnesses<sup>1</sup>, sustained by the employee while in the actual performance of the duty of the employee, occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. Staff members will report self-administered first-aid<sup>2</sup> treatment to an immediate supervisor. All accidents involving employees, students, visiting public or district property will be reported immediately to a supervisor.

A written report will be submitted within 24 hours to the district's safety officer. Reports will cover property damage as well as personal injury.

In the event of a work-related<sup>3</sup> illness or injury to an employee resulting in in-patient hospitalization ~~for medical treatment~~<sup>4</sup> ~~other than first aid~~, loss of an eye, amputation or avulsion<sup>5</sup> the district safety officer shall report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA) within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes<sup>6</sup> shall be reported<sup>7</sup> to OSHA within eight hours.

**ALL** injuries or illnesses sustained by an employee, while in the actual performance of the duty of the employee or by a student or visiting public and accidents involving district property, employees, students or visiting public will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

The district safety officer will maintain records on injuries, illnesses, and accidents involving district property, employees, students or visiting public.

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<sup>1</sup>The Oregon Occupational Safety and Health Division provides: "Injury or illness" means an abnormal condition or disorder. Injuries include cases such as, but not limited to, a cut, fracture, sprain, or amputation. Illnesses include both acute and chronic illnesses, such as, but not limited to, skin disease, respiratory disorder, or poisoning (record injuries and illnesses only if they are new, work-related cases that meet one or more of the recording criteria. OAR 437-001-0015(39).

<sup>2</sup>For employees, "first aid" means any one-time treatment and subsequent observation of minor scratches, cuts, burns, splinters, or similar injuries that do not ordinarily require medical care. Such one-time treatment and subsequent observation is considered first aid even though it is provided by a physician or registered professional personnel. OAR 437-001-0015(34).

<sup>3</sup>An injury or illness is work related if an event or exposure in the work environment either caused or contributed to the resulting condition or significantly aggravated a preexisting injury or illness. OAR 437-001-0700(6).

<sup>4</sup>~~Medical<sup>2</sup> treatment is the management or care of a patient to combat disease or disorder. The following are not considered medical treatment: visits to a physician or other licensed health care professional solely for observation or counseling; diagnostic procedures, such as x-rays and blood tests, including administering prescription medications solely for diagnostic purposes; or any procedure that can be labeled first aid according to OAR 437-001-0700(8)(d)(A)(iii).~~

<sup>5</sup>Amputations and avulsions are only required to be reported if they result in bone loss. OAR 437-001-0704(4)

<sup>6</sup>"Catastrophe" is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility. OAR 437-001-0015(11)

<sup>7</sup>Reporting must be done in person or by telephone. OAR 437-001-0704(3)

These records will include prevention measures taken, reporting information, periodic statistical reports on the number and types of injuries, illnesses and accidents occurring in the district, and monthly and annual analyses of accident data. Such reports will be submitted to the superintendent for review.

END OF POLICY

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**Legal Reference(s):**

ORS 339.309

OAR 437-001-0015

OAR 437-001-0700

OAR 437-001-0760

OAR 581-022-2225

## North Wasco County School District 21

Code: JGAB  
Adopted: 3/20/08  
Revised/Readopted: 3/02/17; 1/30/18; 2/23/23

### **Use of Restraint and Seclusion\*\***

The Board is dedicated to the development and application of best practices within the district's educational/behavioral programs. It is the intent of the Board to establish a policy that defines the circumstances that must exist and the requirements that must be met prior to, during and after the use of physical restraint and/or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object<sup>1</sup>, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

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<sup>1</sup> The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator, or volunteer, it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

## Definitions

1. "Restraint" means the restriction of a student's action or movements by holding the student or using pressure or other means.

"Restraint" does not include:

- a. Holding a student's hand or arm to escort student safety and without the use of force from one area to another;
- b. Assisting a student to complete a task if the student does not resist the physical contact; or
- c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
  - (1) Break up a physical fight;
  - (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
  - (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

"Seclusion" does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door

for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.

3. "Seclusion cell" means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.
4. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
5. "Substantial physical or bodily injury" means any impairment of the physical condition of a person that requires some form of medical treatment.
6. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

Mechanical restraint does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
  - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
7. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that has not been prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice for standard treatment of the student's medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice.
  8. "Prone restraint" means a restraint in which a student is held face down on the floor.
  9. "Supine restraint" means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall **only** utilize ~~the Oregon Intervention System (OIS) and/or Crisis Prevention Intervention (CPI)~~ a training program(s) of **for** restraints or seclusion for use **to train staff and use** in the district. ~~As required by state regulation, the selected program shall be one~~ **which has been** approved by the Oregon Department of Education (ODE) ~~and include, but not limited to, positive behavioral support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.~~

**The district shall preserve, and may not destroy, any records related to an incident of restraint or seclusion, including an audio or video recording. The records must be preserved in the original format and without alteration in accordance with law.**

An annual review of the use of restraint and seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents of restraint;
2. The total number of incidents involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;
7. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;
8. The total number of restraint or seclusion incidents carried out by untrained individuals;
9. The demographic characteristics<sup>2</sup> of all students upon whom restraint or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the Board and to the public at the district's main office and on the district's website.

At least once each school year the parents and guardians of students of the district be notified as to how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

The complainant, whether an organization or an individual, may appeal a district's final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 – 581-002-0023. **This appeal process is represented in administrative regulation KL-AR – Complaint Procedure.**

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting and written documentation of the use of restraint or seclusion by district staff. **A staff member who violates this policy or its administrative regulation may be subject to discipline, up to and including dismissal.**

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<sup>2</sup> Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

END OF POLICY

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**Legal Reference(s):**

[ORS 161.205](#)  
[ORS 339.250](#)  
[ORS 339.285](#)  
[ORS 339.288](#)  
[ORS 339.291](#)  
[ORS 339.294](#)  
[ORS 339.297](#)

[ORS 339.300](#)  
[ORS 339.303](#)  
  
[OAR 581-021-0061](#)  
[OAR 581-021-0550](#)  
[OAR 581-021-0553](#)  
[OAR 581-021-0556](#)

[OAR 581-021-0563](#)  
[OAR 581-021-0566](#)  
[OAR 581-021-0568](#)  
[OAR 581-021-0569](#)  
[OAR 581-021-0570](#)  
[OAR 581-022-2267](#)  
[OAR 581-022-2370](#)

**Cross Reference(s):**

JGA - Corporal Punishment  
JGB - Detention of Students  
JGDA/JGEA - Discipline of Students with Disabilities

Code: CCG  
Adopted: 11/21/17

## Evaluation of Administrators

The superintendent will implement and supervise an evaluation system for ~~administrative personnel~~ **administrators**. The purpose of administrator evaluations is to assist an administrator with developing and strengthening ~~his/her~~ professional abilities, to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

A formal evaluation will be conducted at least once each year.

The evaluation shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the superintendent and/or a qualified, licensed designee;
3. Evaluations will be in writing and discussed with the administrator by the person who conducts the evaluation; and
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation, and have the right of appeal through established grievance procedures, if applicable.

An administrator's evaluation shall use the following educational leadership-administrator standards<sup>1</sup> adopted by the State Board of Education.

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;
5. Ethical leadership; and
6. Socio-political context.

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<sup>1</sup>These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.

Local evaluation and support systems established by the district for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
  - a. Classroom-based assessments including observations, lesson plans and assignments;
  - b. Portfolios of evidence;
  - c. Supervisor reports; and
  - d. Self-reflections and assessments.
3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;
5. Customized by the district, which may include individualized weighting and application of the standards.

An evaluation using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of the administrator;
2. Refine the support, assistance and professional growth opportunities offered to the administrator, based on the individual needs of the administrator and the needs of the students, the school and the district;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other **teachers and** administrators;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the administrator; and
6. Address ways to help all educators strengthen their culturally responsive practices.

~~Evaluation and support systems established by the district must evaluate administrators on a regular cycle.~~  
The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

END OF POLICY

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**Legal Reference(s):**

ORS 192.660(2),(8)

ORS 332.505

ORS 342.513

ORS 342.815

ORS 342.850

ORS 342.856

OAR 581-022-2405

OAR 581-022-2410

OAR 581-022-2420

Hanson v. Culver Sch. Dist. (FDAB 1975).



Code:           **CBG**  
Adopted:       2/12/98  
Readopted:     12/17/15; 7/6/17

## Evaluation of the Superintendent

**The Board will formally evaluate the** ~~The superintendent's job performance~~ **at least once each year** ~~will be evaluated formally at least annually.~~ The evaluation will be based on the **superintendent's** ~~administrative~~ job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at a public Board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent and **their** ~~his/her~~ performance will be in executive session, unless the superintendent requests **a session open to the public** ~~an open session~~. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

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Legal Reference(s):

- ORS 332.107
- ORS 192.660 (2), (8)
- ORS 332.505
- ORS 342.513
- ORS 342.815

OAR 581-022-1720

Hanson v. Culver School District No. 5 (FDAB 1975).

# North Wasco County School District 21

**1<sup>st</sup> Reading**  
**No action needed**

Code: BCBA  
Adopted: 11/17/22

## **Student Representative(s) to on the Board**

**The Board establishes two positions of student representatives on the District Board.** ~~The Board has provided for a formalized ongoing method of communication with the students of the North Wasco County School District's high schools by establishing a position of student representative to the Board.~~

**The student representatives shall be installed on the Board with the following Oath of Office:**

**“I \_\_\_\_\_, will support the Constitution and the laws of the United States, the state of Oregon and the laws thereof, and the policies of the North Wasco County School District, and will discharge the duties of Student Representative on the North Wasco County School District Board to the best of my ability.”**

**The superintendent, or designee, will develop administrative regulations to include application and selection processes, roles and responsibilities of a student representative, communication expectations, procedures and regulations for student representative. The information will be published in appropriate school communications.**

**The district will ensure the process and management of student representative application materials, communications and the interview process (if applicable) will comply with the requirements of law related to student records.**

**A student representative shall not be liable for any acts of the Board.**

~~The student representatives shall receive notice of meetings, the agenda and the appropriate agenda materials; be provided a place at the Board table; and be encouraged to engage in discussion. The student representatives shall not be voting members of the Board.~~

~~The Board will assign the superintendent or designee the task to develop administrative regulations that will define the roles, responsibilities and selection procedures for the student representative(s).~~

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 (2023).

# North Wasco County School District 21

Code: IGBAF  
Adopted: 2/8/01  
Revised/Readopted: 5/26/04; 11/15/07; 6/15/17;  
9/22/22; 6/20/24  
Orig. Code: IGBAF

## **Special Education - Individualized Education Program (IEP)\*\***

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21 years of age, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district; or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

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

[ORS 343.151](#)  
[ORS 343.155](#)

[OAR 581-015-2000](#)  
[OAR 581-015-2190](#)  
[OAR 581-015-2195](#)  
[OAR 581-015-2200](#)

[OAR 581-015-2205](#)  
[OAR 581-015-2210](#)  
[OAR 581-015-2215](#)  
[OAR 581-015-2220](#)  
[OAR 581-015-2225](#)  
[OAR 581-015-2229](#)  
[OAR 581-015-2230](#)

[OAR 581-015-2235](#)  
[OAR 581-015-2055](#)  
[OAR 581-015-2600](#)  
[OAR 581-015-2065](#)  
[OAR 581-015-2265](#)

[ORS 343.068](#)  
[ORS 343.321 - 343.333](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 to -300.6, 300.22 to -300.24, 300.34, 300.43, 300.105 to -106, 300.112, 320.325, 300.328, 300.501 (2012).

# North Wasco County School District 21

Code: IGBAF-AR  
Adopted: 3/20/08  
Revised/Readopted: 5/19/16; 6/15/17; 2/24/22; 6/20/24  
Orig. Code: IGBAF

## Special Education - Individualized Education Program (IEP)\*\*/\*\*

### 1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
  - (1) Before special education and related services are provided to a student;
  - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
  - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
  - (1) The Oregon standard IEP; or
  - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s). **This includes all district employees assigned to work with a student with specialized needs to assist with the educational, behavioral, medical, health or disability – related support needs of the student.**
- e. The district **ensures that each** ~~informs all~~ teachers and service providers **is informed of:**
  - (1) ~~of~~ Their specific responsibilities for implementing the IEP accommodations, modifications and/or supports that must be provided for, or on behalf of the student; **and**
  - (2) **Their responsibility** to fully implement the IEP; including any amendments the district and parents agreed to make between annual reviews.
- f. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- ~~g. The district ensures that each teacher and service provider is informed of:~~
  - ~~(1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and~~
  - ~~(2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.~~

- g. The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- h. The district provides a copy of the IEP to the parents at no cost.

## 2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parents, the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

## 3. IEP Team Members

- a. The district's IEP team members include the following:
  - (1) The student's parents;
  - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
  - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
  - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
  - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources, and be able to ensure that all services identified in the IEP can be delivered;
  - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and

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

**All district employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student must be consulted with when the IEP for the student is being developed, reviewed or revised. This includes being invited to, and compensated for attending, meetings regarding the students IEP and other meetings regarding the student, when the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance.**

#### 4. Agreement for Nonattendance and Excusal

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

- (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

## 5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
  - (1) A statement of the student's present levels of academic achievement and functional performance that:
    - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
    - (b) Describes the results of any evaluations conducted, including functional and developmental information;
    - (c) Is written in language that is understood by all IEP team members, including parents;
    - (d) Is clearly linked to each annual goal statement;
    - (e) Includes a description of benchmarks or short term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
  - (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:
    - (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students.
    - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
    - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
  - (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
    - (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
    - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.

- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or district wide assessments of student achievement.
  - (a) A student will not be exempt from participation in state or district wide assessment because of a disability unless the parent requests an exemption;
  - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a district wide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.
- (6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

6. Agreement to Amend or Modify IEP

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

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

7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
  - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
  - (2) The results of the initial or most recent evaluation of the student;
  - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
  - (4) The academic, developmental, and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
  - (1) The communication needs of the student; and
  - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:

- (1) For a student whose behavior impedes his or her their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
- (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
- (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate; and
- (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
- (5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
- (6) A statement of any device or service needed for the student to receive a Free Appropriate Public Education.

d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:

- (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:
  - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
  - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule 441-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).

- (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
- (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

- e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

8. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
  - (1) Participation of students with disabilities in state and districtwide assessment; and
  - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

9. Extended School Year Services

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

10. Assistive Technology

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

## 11. Transfer Students

- a. In state:

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

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

- b. Out of state:

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

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

## 12. Abbreviated School Day

“Abbreviated school day” means any school day during which a student with a disability receives instruction or educational services for fewer hours than the majority of other students who are in the same grade within the student’s resident school district.

“Abbreviated school day program” means an education program:

- a. In which a school district restricts access for a student with a disability to hours of instruction or educational services to less than the number of hours of instruction or educational services that are provided to the majority of other students who are in the same grade within the student's resident school district; and
- b. That results in a student with a disability having an abbreviated school day for more than 10 school days per school year.

Abbreviated school day programs are only allowed when all requirements in state law are met.<sup>1</sup>

Informed and written consent from the parent or foster parent is necessary prior to implementing an abbreviated school day program. A parent or a foster parent may, at any time, revoke consent for the placement of a student on an abbreviated school day program. Revoking consent or objecting to an abbreviated school day program shall be in writing.

Abbreviated school day programs limitations do not apply to students who are exempt per ORS 343.331.

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<sup>1</sup> See ORS 343.324.

# North Wasco County School District 21

Code: IGBAG  
Adopted: 3/20/08  
Revised/Readopted: 3/10/11; 6/15/17; 6/20/24

## Special Education - Procedural Safeguards\*\*

### Procedural Safeguards – General

A district ensures that students with disabilities and their families are afforded their procedural safeguards related to:

1. Access to students' educational records;
2. Parent and adult student participation in special education decisions;
3. Transfer of rights to students who have reached the age of majority;
4. Prior written notice of proposed district actions;
5. Consent for evaluation and for initial placement in special education<sup>1</sup>;
6. Independent educational evaluation;
7. Dispute resolution through mediation, state complaint investigation, resolution sessions and due process hearings;
8. Discipline procedures and protections for students with disabilities, including placements related to discipline;
9. Placement of students during the pendency of due process hearings;
10. Placement of students by their parents in private schools;
11. Civil actions; and
12. Attorney's fees.

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<sup>1</sup>If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district: 1) may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services; 2) may not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child; 3) the district will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and 4) the district is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education or related services.

## Procedural Safeguards Notice

1. The district provides to parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education, at least once per year and upon initial referral or parent request for special education evaluation and when the parent requests a copy. The district also gives a copy to the student at least a year before the student's 18th birthday or upon learning that the student is considered emancipated.
2. The district provides the *Procedural Safeguards Notice* in the parent's native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that the notice is translated orally or by other means understandable to the parent and that the parent understands the content of the notice. The district maintains written evidence that it meets these requirements.

## Parent or Adult Student Meeting Participation

1. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, IEP and educational placement of the student, and the provision of a free appropriate public education (**FAPE**) to the student.
2. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
  - a. States the purpose, time and place of the meeting and who is invited to attend;
  - b. Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
  - c. Advises that the team may proceed with the meeting even if the parents are not in attendance;
  - d. Advises the parents or adult students who to contact before the meeting to provide information if they are unable to attend; and
  - e. Indicates if one of the meeting's purposes is to consider transition services or transition services needs. If so:
    - (1) Indicates that the student will be invited; and
    - (2) If considering transition services, identifies any agencies invited to send a representative (with parent or adult student consent).
3. The district takes steps to ensure that one or both parents of a child with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
  - a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
  - b. Scheduling the meeting at a mutually agreed upon time and place.
4. If neither parent can attend, the district will use other methods to ensure an opportunity to participate, including, but not limited to, individual or conference phone calls or home visits.

5. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.

## Access to Records

**A parent is entitled at any reasonable time to examine all of the records of the district pertaining to the identification, evaluation and educational placement of their child and the provision of FAPE to their child. Records must be provided without undue delay, which may not exceed 10 business days, as defined in ORS 192.311, from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.**

END OF POLICY

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### Legal Reference(s):

<a href="#">ORS 343.155</a>	<a href="#">OAR 581-015-2030</a>	<a href="#">OAR 581-015-2310</a>
<a href="#">ORS 343.165</a>	<a href="#">OAR 581-015-2090</a>	<a href="#">OAR 581-015-2325</a>
<a href="#">ORS 343.177</a>	<a href="#">OAR 581-015-2095</a>	<a href="#">OAR 581-015-2330</a>
<a href="#">ORS 343.181</a>	<a href="#">OAR 581-015-2190</a>	<a href="#">OAR 581-015-2345</a>
<a href="#">ORS 343.173</a>	<a href="#">OAR 581-015-2195</a>	<a href="#">OAR 581-015-2360</a>
<a href="#">OAR 581-001-0005</a>	<a href="#">OAR 581-015-2305</a>	<a href="#">OAR 581-015-2385</a>
<a href="#">OAR 581-015-2000</a>		

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.500 - 300.505, 300.515, 300.517

~~(2006). Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ (2008).~~

# North Wasco County School District 21

Code: KBA-AR(1)  
Revised/Reviewed: 9/14/00; 6/23/04; 10/09/08;  
8/18/16; 2/22/18; 3/16/23; 6/20/24  
Orig. Code: KBA-AR

## Public Records Request

In compliance with Oregon law the following guidelines apply to the dissemination, inspection and examination of the public records of the district:

1. A public records request shall be submitted in writing through the district office at 3632 West 10th Street, The Dalles, Oregon 97058 to **Superintendent, Dr. Carolyn Bernal or Executive Assistant, Cindy Miller**.
2. Upon receipt of a written request, the district shall respond within five business days<sup>1</sup> acknowledging receipt of the request or completing<sup>2</sup> the district's response to the request. If the district provides an acknowledgment of the request, it must:
  - a. Confirm that the district is the custodian of the requested record;
  - b. Inform the requester that the district is not the custodian of the requested record; or
  - c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.
3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:
  - a. Complete its response to the public records request in accordance with ORS 192.329(2). If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
  - b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.
4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:
  - a. The staff or volunteer<sup>3</sup> necessary to complete a response to the public records request are unavailable;

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<sup>1</sup> "Business day" means a day other than Saturday, Sunday or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.

<sup>2</sup>The district response to a public records request will be considered complete when it complies with criteria in Oregon law (ORS 192.329).

<sup>3</sup> Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

- b. Compliance would demonstrably impede the district's ability to perform other necessary services; or
- c. Of the volume of the public records request being simultaneously processed by the district.

In these situations, the district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.

- 5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification. If the requester fails to respond within 60 days to a good faith request from the district for information or clarification, the district shall close the request.
- 6. If a copy of a public record is requested, the district will provide a single copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be made available in the form the record is maintained.
- 7. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.
- 8. Information will be made available to individuals with disabilities in an accessible format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.
- 9. Where the labor effort exceeds 30 minutes, labor, material and out-of-pocket charges will be **charged to the requester.** ~~reimbursed to the district. Labor will be calculated at the hourly rate of the employee affected. Materials and out of pocket charges will be reimbursed at the established rate of \$0.25 per page.~~
  - a. **Clerical Time: \$63 per hour;**
  - b. **Administrator Time: \$90 per hour;**
  - c. **Attorney Time: \$300 per hour**
  - d. **Printing: \$0.25 per page.**

Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date they were informed of the fee or fails to pay the fee within 60 days of the date on which the district informed them of the denial of the fee waiver, the district shall close the request.

Code: **JGAB-AR**

Adopted: 3/20/08

Revised/Readopted: 3/02/17; **6/20/24**

## Use of Restraint and Seclusion\*\*

### ~~General Guidelines~~ Procedure

1. **If restraint or seclusion continues for more than 30 minutes, school staff will attempt to immediately notify parents or guardians verbally or electronically.** ~~Parents will be provided verbal or written notification by the school staff following the use of physical restraint or seclusion by the end of the day on which the incident occurred;~~
2. **Following an incident involving the use of restraint or seclusion, school staff will provide parents or guardians of the student the following:** ~~Parents will be provided written documentation of the incident within 24 hours that provides:~~
  - a. **Verbal or electronic notice of the incident by the end of the school day when the incident occurred.**
  - b. **Written documentation of the incident within 24 hours that provides:**
    - (1) A description of the ~~physical~~ restraint and/or seclusion **including:**
      - (a) **The date of the restraint or seclusion;**
      - (b) The **times** ~~date~~ of the ~~physical~~ restraint or seclusion **began and ended; and**
      - (c) ~~The time the physical restraint or seclusion began and ended, and the location~~ **of the incident;**
    - (2) A description of the student's activity that prompted the use of ~~physical~~ restraint or seclusion;
    - (3) The efforts used to de-escalate the situation and the alternatives to ~~physical~~ restraint or seclusion that were attempted;
    - (4) The names of **staff of the district** ~~personnel of the public education program~~ who administered the ~~physical~~ restraint or seclusion;
    - (5) ~~A~~ **The** description of the training status of the ~~personnel~~ **staff of the district** who administered the ~~physical~~ restraint or seclusion, including any information that may need to be provided to the parent or guardian; ~~and.~~
  - c. Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.
  - d. **Immediate<sup>1</sup>, written notification of the existence of records related to an incident of restraint or seclusion (including photos or audio or video recording).**

<sup>1</sup> "Immediate" means to act as soon as possible without undue delay, but in no case later than within 24 hours of the incident. (OAR 581-021-0556(2)(e)).

3. If the ~~physical~~ restraint or seclusion was administered by a person without training the ~~administrator~~ district will ensure written notice is issued to the parent or guardian of the student which includes notice of the lack of training and the reason restraint or seclusion was administered by a person without training. The administrator will ensure written notice of the same to the superintendent. ~~provide that information along with the reason why a person without training administered the physical restraint or seclusion;~~
4. ~~A building~~ An administrator will be notified as soon as practicable whenever ~~physical~~ restraint and/or seclusion has been used;
5. If ~~physical~~ restraint or seclusion continues for more than 30 minutes the student must be provided with adequate access to bathroom and water every 30 minutes. If ~~physical~~ restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes, an administrator for the ~~public education program~~ district must provide written authorization for the continuation of the ~~physical~~ restraint or seclusion, including providing documentation for the reason the ~~physical~~ restraint or seclusion must be continued. Whenever ~~physical~~ restraint or seclusion extends beyond 30 minutes, ~~personnel~~ staff of the district will immediately attempt to verbally or electronically notify a parent or guardian.;
6. A district ~~Physical~~ Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment;
  - a. **Name of student;**
  - b. **Name of staff member(s) administering the restraint or seclusion;**
  - c. **Date of the restraint or seclusion and the time the restraint or seclusion began and ended;**
  - d. **Location of the restraint or seclusion;**
  - e. **A description of the restraint or seclusion;**
  - f. **A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;**
  - g. **A description of the behavior that prompted the use of restraint or seclusion;**
  - h. **Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;**
  - i. **Information documenting parent or guardian contact and notification.**
7. A documented debriefing meeting must be held within two school days after the use of ~~physical~~ restraint and/or seclusion;. **The parent or guardian of the student must be invited to attend the meeting<sup>3</sup>, and the meeting will include staff members involved in the intervention must be included in the meeting. And any other appropriate personnel.** The debriefing team shall include a ~~building~~ an administrator. **At the debriefing meeting, the district shall review, in its entirety, any audio or video recording<sup>4</sup> preserved as a record of the incident involving restraint or seclusion in accordance with law.** Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.

<sup>3</sup> "Meeting" means the debriefing meeting at which the audio or video recording will be viewed. (OAR 581-021-0556(9)).

<sup>4</sup> To the extent practicable without altering the meaning of the record, the district shall segregate or redact from such a record any personally identifiable information of other students before disclosure to the student's parent or guardian. If the district is unable to segregate or redact personally identifiable information of other students without altering the meaning of the record, the district shall disclose the record to the student's parent or guardian in its original format and without any alteration. "Disclose" means to inform the student's parent or guardian that the record exists; that the record in its original format and without alteration will be available for review by the parent or guardian privately and in the debriefing meeting; and that a copy of the record will be provided to the student's parent or guardian upon request in its original and unaltered format except to the extent that the redaction is needed to protect the personally identifiable information of another student. (ORS 339.294; OAR 581-021-0556(10)).

**The parent or guardian has the right to request another meeting in the event they were unable to attend the debriefing meeting scheduled to be held within two school days of the incident.**

- 8. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion:
  - a. Oral notification of the incident must be provided immediately to a parent or guardian of the student and to the Oregon Department of Human Services (DHS); and**
  - b. Written notification of the incident must be provided to DHS within 24 hours of the incident.****
  
- 9. If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided within 24 hours of the incident to the superintendent, to the Superintendent of Public Instruction and, if applicable, to the union representative for the affected person.**
  
- 10. The district shall maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.**
  
- 11. The district, upon request from DHS regarding an investigation of an incident of restraint or seclusion as suspected child abuse, shall disclose any records preserved to DHS or its designee which are deemed relevant to the subject investigation, in its original format and without any alteration.**

~~The completed Physical Restraint and/or Seclusion Incident Report Form shall include the following:~~

- ~~1. Name of the student;~~
- ~~2. Name of staff member(s) administering the physical restraint or seclusion;~~
- ~~3. Date of the physical restraint or seclusion, and the time the physical restraint or seclusion began and ended;~~
- ~~4. Location of the physical restraint or seclusion;~~
- ~~5. A description of the physical restraint or seclusion;~~
- ~~6. A description of the student's activity immediately preceding the behavior that prompted the use of physical restraint or seclusion;~~
- ~~7. A description of the behavior that prompted the use of physical restraint or seclusion;~~
- ~~8. Efforts to de-escalate the situation and alternatives to physical restraint or seclusion that were attempted.~~
- ~~9. Information documenting parent contact and notification; and~~

~~10. A summary of the debriefing meeting held.~~

**Physical restraint and/or seclusion as a part of a behavioral support plan in the student's Individual Education Program (IEP) or section 504 plan.**

1. Parent participation in the plan is required;
2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained ~~personnel~~ **staff**, including a behavioral specialist and a district representative who is familiar with the ~~physical~~ restraint **and seclusion** training practices adopted by the district;
3. Prior to the implementation of any behavioral support plan that includes ~~physical~~ restraint and/or seclusion, a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan;
4. When a behavior support plan includes ~~physical~~ restraint or seclusion the parents may be provided a copy of the district ~~Physical~~ **Use of Restraint and/or Seclusion** policy at the time the plan is developed.
5. **If a student is involved in five incidents in a school year, the team, including a parent or guardian of the student, will form for the purpose of reviewing and revising the student's behavior plan and ensuring the provision of any necessary behavior supports.**

**Use of ~~physical~~ restraint and/or seclusion in an emergency by school administrator, staff or volunteer to maintain order or prevent a student from harming **themselves** ~~his/herself~~, other students, school staff ~~or property~~.**

Use of ~~physical~~ restraint and/or seclusion under these circumstances with a student who does not have ~~physical~~ restraint and/or seclusion as a part of their IEP or 504 plan, is subject to all of the requirements established by **Board policy and** this administrative regulation with the exception of those specific to plans developed in an IEP or a ~~Section~~ 504 plan.

# North Wasco County School District 21

Code: BCBA-AR(1)  
 Adopted: 2/23/23

## Student Representatives ~~to~~ **on** the Board

The Board recognizes and values student input in the decision-making process. To support and encourage student participation, the Board may allow up to two student representatives to serve as advisory members of the Board.

### Student Representative Eligibility Requirements

1. Student representatives must attend The Dalles High School or Innovations Academy as a full-time student in the 10<sup>th</sup> or 11<sup>th</sup> grade ~~during~~ **at the time of application process**. Student representatives shall be in 11<sup>th</sup> or 12<sup>th</sup> grade during their one-year service period. **A student who served while in grade 11 may reapply to serve a second term.**
2. Student representatives must be able to serve for the period of September 1 through June 30.
3. Student representatives must complete the selection process in full, including the Student Representative ~~to~~ **on** the Board Application Form and interviews with a board sub-committee. Application forms are due to the school principal by May **15<sup>th</sup>**.

### Application and Selection Process

1. Student representatives will be nominated by the principal of the school in which they attend (The Dalles High School or Innovations Academy).
2. The principal will consider recommendations from the student body and faculty.
3. Upon receiving a nomination, interested candidates must complete the Student Representative to the Board Application Form and Essay and return it to the principal before May **15<sup>th</sup>**.
4. Principal-approved application forms will be reviewed by a board member panel and interviews may be conducted to determine which candidate(s) will be the best fit.
5. The Board may select up to two candidates to serve in equal advisory positions. **The selection of a student representative for the subsequent school year will be made by committee no later than June 15.**
6. If a student representative is removed as a board member or abdicate their position voluntarily, the principal may be asked to select a replacement to complete that representative's term.

### Board District Role and Responsibilities

1. **The district administration will ensure the student representative on the Board receives the same notices and materials as elected/appointed school board members, e.g., notice of meetings, agenda, appropriate meeting materials, except confidential information or materials concerning personnel, bargaining or legal matters.**

2. **The district will invite student representatives to attend public budget meetings.**
3. Provide space at the board table for two student representatives during all regular sessions. Special sessions such as the Board retreat or conferences can be attended at the student’s discretion. Student representatives are not allowed to attend executive or emergency sessions.
4. Allow student representatives the same privileges of discussion that apply to all Board members. Student representatives may make advisory recommendations which will be captured in the Board meeting minutes, but they may not cast votes on any motions.
- ~~5. Provide notice of meetings, the agenda and appropriate agenda materials for regular sessions.~~
6. Assign one or more Board members to mentor student representatives regarding Board member roles, responsibilities, etiquette and protocol.
7. Remove a student representative or end the program if issues transpire that lead members to determine it (or an individual) has become counter-productive to the guiding principles of the Board.

### **Student Representative Role and Responsibilities**

1. Take the following Oath of Office **stated in Board policy BCBA – Student Representative(s) on the Board before taking their seat on the Board;** *(to be given at the first meeting of the school year or as close as possible)*

*“I \_\_\_\_\_, will support the Constitution and the laws of the United States, the state of Oregon and the laws thereof, and the policies of the North Wasco School District, and will discharge the duties of Student Representative to the NWSD Board to the best of my ability”.*

2. Attend monthly regular session board meetings, and any special **work sessions and invited to attend budget meetings** that are deemed necessary. Transportation to and from meetings is the responsibility of the student;
3. **Will review and read the board packet in preparation for meetings;** and be prepared to discuss agenda items.
4. **Shall not be a voting member of the Board or hold an officer position on the Board;**
5. **Shall not attend an executive session of the Board;**
6. **Can participate in discussions of the Board at regular meetings and work sessions;**
7. Speak to the interests of the students in a manner that is appropriate and respectful to all members of the Board, school faculty and members of the audience;
8. Maintain confidentiality while serving as a liaison between the Board and the student body;
9. Meet with the superintendent and or board secretary as needed;
10. Read and sign the Board Operating Protocols;

11. **Will give earliest possible notification to the Board of intent to resign, if applicable. Vacancies will be filled through the established process or a student representative may be appointed as deemed appropriate by the Board;**
12. **May be removed from office for failing to meet roles and responsibilities or regulations outlined herein as deemed by the Board, or if deemed necessary by district administration as part of a disciplinary proceedings issued by school administration.**

### **Other Responsibilities and/or Duties as Assigned**

**The following is a non-inclusive list of other possible duties and/or responsibilities for student representative on the board:**

1. **May be asked to present specific school board proposals to the district's student community to gain insight and opinions from local students, as appropriate.**
2. **May be asked to communicate with school-sponsored clubs and organizations on topics proposed by the Board.**
3. **May be asked to serve on a Board committee.**
4. **May be asked to participate in the promotion for the role of student representative on the Board during the application period for a successor.**