

# Regular Meeting with an Executive Session and Supplemental Budget Consideration

Thursday, April 24, 2025 6:00 PM

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

1. **Call Executive Session to order pursuant to ORS:** **Presenter:** David Jones, Chair

- **ORS 192.660 (2) (i) - "To review and evaluate the performance of the superintendent or any other public officer, employee or staff member, unless that person requests an open hearing."**

2.

- **ORS 192.660 (2) (d) - "To conduct deliberations with persons designated to carry on labor negotiations."**

3. **Adjourn Executive Session**

4. **Call Regular Meeting to Order and Pledge of Allegiance** **Presenter:** David Jones, Chair

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

6. **The Dalles High School Choir Performance**

6.a. **Songs:** *Sim Shalom - arr. Allan Naplan*  
*Take This Gift - Tracy Wong*

Riley Aguilera	Natalee Aviluz Vico	Josephine Brace
Marley Ervin	Emma Field	Serene Gooch
Addyson Huskey	Gabrielle Kahler	Zachary Krueger
Natalie LaCroix	Marie-Louise McCracken	Caspian Ortega
Raegan Pewitt	Madelyn Pincock	Valeria Villa Navarro

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

8. **Public Comment on Agenda Items Only**

9. **Consent Agenda**

9.a. *School Board Meeting Minutes from March 13th, 2025 and School Board Work Session from April 10th, 2025.*

9.b. **Personnel Report**

10. **Board Action Calendar - Review**

11. **Student / Staff Recognition**

11.a. **Recognition of Leah Ferguson - Oregon ACTE New Teacher of the Year**

11.b. **Community Partner Recognition:**

- Les Schwab
- Bishops Sanitation

12. Student Representatives to the Board - Report:

- Kylee Rose
- Nancy Diaz Sanchez

13. Building Student Representative Reports:

14. Staff Reports:

15. School Board Sub Committee Reports

16. New Business:

16.a. Action Item: Statement on Superintendent's Evaluation

16.b. Presentations / Reports:

16.b.1. Superintendent's Report

**Presenter:** Dr. Carolyn Bernal, Superintendent

16.b.1.a. Nutrition Services Report

**Presenter:** Tamra Taylor, Director

16.b.1.b. **Integrated Guidance Presentation**

**Presenter:** Shannon Brennan, Director of TLA

16.b.2. Chief Financial Officer's Report

**Presenter:** Randy Anderson, CFO

16.b.2.a. Action Item: Approve Resolution 24-25-13 Adopting a Supplemental Budget and Making Appropriations within the State Grants Fund

16.b.2.b. Action Item: Approve Resolution 24-25-14 (TANS Pool).

16.b.2.c. Financial Statements:

16.b.2.d. Student Enrollment:

16.b.3. Board Attorney's Report

**Presenter:** Jason Corey, Board Attorney

17. Discussion / Action Items:

17.a. Action Item: Approve the Out of State Travel Request for TDHS Robotics Team as requested.

18. 1st Reading on School Board Policies (informational only):

18.a. Policy GAB: Job Descriptions

19. Comments from the Audience about Non Agenda Items

20. 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 – April 24, 2025

*Current as of -April 15, 2025*

*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
N/A			

### Licensed Staff – Internal Transfer and or Hires

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

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

NAME	POSITION	BUILDING	COMMENTS
Nicole Kvist	SLP	District Wide	Resigning April 9, 2025
Mary Jo Commerford	LA Teacher	TDHS	Resigning June 16, 2025
Kimberly Meyers	Reading Specialist	DHE	Retiring June 30, 2025
Mary Snodgrass	LA Teacher	TDHS	Resigning June 16, 2025
Stacey Schatz	Behavior Specialist	District Wide	Resigning June 16, 2025
Karen Pewitt	6 <sup>th</sup> Gr. ELA Teacher	TDMS	Resigning June 13, 2025
Sonja Little	TAG Coordinator	District Wide	Retiring June 30, 2025
Mackenzie Allen	4 <sup>th</sup> Gr. Teacher	DHE	Resigning April 14, 2025
Sergio Lopez-Galvan	Math Teacher	TDMS	Resigning June 13, 2025

### 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
N/A			

### 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
Paola Garcia	Ed Asst IV-SELA (Temp 24'-25')	CES	Began March 17, 2025

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

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
Marina Garza	Nut. Svc I-CES	Nut. Svc II-Lead/District Wide

**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
Chantelle Requa	Ed Asst IV-SPED	DHE	Retiring June 30, 2025
Donna Jones	YTP Coordinator	TDHS	Retiring June 30, 2025
Mayra Castro	Secretary V	CWE	Resigning April 11, 2025
Karen Walasavage	Nutrition Services I	TDMS	Retiring April 30, 2025
Robin Coleman	Ed Asst II-Title I	DHE	Retiring June 30, 2025
Renate Clark	Secretary III	DO	Resigning June 27, 2025
Tina Moulden	Secretary III-Registrar	TDHS	Retiring June 30, 2025

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

NAME	POSITION	BUILDING	COMMENTS
Renate Clark	Exec. Asst. to the Superintendent/Board	DO	Begins July 1, 2025

**Confidential Staff – Internal Transfer and Hires**

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

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

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

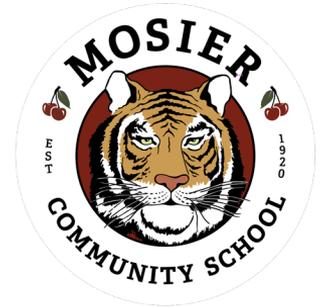
NAME	POSITION	BUILDING	COMMENTS
Darcey Hodges	Head Girls Basketball Coach	TDHS	Resigned March 14, 2025
Colby Tonn	Asst Girls Basketball Coach	TDHS	Resigned March 14, 2025
Ronni Blodgett	Asst Boys Basketball Coach	TDMS	Resigned March 31, 2025
Ronni Blodgett	Head Girls Basketball Coach	TDMS	Resigned March 31, 2025
Nate Timmons	Asst Swim Coach	TDHS	Resigned March 31, 2025

**Advertised Vacancies**

<b>Position</b>	<b>HRS/FTE</b>	<b>Building</b>	<b>Close Date</b>	<b>Comments</b>
Ed Asst IV-SLC	7.5 Hrs	CES	Open Until Filled	Advertised
Secretary V	8 Hrs	CWE	Open Until Filled	Advertised
Chief Financial Officer	8 Hrs	District Wide	Open Until Filled	Advertised
Summer School Administrator 6-12	5 Hrs	District Wide	Open Until Filled	Advertised
Speech Language Pathologist	8 Hrs	District Wide	Open Until Filled	Advertised
Grade 3 Teacher 25'-26' SY	8 Hrs	Dry Hollow	Open Until Filled	Advertised
Music Teacher 25'-26' SY	8 Hrs	Dry Hollow	Open Until Filled	Advertised
Nutrition Services-PT	3.75 Hrs	TDMS	Open Until Filled	Advertised
Grades 6-12 Choir Teacher	8 Hrs	TDMS	Open Until Filled	Advertised
ELA Teacher 25'-26' SY	8 Hrs	TDHS	5/9/2025	Advertised
Science Teacher 25'-26' SY	8 Hrs	TDHS	5/9/2025	Advertised
Secretary III-Registrar 25'-26' SY	8 Hrs	TDHS	5/9/2025	Advertised
Bus Driver-Regular Route	6 Hrs	Transportation	Open Until Filled	Advertised
Substitute Driver (Pool)	TBD	Transportation	Open Until Filled	Advertised
Substitute SPED Bus Aide	TBD	Transportation	Open Until Filled	Advertised
Asst Girls Soccer Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Head Girls Basketball Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Girls Basketball Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Head Volleyball Coach 25'-26' SY	Seasonal	TDMS	Open Until Filled	Advertised
Asst Volleyball Coach 25'-26' SY	Seasonal	TDMS	Open Until Filled	Advertised
Head Cross Country Coach 25'-26' SY	Seasonal	TDMS	Open Until Filled	Advertised

# North Wasco County Consortium

North Wasco County School District  
Mosier Community School



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2025-27 Integrated Application  
Presentation to Governing Board

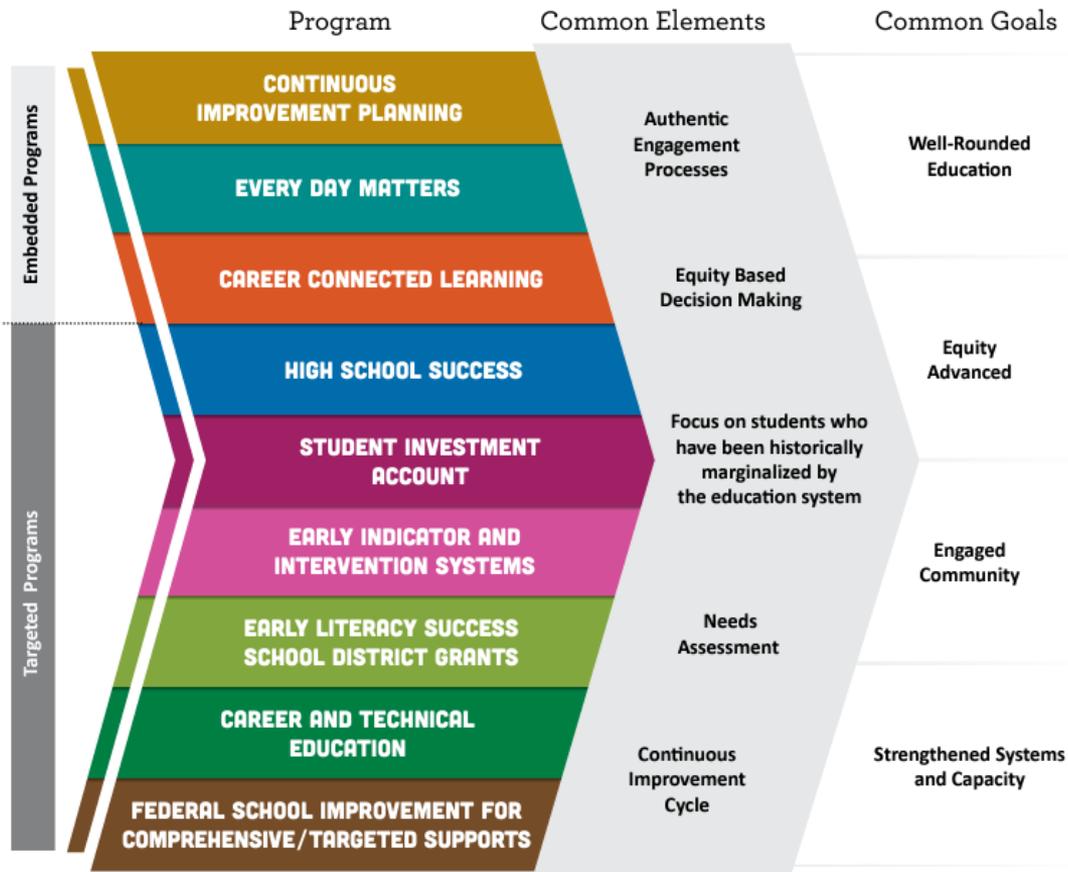
# Purpose for Presentation

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- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To present the Integrated Guidance applications and plans for NWCSD and MCS for board approval (required prior to submitting the application to ODE)



# Aligned Programs & Common Goals



# Summary of Program Purpose

*Centering supports from kindergarten readiness through college & career and especially for focal group students.*

**Continuous Improvement Planning (CIP)** - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

**Every Day Matters - (EDM)** - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

**Career Connected Learning (CCL)** - Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

# Summary of Program Purpose, continued

*Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.*

**High School Success (HSS)** - Systems to improve graduation rates and college/career readiness.

**Student Investment Account (SIA)** - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

**Early Indicator and Intervention System (EIS)** - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

# Summary of Program Purpose, continued

*Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.*

**Early Literacy Success School District Grants (ELGSSG)** - Grants to school districts in order to Increase early literacy for children from birth to third grade, reduce literacy academic disparities for student groups that have historically experienced academic disparities, increase support to parents and guardians around literacy, and to increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

**Career and Technical Education - Perkins V (CTE)** - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

**Federal School Improvement** - Address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

# Meet NWCSD's Planning Team Members

Core Team Members	
Carolyn Bernal	Superintendent
Shannon Brennan	Director of Teaching, Learning, and Assessment
Amy Hampton	Director of Student Services
CJ Toole	Director of Prevention and Intervention
Stephanie Bowen	Director of Communications and Community Involvement
Donna Sholtis	Principal, IA / IVA / NORCOR
Kurt Evans	Principal, TDHS
Sherri Kilgore	Principal, TDMS

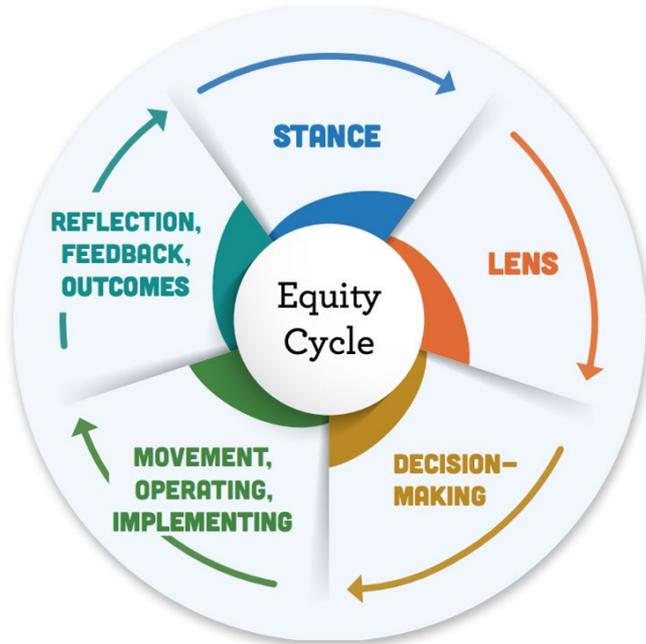
Advisory Team Members	
Mauree Donahue Revier	Facilitator
Mairead Beane Kelly	Parent/Staff/Elementary Admin./DLI
Susana Reyes Montes	DLI Teacher-Chenoweth ES
Abigail Timmons	Climate and Culture TOSA
Jared Burrow	Climate and Culture TOSA
Kirky Stutzman	Climate and Culture TOSA
Mia Howell	Reading Specialist
Sonja Little	TAG and McKinney Vento Coordinator
Desirae Niko	SELA
Anastasia Conlin	Instructional Coach, Secondary
Jim Taylor	Student Success Coordinator



# Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Integrated Needs Assessment
- Tribal Consultation
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities
- The existing plan to review and revise
- Input from District Equity Committees
- Recommendations from the Quality Education Model (QEM)
- Recommendations from Statewide Student Success Act Plans
- Reviewing and Using Regional CTE Consortia Inputs

# Equity Lens, Tool(s) & Decision Making



Our goal was to identify and eliminate barriers, close achievement gaps, and provide equitable opportunities for all students.

Key Steps in Applying the Equity Lens:

- Data Analysis
- Constituent Engagement
- Revamping the Equity Team
- Resource Allocation
- Equitable Access to Opportunities

# Needs Assessment Highlights

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1. Review Disaggregated Data
2. Community Engagement Input
3. Identify Priorities Aligned to the Four Common Goals
4. Review 2023-25 Integrated Application and Your Jumpstart Biennium Early Literacy Plan

# NWCSD Priorities

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- Student Experience
  - meaningful and relevant educational experience
  - measurable increase in a sense of belonging leading to improved student support and academic success
- Teaching and Learning
  - align strategies and practices to ensure consistency across schools so all students achieve
  - align instruction in early literacy that is rooted in the Science of Reading
- Community Engagement
- Staffing Diversity

# NWCSD Outcomes and Strategies

 <p><b>STRATEGIC PLAN</b> North Wasco County School District 2022-2027</p>	 <p><b>ALIGNING FOR STUDENT SUCCESS:</b> INTEGRATED GUIDANCE UPDATE 2023-27</p>	 <p><b>Intensive Program</b></p>
<p style="text-align: center;"><b>STUDENT EXPERIENCE</b></p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>→ Create learning environments where students feel like they belong and staff know students by name, strength, and need.</li> <li>→ Improve NWCSD cultural competency to develop empathy and understanding so students' needs are met, and they have the support to achieve success.</li> </ul> <p><b>Levers for Success:</b></p> <ul style="list-style-type: none"> <li>→ Student Voice</li> <li>→ Diversity, Equity, Inclusion, and Belonging</li> <li>→ Counseling and Mental Health Services</li> <li>→ Social Instruction and Engagement</li> <li>→ Personalized Environments</li> <li>→ Extracurriculars, including Clubs, Programs, and Athletics</li> </ul> <p><b>Benchmarks for Success:</b></p> <ul style="list-style-type: none"> <li>→ Superintendent school visits</li> <li>→ Increased response rates and positive analytics on student, family, and staff climate surveys</li> <li>→ Diverse and equitable student representation on the Equity Committee</li> <li>→ Improved student success data by sub-group (i.e. graduation rate, behavior, attendance, academic</li> </ul>	<p><b>Outcome A: Students will report meaningful and relevant educational experience through career-connected learning and culturally relevant curriculum</b></p> <p>Strategy A1: Develop a system for students, educators, industry and community partners to build career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.</p> <p>Strategy A2: K-12 Clubs and afterschool activities align with student interests and reflect the diverse experiences of students.</p> <p>Strategy A3: Identify and systematically remove barriers for participation in academic and extra-curricular activities in order to increase overall participation, especially for focal group students</p> <p>Strategy A4: Elevate student and family voice through ongoing collaboration and engagement with community partnerships and programs</p> <p><b>Outcome B: Students and staff will report a measurable increase in their sense of belonging within the school community, leading to improved student support and academic success.</b></p> <p>Strategy B1: Develop a continuum of supports that provide students with direct access to social emotional resources and mental health services</p> <p>Strategy B2: Develop a continuum of supports that provide staff with resources to support social and emotional well-being.</p> <p>Strategy B3: Provide ongoing professional development for staff that has a healing-centered approach.</p> <p>Strategy B4: Develop and implement a K-12 system of continuous improvement that measures students' and staff's sense of belonging.</p>	<ul style="list-style-type: none"> <li>→ Director of Prevention and Intervention Recommendation</li> <li>→ Elementary Site-Based Climate and Culture TOSAs</li> <li>→ Colonel Wright &amp; Dry Hollow Elementary Vice Principals (SHORT TERM FUNDING) Recommendation</li> <li>→ Youth Truth Survey</li> <li>→ Youth Advisory Council</li> </ul>

# NWCSD Outcomes and Strategies

 <p><b>STRATEGIC PLAN</b> North Wasco County School District 2022-2027</p>	 <p><b>ALIGNING FOR STUDENT SUCCESS:</b> INTEGRATED GUIDANCE UPDATE 2025-27</p>	 <p><b>Intensive Program</b></p>
<p style="text-align: center;"><b>TEACHING AND LEARNING</b></p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>→ Develop a District-wide culture of high expectations and the belief that every child can succeed.</li> <li>→ Align curriculum, instruction, and assessment strategies and practices to ensure consistency across schools.</li> <li>→ Implement a District-wide approach to intervention and support using evidence-based frameworks.</li> </ul> <p><b>Levers for Success:</b></p> <ul style="list-style-type: none"> <li>→ Teaching and Curriculum</li> <li>→ Consistency across School Buildings</li> <li>→ Collaboration</li> <li>→ Professional Learning</li> <li>→ MTSS and High-Quality Tier 1 Interventions</li> </ul> <p><b>Benchmarks for Success:</b></p> <ul style="list-style-type: none"> <li>→ Increased graduation rates</li> <li>→ Participation in advanced coursework (AP courses, languages, dual-enrollment programs), disaggregated by student group</li> <li>→ Participation in CTE Pathways, disaggregated by student group</li> <li>→ Decreased suspension/expulsion rates</li> <li>→ Increase in students meeting or exceeding proficiency on state assessments</li> <li>→ 3rd grade ELA proficiency rates</li> <li>→ 9th grade Algebra passing rates</li> <li>→ Decrease in unnecessary referrals for special education services</li> </ul>	<p><b>Outcome C: Align curriculum, instruction, assessment strategies and practices to ensure consistency across schools so all students can achieve.</b></p> <p>Strategy C1: Develop and support a cadre of teacher leaders to align curriculum, instruction, assessment strategies, and practices.</p> <p>Strategy C2: Develop a comprehensive continuum of support for educators that emphasizes effective pedagogy in math and literacy instruction for students.</p> <p>Strategy C3: Develop and implement K-12 systems to analyze student academic achievement data and intervene using evidence-based frameworks</p> <p>Strategy C4: Provide instructional coaching for all educators.</p> <p><b>Outcome Early Lit: Align curriculum, instruction, assessment strategies and practices, and professional learning/development that is rooted in the Science of Reading to ensure consistency across schools so all students can achieve and show grade level proficiency by grade 3.</b></p> <p>Strategy Early Lit 1 Develop and implement K-3 systems to effectively purchase and implement high quality instructional materials and curricular resources rooted in the Science of Reading.</p> <p>Strategy Early Lit 2 Develop a comprehensive continuum of professional development and support (instructional coaching) for K-3 educators that emphasizes effective pedagogy instruction rooted in the Science of Reading.</p> <p>Strategy Early Lit 3 Develop and implement a system to provide extended learning opportunities for students who have the lowest rates of proficiency in literacy throughout the district.</p>	<ul style="list-style-type: none"> <li>→ Special Education Process Review Recommendation</li> <li>→ Colonel Wright &amp; Dry Hollow Elementary Vice Principals (SHORT TERM FUNDING) Recommendation</li> </ul>

# NWCSD Outcomes and Strategies

 <p><b>STRATEGIC PLAN</b> North Wasco County School District 2022-2027</p>	 <p><b>ALIGNING FOR STUDENT SUCCESS:</b> INTEGRATED GUIDANCE UPDATE 2023-27</p>	 <p><b>Intensive Program</b></p>
<p style="text-align: center;"><b>COMMUNITY ENGAGEMENT</b></p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>→ Position North Wasco schools as the heart and hub of The Dalles community.</li> <li>→ Ensure each cultural group feels welcomed, valued, and included.</li> <li>→ Deepen ties with the community, so the North Wasco County School District is the most trusted and transparent public entity in The Dalles.</li> </ul> <p><b>Levers for Success:</b></p> <ul style="list-style-type: none"> <li>→ Communication and Transparency</li> <li>→ Targeted Outreach</li> <li>→ Trust</li> <li>→ Connection with Community Partners</li> </ul> <p><b>Benchmarks for Success:</b></p> <ul style="list-style-type: none"> <li>→ Increased community partnerships and participation in community events,</li> <li>→ functions, and meetings</li> <li>→ Increased culturally representative educational programs offered in the District</li> <li>→ Creation of new and effective website/parent communication tools</li> <li>→ Increased community attendance in District functions/meetings</li> <li>→ Increased student participation in career readiness/internship opportunities</li> <li>→ provided by local businesses, organizations, and community partners</li> </ul>	<p><b>Outcome D: Increase student and family engagement for school events and programming for all students.</b></p> <p>Strategy D1: Enhance the sense of belonging among students, families, and the wider community within the school environment and the surrounding community.</p> <p>Strategy D2: Strengthen and enhance systems within schools to elevate student, parent and community voice in the educational process and community activities.</p> <p>Strategy D3: Develop and implement K-12 systems to facilitate effective communication among staff, students, families, and the broader community.</p>	<ul style="list-style-type: none"> <li>→ Community Engagement Assessment Recommendation</li> <li>→ Youth Truth Survey</li> <li>→ Youth Advisory Council</li> <li>→ Student Success Team Participation Support</li> </ul>

# NWCSD Outcomes and Strategies

		
<p style="text-align: center;"><b>STAFFING</b></p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>→ Receive multiple highly qualified, diverse applicants for every job opening.</li> <li>→ Recruit and retain staff whose demographics reflect the diversity of our student population.</li> <li>→ Ensure each staff member, regardless of location or department, feels supported and proud to work for NWCSD.</li> </ul> <p><b>Levers for Success:</b></p> <ul style="list-style-type: none"> <li>→ Recruitment</li> <li>→ Retention</li> <li>→ Salaries</li> <li>→ Diversity and Representation</li> </ul> <p><b>Benchmarks for Success:</b></p> <ul style="list-style-type: none"> <li>→ Applicant demographics</li> <li>→ Staff retention rate</li> <li>→ Staff demographics</li> <li>→ Staff climate survey</li> <li>→ Attendance at community building events for staff</li> <li>→ Participation in mentorship programs by new and long-time staff</li> </ul>	<p><b>Outcome E: Recruit and Retain high quality educators who reflect the demographics of the community.</b></p> <p>Strategy E1: Implement targeted recruitment efforts aimed at attracting a diverse pool of applicants for positions within the organization.</p> <p>Strategy E2: Develop and sustain a “grow your own” pathway to becoming a teacher that supports students, staff, and community members interested in teaching.</p> <p>Strategy E3: Support mentoring for novice educators.</p> <p>Strategy E4: Develop and sustain a welcoming and supportive working environment for BIPOC staff</p>	

# NWCSD Outcomes and Strategies

OUTCOMES & STRATEGIES		CSU/TSI	CTE	EIIS	HSS	SIA	ELSSDG
Strategies	Outcome-SAMPL						
	S1			x			
	S2	x				x	
Strategies	S3	x					x
	Outcome-A	Students will report meaningful and relevant educational experience through career-connected learning and culturally relevant curriculum					
	A1	Develop a system for students, educators, industry and community partners to build career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.					
	A2	K-12 Clubs and after-school activities align with student interests and reflect the diverse experiences of students.					
	A3	Identify and systematically remove barriers for participation in academic and extra-curricular activities in order to increase overall participation, especially for first-generation students.					
	A4	Elevate student and family voice through ongoing collaboration and engagement with community partnerships and programs.					
	A5	x	x				
	Outcome-B	Students and staff will report a measurable increase in their sense of belonging within the school community, leading to improved student support and academic success.					
	B1	Develop a continuum of supports that provide students with direct access to social-emotional resources and mental health services.					
	B2	Develop a continuum of supports that provide staff with resources to support social and emotional well-being.					
B3	Provide ongoing professional development for staff that has a healing-centered approach.						
B4	Develop and implement a K-12 system of continuous improvement that measures students' and staff's sense of belonging.						
B5	x				x		
Strategies	Outcome-C	Align curriculum, instruction, assessment strategies and practices to ensure consistency across schools so all students can achieve.					
	C1	Develop and support a cadre of teacher-leaders to align curriculum, instruction, assessment strategies, and practices.					
	C2	Develop a comprehensive continuum of support for educators that emphasizes effective pedagogy in math and literacy instruction for students.					
	C3	Develop and implement K-12 systems to analyze student academic achievement data and intervene using evidence-based frameworks.					
	C4	Provide instructional coaching for all educators.					
	C5					x	x (K-3 educators)
Strategies	Outcome-D	Increase student and family engagement for school events and programming for all students.					
	D1	Enhance the sense of belonging among students, families, and the wider community within the school environment and the surrounding community.					
	D2	Strengthen and enhance systems within schools to elevate student, parent and community voice in the educational process and community activities.					
	D3	Develop and implement K-12 systems to facilitate effective communication among staff, students, families, and the broader community.					
	D4	x			x	x	x
	D5						
Strategies	Outcome-E	Recruit and retain high-quality educators who reflect the demographics of the community.					
	E1	Implement targeted recruitment efforts aimed at attracting a diverse pool of applicants for positions within the organization.					
	E2	Develop and sustain a "grow your own" pathway to becoming a teacher that supports students, staff, and community members interested in teaching.					
	E3	Support mentoring for novice educators.					
	E4	Develop and sustain a welcoming and supportive working environment for BPOC staff.					
	E5					x	x
Strategies	Outcome-Early Lit	Align curriculum, instruction, assessment strategies and practices, and professional learning/development that is rooted in the Science of Reading to ensure consistency across schools so all students can achieve and show grade-level proficiency by grade 3.					
	F1	Develop and implement K-3 systems to effectively purchase and implement high-quality instructional materials and curricular resources rooted in the Science of Reading.					
	F2	Develop a comprehensive continuum of professional development and support (including coaching) for K-3 educators that emphasizes effective pedagogy instruction rooted in the Science of Reading.					
	F3	Develop and implement a system to provide culturally responsive extended learning opportunities that prioritizes students who have the lowest rates of proficiency in literacy throughout the district.					
	F4					x	x

# Key Investments

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- FSI (CSI / TSI)
  - Youth Outreach Workers
- ELSSDG
  - Professional Development in the Science of Reading
  - Curricular Materials
  - Extended Learning Opportunities
- HSS
  - FTE 4.675
  - CTE Professional Development
- SIA
  - FTE 32.685

# Our Plan - Tiered Approach

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- FTE to support social emotional and academic needs at IA
- Additional FTE to support transitional grades K-12
- Ongoing professional development to support current strategies for focal groups (Constructing Meaning, AVID)

# How the State Understands Success

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There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

# Longitudinal Performance Growth Targets (LPGTs)

**ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:**

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
  - Third-grade reading proficiency rates measured by ELA
  - Ninth-grade on-track rates
  - Regular attendance rates
  - Four-year or on-time graduation rates
  - Five-year completion rates

*\*Grantees may also set local optional metrics*

# How we understand success

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- Meeting or exceeding LPGTs
  - emphasis on closing the gap focal students
- Local Assessment Data
  - iReady, HMH Growth Measure
  - Curriculum Based Assessments
- Staff and Student Survey Data
- [Success Metrics and Milestone Self-Reflection for SIA and HSS FTE](#)

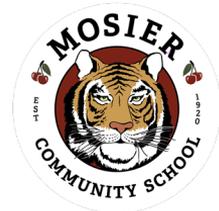
# MCS Priorities:

- Design a comprehensive school curriculum emphasizing critical thinking skills, the creative arts, and outdoor, place-based learning.
- Increase reading, math, and science achievement across all grade levels.
- Create a school culture where everyone feels a sense of belonging and safety.
- Be the hub for community engagement, connection, and lifelong learning.



# MCS intended outcomes are:

- Increase reading achievement across the K-3 grade levels.
- All students will have an increased sense of belonging in school which will be shown through increased rates of regular attenders.
- All students will report an increased sense of safety and belonging at school.
- Increase math achievement across grade levels K-8.
- Provide a well-rounded educational experience for all students, K-8 through enrichment opportunities and activities.



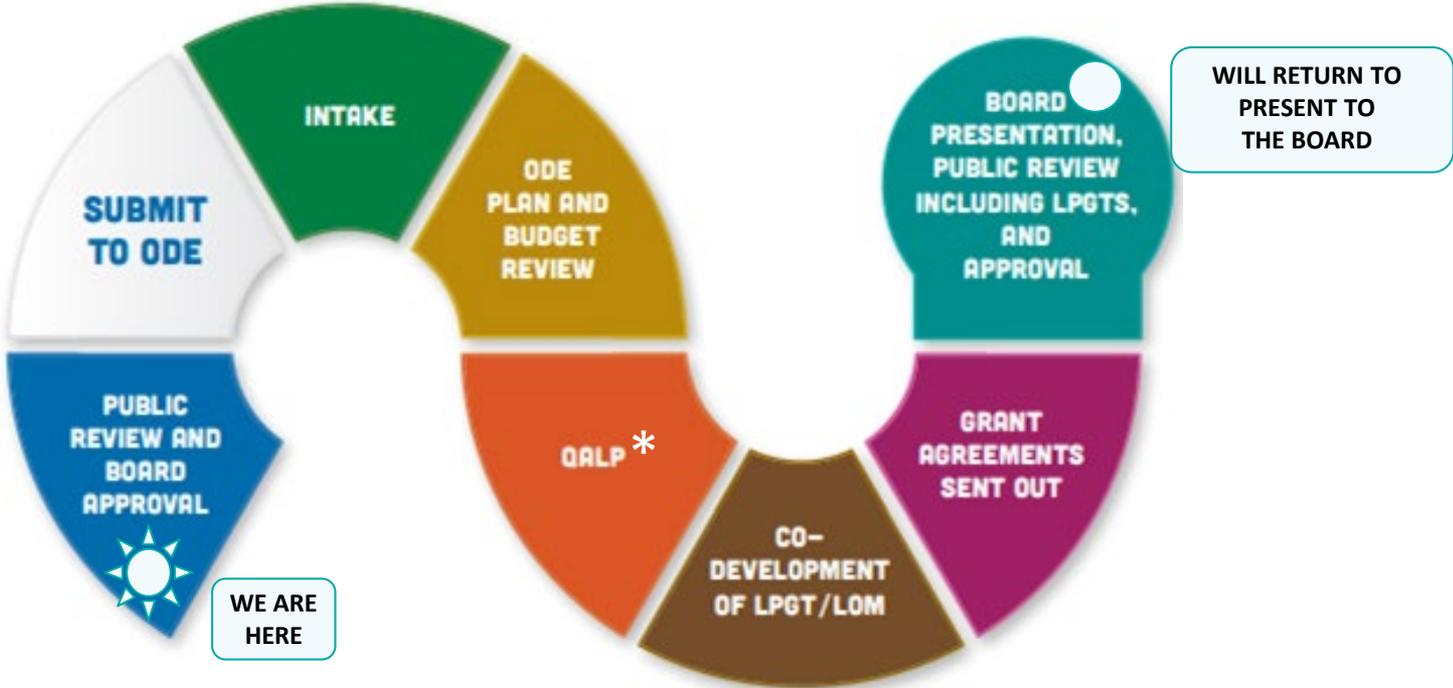
# MCS Key Investments:

Early Literacy: \$62,546.20  
SIA: \$195,342.85

- Full time K-3 Literacy Specialist (\$97,000)
- Full time SEL Teacher (\$76,600)
- Financial Support for enrichment and clubs (\$10,000)
- Professional development funds for Math Education (\$8,000)
- LETRS Stipend for K-5 staff (\$10,000)
- Progress monitoring programs (ForeFront and Amplify) (\$1,800)
- NWEA/MAP testing (3 times per year to monitor growth) (\$5,000)
- Purchase additional Chromebooks (\$8,000)
- Professional Development to improve instruction in reading, writing and math (\$20,000)
- Other Items (\$21,489.05)



# What Happens Next?





# Questions & Comments

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# Needs Assessment Summary

Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment.

Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

NWCSD created two teams: (1) a larger Integrated Guidance planning team made up of staff (administrators, licensed, and classified) that met monthly in order to make recommendations to (2) a smaller planning team made up of district and building administrators that wrote the final application. Participants in the larger group included parents; representatives of focal groups and from district departments serving at risk, houseless youth; mental and behavioral health staff; educators from all grade levels; and community partners. Representatives from community partners associated with SSA Plans were invited to participate but did not attend.

The larger team completed the integrated needs assessment and analyzed attendance data, achievement data, empathy interviews, surveys, and Community Engagement Audit data while keeping the primary, deeper analysis, and high school focus questions of the needs assessment tool at the forefront of the work. NWCSD identified the following: 43% of our students do not attend school regularly, 25 % are chronically absent, and 18% are severely chronically absent. The district is creating opportunities for the community partners to work in collaboration knowing that school attendance is a measure of our community's health, well-being, and success.

Focal group students continue to achieve at lower levels than their peers. 16% of students are on IEPs, and the district is eagerly anticipating the Special Education Process Review Recommendation to create a more inclusive learning environment for students. 16% of students are ELs. While 8.6% of our whole student population is identified as TAG, 0% of those students are ELs. Students in elementary school are often dysregulated and not achieving at grade level; academic data shows student growth is low in grades K-2 and increases through grades 3-8. Empathy interviews were conducted with some parents and students. The themes that emerged were that students most enjoy classes when they are engaging, interesting, and fun; students experience a lot of external stress (homelife, peer relations and pressure, secondary trauma) and feel an overall lack of sense of belonging - students perceive that adults don't care because facilities are run down, old.

There are many contributing factors that impact trends and patterns in NWCSD. Some learner factors include (lack of) engagement, mobility, attendance, and mental health. Instructional factors include (lack of) aligned instructional systems, district-wide need for explicit and intentional tier 1 instruction and interventions in all grades, district-wide need for explicit and intentional tiers 2 and 3 instruction and intervention. Climate/culture factors include a misaligned set of beliefs about students and learning, two way communication, engaging and challenging learning environments. Family and community factors include authentic community engagement and ability to leverage new and existing partnerships.

NWCSD regularly utilized the equity lens throughout the needs assessment and are able to prioritize the following: (1) Reconsider how we allocate funding and provide additional resources to our most impacted school; (2) Overarching need to have systems and structures throughout the district; (3) Change is a sign of growth and ability to adapt to our ever-changing student population and their corresponding needs.



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**Additional requirement if applying with a sponsored charter:**

Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

## **Equity Advanced**

**Explain how you incorporated your equity lens or tool into your planning and budgeting process.**

Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

**We incorporated an equity lens into our planning and budgeting process to ensure that our strategies address the unique needs of historically underserved student groups, including students from low-income families, students with disabilities, English language learners, and students from minority backgrounds. Our goal was to identify and eliminate barriers, close achievement gaps, and provide equitable opportunities for all students.**

**Key Steps in Applying the Equity Lens:**

- 1. Data Analysis:** We began by reviewing student data to identify achievement gaps, attendance, discipline trends, and engagement levels among our focal student groups. This data provided a clear picture of where inequities existed and informed the allocation of resources.
- 2. Constituent Engagement:** Input from staff, families, and community members was integral to understanding the lived experiences of our students. Through surveys, focus groups, and empathy interviews, we gathered insights directly from the communities we serve, ensuring that the voices of marginalized groups shaped our planning process.
- 3. Revamping the Equity Team:** We revamped our Equity Team to better represent the diversity of our district. This team plays a critical role in reviewing policies and procedures through an equity lens, ensuring that all practices and decisions are aligned with our commitment to inclusion and equity. The Equity Team has also identified priority areas for focused attention, including improving outcomes and experiences for our marginalized students.
- 4. Resource Allocation:** In our budgeting, we prioritized funding for programs and activities that would support our focal student groups. We made intentional investments in mental health services, academic support, and reducing language barriers among both students and families, ensuring that resources were distributed equitably to meet the specific needs of underserved students.
- 5. Equitable Access to Opportunities:** Our plan focused on providing all students, especially those from marginalized backgrounds, equal access to high-quality academic instruction, extracurricular activities, and community support. This includes ensuring that all students have access to social-emotional learning (SEL), culturally responsive teaching, and relevant academic interventions.



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**What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?**

To address the cultural, social, emotional, and academic needs of students, including those of focal students, the district will provide a robust, tiered system of support for administrators, teachers and Educational Support Professionals (ESPs). This includes not just teachers but also specific onboarding for assistants, recognizing their need for training, given that many come to us with little to no prior experience. A regular calendar of training with a comprehensive continuum of support will be established for all educators, including assistants, covering areas such as ELL, Title support, Conscious Discipline, and strategies for working with students with specific needs. While one-off curriculum sessions are helpful, more structured, cohort-based professional development, similar to Constructing Meaning (CM), will be required for teachers, emphasizing active learning, application, and reflection. Deeper Learning and Restorative Practices training will be provided, along with efforts to align Positive Behavioral Interventions and Supports (PBIS) across elementary schools, addressing inconsistencies caused by reliance on older systems. Furthermore, professional development will cover curriculum implementation, best practices in mathematics (including when and how to adapt or move beyond scripted lessons), Constructing Meaning, Special Education, understanding neurodiversities and how to read Individualized Education Programs (IEPs), Trauma-Informed Practices, Culturally Responsive Training, AVID, and Science of Reading, specifically for multilingual learners. Training will also address using data to inform instruction, making data utilization more accessible and comfortable for educators. For Dual Language Immersion (DLI), professional development will be provided in Spanish. Finally, time will be allocated for all staff to develop a shared understanding of our instructional initiatives and their underlying rationale.

**What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities? (K-6 or K-8 Grantee, Small/Rural without CTE, Small/Rural with CTE, Virtual without CTE, Virtual with CTE, District or Independent Charter with CTE, District or Independent Charter without CTE)**

Our district is deeply committed to ensuring that children and youth experiencing houselessness are fully included in all our programs and activities. Over the past two years, a key policy change has been the **elimination of all enrollment and participation fees for school athletics and extracurricular activities**. This directly addresses a significant barrier – financial constraints – that can disproportionately affect students experiencing housing instability, ensuring they have equitable access to these enriching opportunities that foster social connection, skill development, and overall well-being.

Furthermore, we recognize the complexities families navigating houselessness face. To provide targeted support, we have a dedicated **staff member to assist families in accessing the McKinney-Vento Homeless Assistance Act program**. This staff member provides annual training



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at each school site to ensure that all staff also know and understand the law (including rights and services, who qualifies for services, signs of houselessness, and how staff can help students experiencing houselessness. This staff member also works closely with families to address transportation needs. This includes exploring options such as public transportation and coordinating with community partners for transportation support. Getting to and from school, as well as extracurricular activities, is fundamental attendance and a sense of belonging.

Understanding that meeting basic needs is fundamental to a child's ability to engage in learning and activities, our district actively **partners with multiple community programs that are integrated within or operate out of our school buildings**. Initiatives such as the **Backpack Program** provide food security, while our collaboration with the **local food bank** ensures consistent access to nutritious meals for students and their families. This partnership approach to providing services creates a more accessible and supportive environment.

Finally, we believe that a supportive and understanding school climate is paramount. To this end, all our **staff routinely undergo professional development focused on trauma-informed and restorative practices**. This training equips our educators and support staff with the knowledge and skills to understand the unique challenges faced by students experiencing trauma, including the instability of houselessness. By implementing restorative practices, we aim to build strong relationships, address harm in a way that promotes healing and understanding, and create a more inclusive and supportive school community for all students.

**Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. (Small/Rural with CTE, YCEP/JDEP with CTE, Virtual with CTE, District or Independent Charter with CTE)**

We will continue to waive program and extracurricular enrollment fees to ensure there is not a financial barrier for students to participate. We will continue to focus on and expand CTE programming and professional development opportunities for our staff to ensure that we are offering equal access and participation in our CTE programs to our focal student groups. We provide academic support for classes with greatest need so student success ensures that they have the opportunity to take elective classes and work with community partners to provide additional resources. The School-to-Work Coordinator is charged with looking at barriers to take a CTE course, clubs, or work based learning. Counselors and CTE teachers recruit students of all backgrounds to enroll in courses, and when possible they group non-traditional students in the same class so students can support each other.

North Wasco identifies non-traditional professionals to meet with students, such as female engineers, male nurses, and spanish speaking professionals. Students meet in small groups to learn about the profession and to ask questions.

The Advisory Board also provides support for students entering non-traditional fields by providing mentoring and guidance.

## Well-Rounded Education

Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.

Additional requirement if applying with a sponsored charter: Please include any updates for charters.

Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. No narrative response required. A Smartsheet link will be provided.

If applying with a sponsored charter, make sure to complete for each charter. No narrative response required. A Smartsheet link will be provided in the Application Prep Links above

**How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards? (All application types)**

Our approach to curriculum design and adoption is centered on fostering deeper learning and creating innovative school experiences for all students. We ensure this through a multi-faceted process:

- 1. Defining Deeper Learning:** We begin by establishing a clear understanding of "deeper learning," which we define as an innovative school experience that promotes deeper learning and thinking, student agency, authentic work, and meaningful technology infusion in all classrooms. Administrators and select teachers are leading the way with this work through a partnership with Dr. Scott McLeod.
- 2. Adoption of High-Quality Instructional Materials:** We prioritize the adoption of high-quality instructional materials that align with our deeper learning principles and Oregon State Standards. This includes a rigorous review process, where we:
  - Utilize the Oregon Department of Education (ODE) approved list as a starting point.
  - Evaluate materials for their alignment with deeper learning principles.
  - Consider the needs of all learners, including diverse learners, English language learners, and students with disabilities.
  - Seek input from teachers, parents, and other constituents.
- 3. Implementation and Professional Learning:** Effective implementation is crucial. We provide ongoing professional learning for teachers to:
  - Deepen their understanding of deeper learning.
  - Develop pedagogical strategies that support deeper learning (e.g., project-based learning, Socratic seminars, etc.).
  - Effectively use the adopted instructional materials to facilitate deeper learning.

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- Collaborate with colleagues to share best practices.
  - Ensure that power standards (as defined in OSAS Blueprints and supporting documents) are the core instructional focus of each class
  - Provide ongoing support for teachers to ensure language objectives are centered in their instructional time so that all teachers see themselves as language teachers.
4. **Continuous Improvement:** We regularly evaluate our curriculum and instructional practices to ensure they are effectively promoting deeper learning and meeting the needs of all students. This involves:
- Analyzing student data
  - Gathering feedback from teachers, students, and parents
  - Staying current on research and best practices in curriculum and instruction.

### **Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. (All application types)**

The system for ensuring well-rounded, intentional, engaging, and challenging instruction for all students is multifaceted and comprehensive. The system is built upon several key principles: curriculum alignment and support, a student-centered approach, a focus on equity and access, continuous improvement, and a collaborative culture, all supported by strong instructional leadership that provides a menu of tools and rubrics for teachers to improve their practice. At its core, the system includes: strong Tiers I, II, and III instruction, IPT (Intervention Progress Teams), PLCs (Professional Learning Communities), and Data Meetings, which drive instruction and focus on 100% of students while other meetings focus on 20% of students who are not thriving. Support is provided through Mentors (from both the Educational Service District and experienced teachers), and ongoing professional development, including Beginning of Year (BOY) and Middle of Year (MOY) instructionally focused PD. The TAG (Talented and Gifted) Program, along with place-based and work-based learning, further enriches the instructional environment.

Specific programs and strategies are integral to this system. AVID and a diverse offering of Elective Classes contribute to a well-rounded education. Instructional Walks/Rounds provide ongoing monitoring and feedback. Key initiatives such as Deeper Learning, which provides tangible steps to shift instruction from a traditional model of school to an innovative school experience depend upon AVID, Constructing Meaning, and strong curricular implementation to enhance student engagement.

All school administrators play a crucial role in the evaluation and supervision of classroom instruction. Staff are observed both formally and informally, and they develop SMART goals annually, based on school data, to ensure their instructional practice is focused on engaging every student. Furthermore, staff create professional development goals based on the Danielson Framework for Teaching, promoting continuous growth in instructional practices. The implementation of engaging, student-centered curriculum and instructional strategies, such as AVID and learning centers, facilitates more challenging and rigorous learning experiences for all students. This is further supported by instructional coaches, new teacher mentors, and ongoing



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professional development.

**How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence? (K-6 or K-8 Grantee, Small/Rural without CTA, Small/Rural with CTE, Virtual without CTE, Virtual with CTE, District or Independent Charter without CTE, District or Independent Charter with CTE)**

To ensure that students, families, and community members experience a safe and welcoming educational environment, including freedom from drug use, gangs, and violence, the school employs several key strategies:

- **Restorative Practices:** These practices aim to build a positive school climate, foster a sense of community, and address harm in a way that repairs relationships and promotes accountability.
- **Climate and Culture TOSAs:** These staff members likely specialize in promoting a positive school climate and culture, focusing on creating a safe, respectful, and welcoming atmosphere for all.
- **District-wide implementation of Character Strong:** This program focuses on developing students' social-emotional skills and character, promoting positive behavior and reducing the likelihood of involvement in negative behaviors.
- **Partnerships:** The school collaborates with organizations like Youthink, What's Strong with You?, and Sources of Strength. These partnerships likely provide resources and programs focused on student well-being, positive decision-making, and building resilience, which contribute to a safer environment.
- **Advisors at TDHS:** These advisors at Thompson Valley High School (TDHS) likely play a key role in supporting students' social, emotional, and academic needs, fostering positive relationships, and promoting a safe and welcoming school climate.
- **Training for school secretaries:** This demonstrates a commitment to ensuring that *all* staff, including those often providing the first point of contact, are equipped to contribute to a welcoming and supportive environment.
- **Welcome signs:** These are a simple but effective way to create a positive first impression and signal that the school is a welcoming place for students, families, and community members.

We believe that creating welcoming environments begins with building positive relationships. This is facilitated through hiring staff that nurture a positive school climate and encouraging family engagement in both our classrooms and schools. We host and support consistent parent nights at each school site throughout the school year, offer opportunities to participate in the curriculum adoption process, and encourage volunteerism to further draw in both parents and the community. Our schools also provide SEL curriculum that helps students build healthy relationships, prevent bullying and strengthen school connectedness.

We regularly conduct safety drills and walk-throughs in conjunction with local emergency personnel to ensure our staff and students are prepared in the case of an emergency. This year, our district also invested in security cameras in our school buildings to help further ensure safety on our campuses.

**How do you ensure students have access to strong school library programs? (All application**



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types)

Each traditional school has 1 to 1.5 FTE Library Media assistant positions that help cultivate collections and aid in facilitating and supporting research for both students and staff in a variety of formats. This includes both written and digital materials. Our K- 8 teachers regularly take classes into the library to research, check out books, listen to book talks, and hear from Authors.

To support our alternative school that does not have a library media assistant position, we are looking to partner with a program called [BookBreak](#) to bring bestselling authors to K-12 schools each month via live stream. Their mission is to make transformative literacy events accessible to every classroom while aligning with curriculum standards. The innovative platform connects students with renowned authors virtually, allowing schools to participate who would not normally be able to afford the speaking fees of bestselling authors. With BookBreak, you can offer your students the excitement and inspiration of a live author event, empowering them to thrive as readers and writers.

Our district also works collaboratively with our county library to provide additional resources and opportunities for our students.

**How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?**

**North Wasco County School District (NWCS D) employs a comprehensive approach to monitor and enhance interventions for students dealing with depression, anxiety, stress, and emotional dysregulation. This strategy integrates collaboration, data analysis, and direct support to ensure the effectiveness of the interventions provided.**

**Collaborative Partnerships and Specialized Roles**

In November 2024, NWCS D partnered with The Next Door Inc., bringing three Youth Outreach Workers (YOWs) into schools. These professionals support students by connecting them with essential resources, such as housing, food, and mental health services. This holistic approach helps address both academic and personal challenges, fostering improved student well-being and success. Additionally, the district introduced a Director of Intervention and Prevention in July 2023, who plays a pivotal role in developing evidence-based programs, supporting teachers, and overseeing initiatives like the Intensive Program, which aims to improve district systems and equity over a four-year period.

**School-Based Behavioral Health Services**

NWCS D partners with local mental health providers like Mid Columbia Center for Living and One Community Health to deliver virtual counseling services during school hours. This accessibility allows middle and high school students to receive therapy without disrupting their academic routines. For younger students, the district works with Trillium Mental Health Services at the Columbia Gorge Day Treatment Program, offering specialized intervention for students in grades K-5. Additionally, the Safe Space program provides counseling to at-risk students and families, further enhancing mental health support.

**Monitoring and Data Analysis**

The district rigorously monitors the effectiveness of interventions through data collection and analysis. This includes tracking attendance, academic performance, and behavioral incidents to assess trends and identify areas requiring attention. One key method involves empathy interviews, where students, staff, and families provide direct feedback on the emotional and behavioral challenges faced. Additionally, the district tracks the frequency and timing of dysregulation events, helping to identify patterns and inform responsive actions. Data from these analyses guides adjustments to interventions, ensuring they meet

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the needs of the student population.

A crucial component of this monitoring system is the use of Behavior Intervention Frameworks (BIFs), which are common across all elementary schools. These frameworks standardize the approach to behavior management and ensure consistency in the interventions applied. The district also ensures that responses to emotional dysregulation are documented, enabling staff to review and refine practices for better outcomes.

**Community Engagement and Professional Development**

NWCSD collaborates with the Columbia Gorge ESD and other community partners to provide ongoing training and technical support to educators. This includes workshops on suicide prevention, behavioral safety assessments, and mental health initiatives. These efforts strengthen the capacity of staff to address the diverse emotional needs of students effectively.

By combining collaborative partnerships, targeted interventions, data-driven assessments, and continuous professional development, NWCSD is committed to providing a supportive and responsive environment for students facing mental health challenges. The ongoing evaluation of these strategies ensures that interventions remain effective and adaptable to the evolving needs of the student body.

**How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups?**

Information about students who have not met or exceeded the standards is analyzed to determine if their assessment performance is representative of their overall academic performance. To do this, we review district level assessments such as iReady, formative assessments, and Easy CBM along with classroom work samples to compare their performance across these various sources. If a student is showing consistent deficits across multiple assessment tools, an intervention plan will be developed for the student. This plan could include small group instruction, individual lessons through iReady, alternate instructional strategies, and more. These interventions focus on specific learning targets with frequent progress monitoring. For students who do not show the expected growth from these interventions, a referral may be made to the Intervention Progress Team (IPT), where a multidisciplinary team will provide feedback regarding the student's progress and help determine more intensive intervention strategies to build the deficit skills.

What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? (All application types)

While not typical in NWCSD, there are some students, including focal student groups, who have exceeded state and national standards. Students who are identified as Talented and Gifted (TAG) have Personalized Education Plans that identify their strengths and strategies to access the general education curriculum along with specific opportunities to extend learning. Regardless of if they are identified as TAG, students who have exceeded state and national standards are provided with a classroom-based enrichment system that provides students with opportunities to go beyond the standard curriculum and engage in activities that deepen their



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understanding, foster their interests, and develop their skills. This system can take many forms, including scheduled enrichment clusters, specific enrichment activities, and even incorporating enrichment into daily instruction.

**If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.**

NA

**What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. (Small/Rural with CTE, YCEP/JDEP with CTE, Virtual with CTE, District or Independent Charter with CTE)**

The school to work coordinator seeks out work programs and opportunities to match with the interests of students. The Coordinator considers students needs, such as access to the site such as transportation, uniform, certification, etc. The coordinator seeks ways to remove these barriers by providing bus passes, pays for uniforms, and works with CTE teachers and community organizations to provide the needed certification.

Guidance counselors inform students through advertising within the school, grade level meetings, and individual meetings. 84% of females and 94% of males participated in one or more CTE courses during their high school career. -All CTE Programs of Study have an Advisory Committee that provides guidance and oversight and ensure that each program is aligned with industry standards and demand. This Advisory Committee is made up of individuals from the community who come from different CTE industries.

School to Work Coordinator partners with employers in the region with the goal of increasing career awareness, exploration, preparation and training for TDHS students. We regularly bring in community partners to middle and high school classrooms to present on their career pathways.

Innovations Academy is beginning to offer CTE defined work -based experience learning through our woodshop on campus. We are working with our local community college-Columbia Gorge Community College to provide expanded options for carpentry certifications, welding and manufacturing.

Innovations Academy has a contract with the NORCOR JDEP site and has a PERKINS grant for start-up costs to expand the CTE options for these students. There is a greenhouse on site that has been revitalized, a kitchen in process of remodeling for culinary arts classes and opportunities for woodworking. CTE courses are being offered through our virtual program at all school sites. Innovations Academy has a plan for expansion of their CTE curriculum through a new virtual platform. Eligible students join classes at Innovations Academy for basic woodworking and construction skills.

**Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. (Small/Rural with CTE, YCEP/JDEP with CTE, Virtual with CTE, District or Independent Charter with CTE)**

Currently, and into the next biennium the NORCOR JDEP program contract for educational



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services is through Innovations Academy. The students are not at the program long enough to take college classes through CGCC.

All students in NWCS D have the opportunity to earn college credit in CTE courses through the Expanded Options program. Some of the courses offered at The Dalles High School are articulated with Columbia Gorge Community College and credit can be earned through the College Now Program.

## Engaged Community

**What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?**

Over the past two years, our district has prioritized deepening community engagement by fostering stronger partnerships with students, families, and staff. Guided by a comprehensive Community Engagement Audit conducted this last year, we focused on four key areas: welcoming practices, communication systems, information systems, and parent empowerment. This work laid the foundation for several impactful initiatives, including the formation of the Youth Wellness Collaborative, a coalition of over 25 community partners dedicated to supporting student mental and emotional well-being. We also launched the Parent Engagement Planning (PEP) Team in partnership with CGESD to align district goals, identify barriers to engagement, and create a clear pathway for collaboration with families.

Despite meaningful progress, several barriers continue to impact this work. We have faced challenges in obtaining consistent parental engagement, particularly among historically underserved and minority subgroups. Additionally, perceived information and survey fatigue has limited the effectiveness of some outreach efforts. A lack of funding has also constrained our ability to incentivize engagement—activities such as providing food at events, which in the past significantly boosted participation, have become more difficult to provide.

**List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)**

To begin, our Community Engagement Assessment Process included focus group sessions, stakeholder surveys, and a comprehensive engagement survey distributed to families and staff. These tools were instrumental in identifying shared priorities, concerns, and opportunities for improvement, which directly informed the goals and strategies outlined in both our current and future integrated plans.

In partnership with our Educational Service District (ESD), we also conducted empathy interviews with selected students and parents. These interviews provided qualitative insights

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into the lived experiences of our focal groups. Common themes included the importance of engaging, interactive classroom experiences; the impact of external stressors like home life, peer pressure, and trauma; and a widespread perception of disconnection and lack of belonging—often linked to the condition of school facilities. These findings helped to center student well-being, engagement, and belonging as core priorities within the plan.

Additionally, we are currently conducting the Youth Truth Survey, which gathers perception data from students, families, and staff. Research shows that student perceptions are closely tied to academic success and emotional well-being. By analyzing this data, we are able to identify specific improvement areas, surface inequities in the student experience, and promote a culture of trust and mutual respect between students and adults. The data will be used to validate and refine our integrated strategies, particularly those related to school climate, instructional relevance, and relationship-building.

**List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)**

For this application cycle, we intentionally assembled a multi-divisional, cross-district planning team composed of staff from a variety of roles, including both licensed and classified personnel. This group oversaw the development of the current plan as well as reviewed progress and priorities from the current cycle. This approach ensured that we had a strong cross-section of perspectives, experiences, and ideas at the table throughout the planning process.

In addition, staff contributed their voices through the Community Engagement Assessment Process, where they provided input on school culture, communication systems, and family engagement practices. Currently, staff are also participating in the Youth Truth Survey, which gathers their perceptions on school climate, leadership, collaboration, and support. This feedback is critical in identifying strengths and areas for growth, and it directly informs the priorities and strategies outlined in the integrated plan.

**Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.**

The insights gathered through our Community Engagement process have directly shaped our planning efforts. We are now focused on several key areas to address the needs of our community:

- Translation services: We are working to bridge the service gap, ensuring that all families, regardless of language, have equal access to important communications, fostering more inclusive participation. We are currently working on acquiring translation headsets to utilize for all public meetings/family nights. We have also begun hosting at least 1 family

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night per academic year led in Spanish.

- Equity across elementary schools: To ensure consistency, we are standardizing practices and resources across schools, so all students have access to similar opportunities, experiences, and support, addressing the “haves vs. have nots” perception. This year we opened up our After School Programming to all district elementaries, regardless of their home school site. We continue to grow our DLI program and plan on further opening registration this coming year to any interested kinder students.
- Academic expectations: Recognizing the need for higher expectations, we are increasing academic rigor to ensure we are achieving Oregon K-12 State Standards and to align with the aspirations families have for their children’s success, ensuring a more challenging and fulfilling learning experience. We have also obtained an official Alternative School status for Innovations Academy and continue to expand alternative opportunities and pathways for our students who may struggle on the traditional schooling track. Furthermore, we have partnered with Dr. Scott McLeod to support our work of transforming our schools from traditional experience to innovative teaching and learning experiences that promote deeper learning and thinking, authentic work, student agency, and meaningful technology integration.
- Communication improvements: Based on feedback, we are simplifying newsletters, making them more concise, and improving overall communication systems to be more responsive and encourage two-way dialogue between schools and families.
- Inclusive engagement opportunities: We are addressing barriers such as event timing, transportation issues, and financial constraints, which limits our ability to incentive attendance by offering meals.
- Additionally, utilizing Comprehensive School Improvement funds, we have hired Youth Outreach Workers (YOWs) at each school to support the following outcomes: improving student mental health and well-being, increasing student academic performance, addressing academic disparities of historically marginalized students/communities. While the strategies may differ from school to school based on Accountability Details Reports, we are universally committed to these outcomes.

## **Strengthened Systems and Capacity**

**What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? (Virtual without CTE, District or Independent Charter without CTE, Virtual with CTE, District or Independent Charter with**



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### CTE)

NWCSD cultivates a pipeline of talented educators and leaders through a multi-faceted approach, with a strong emphasis on representation of our student focal groups and the specific needs of our expanding Dual Language Immersion (DLI) program. Our commitment begins with a robust "Grow Your Own" initiative; this program provides mentorship and early career exposure for individuals concurrently pursuing their education degrees, offering a valuable head start in their professional journey, especially for those who can bring linguistic diversity to our classrooms. In time, we plan to expand our current CTE offerings to include an early childhood education offering.

In close partnership with CGCC, we actively recruit and nurture the professional growth of our dedicated educational assistants. By providing pathways and support for these individuals to advance their careers in education, we leverage their local knowledge, established relationships, and commitment to our students.

To ensure a smooth transition and provide comprehensive support for new educators, particularly those joining our DLI program, we have established a robust mentoring system through a collaborative effort with our local Educational Service District (ESD). Each new teacher benefits from the guidance of both an in-building mentor, offering immediate school-based support, and an ESD mentor, providing broader expertise and perspective during their initial years of teaching. For DLI teachers, we ensure mentorship that understands the unique pedagogical approaches and linguistic demands of dual language instruction.

Curriculum development can be a significant source of overwhelm to novice teachers, so the district has proactively invested in the development of comprehensive instructional supports, including clearly articulated curriculum maps, pacing guides, and readily accessible instructional resources, including Spanish-language materials and resources tailored for dual language instruction. By reducing the initial workload associated with curriculum planning, we empower our new staff to dedicate more of their energy and focus to their students and their individual needs within the DLI context.

Our commitment to ongoing professional growth is evident in our comprehensive onboarding process for new staff, addressing a variety of essential areas. Furthermore, we offer consistent weekly professional development opportunities centered around critical areas such as equity and inclusion, positive climate building, effective instructional practices, proactive behavior management, the application of neuroscience in the classroom, AVID strategies, and collaborative work through Professional Learning Communities (PLCs).

Our efforts to recruit and retain educators and leaders who reflect the rich diversity of our student population and focal groups are intentional and proactive. We are strategically shifting existing staff with strong Spanish language proficiency to provide targeted interventions in Spanish for students within our DLI program who require additional support. This internal reallocation demonstrates our commitment to meeting the specific linguistic needs of our DLI



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students and leveraging the skills of our current staff.

**What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? (Virtual without CTE, District or Independent Charter without CTE, Virtual with CTE, District or Independent Charter with CTE)**

Our efforts to recruit and retain educators and leaders who reflect the rich diversity of our student population and focal groups are intentional and proactive. We are strategically shifting existing staff with strong Spanish language proficiency to provide targeted interventions in Spanish for students within our DLI program who require additional support. This internal reallocation demonstrates our commitment to meeting the specific linguistic needs of our DLI students and leveraging the skills of our current staff.

Our District Team leadership team works with an equity lens to ensure student needs are being met and that students who may need additional support are readily identified. When gaps are identified, we work with both our internal resources and community partnerships to ensure we are supporting and meeting the diverse needs of students, including students of color and those experiencing poverty, learning English or who experience disabilities. Staff within our Student Services and Special Education teams may be assigned to alternate placement based on identified student needs. New teachers and those assigned to a new subject area or level may be assigned a teacher mentor to ensure they are supported and are able to provide high quality instruction to our students.

**Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. (K-6 or K-8 Grantee, Small/Rural without CTE, Small/Rural with CTE, Virtual without CTE, Virtual with CTE, District or independent charter without CTE, District or independent charter with CTE)**

All staff in the district have been trained on how to use Restorative Practices and have begun implementing the strategies across the district. We will continue to prioritize Restorative Practices training on a yearly basis as well as implementation support for both new and returning staff as we strive to bolster the sense of community and belonging in our schools. Our district also has a behavior specialist to assist staff with behavior plans for students that are individualized to the students needs. Our Behavior Specialist regularly attends training, including train-the-trainer sessions, to incorporate new strategies and ideas within our district as we seek to de-escalate students prior to disciplinary practices that exclude them from the classroom. Our district continues to utilize and prioritize the hiring of Social Emotional Learning Assistants in each of our elementary schools who are trained to help de-escalate using trauma-informed practices.

**What systems are in place to support students and families who are transitioning between LTCT sites, YCEPs, and JDEPs to schools?**



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For our LTCT program we work with our community partner, Trillium, who provides a transition specialist who works closely with the district as students enter and exit programming.

Trillium Family Services is the community partner providing day treatment services for our LTCT students. While students are placed in the LTCT program a district behavior specialist is working with the Trillium team from the date of initial placement to help guide the transition process. Each school is provided a weekly update on how their student is doing in the LTCT program and what the anticipated date of discharge is. When a student is approximately 30 days from anticipated discharge the Trillium Transition Specialist begins the process to return the student to public school. This process begins with connecting with the administrators of the school and informing them of the impending transition. The administrator, district assigned behavior specialist and transition specialist then work together to schedule a transition meeting with all of the school employees, parent/guardian and community partners who will be supporting the student through the transition process. At the meeting, information regarding the student's skills and needs are shared with the team, allowing them to get to know the student and ensure all necessary preparations are happening before the student starts.

The week when the student is ready to transition, the transition specialist attends school with the student each day (up to 3 days), increasing the time incrementally to allow the student to experience a full day of school with a familiar support before they are expected to navigate their new environment independently.

For our JDEP and YCEP site, the Re-Entry Transition Specialist meets with and forms a relationship with each individual student. They discuss both short and long term plans and goals. The Transition Specialist also works closely with probation officers, schools, counselors and other community partners to come up with a cohesive plan that will best serve each student and allow them to achieve their goals. The Transition Specialist ensures that when a student exits these sites they and their families are supported for at least 90 days. While this support can vary, it often includes connecting them up with local organizations, support groups, housing, utility and food assistance, along with school re-enrollment and clear communication with their school counselor about their individual strengths and things they can work on as well. For some students, the Transition Specialist provides weekly check-ins with the student and their family to make sure that their transition is as smooth and stress free as possible. This allows the student to have a trusted person to be accountable to and lean on for support. For other students, transition support means helping the student do things like apply for a job or college, apply for health insurance or even earn a diploma.

It is often an interdisciplinary team working together to support the transitioning youth that brings the most success and least risk of recidivism. Letting these students know that they matter and that they have a whole team of people supporting them makes such a difference in their lives. We have seen a significant increase in continued enrollment and graduation rates since implementing this process. The relationships that are built are meaningful and long lasting and have observable success.

**How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce? (Virtual without CTE, District or Independent Charter without CTE, Virtual with CTE, District or Independent Charter with CTE)** From middle grade to high school? From high school to postsecondary education and/or workforce?

We recognize that the move from early childhood settings to elementary school is a significant step for both children and families. To ensure a smooth and positive transition, we implement several key

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strategies informed by the Jumpstart Kindergarten Toolkit:

- **Collaborative Partnerships:** We actively foster strong partnerships with local ECE providers (e.g., Head Start, preschools, childcare centers). This includes regular communication, shared professional development opportunities, and the development of articulation agreements to align curriculum and expectations. This helps create a more seamless educational trajectory for students.
- **Pre-Kindergarten Experiences:** We offer opportunities for incoming kindergarten students and their families to become familiar with the elementary school environment. This may include school visits, open houses specifically designed for rising kindergarteners, and "kindergarten readiness" events where children can engage in activities similar to those they will experience in the fall. These experiences help reduce anxiety and build excitement.
- **Family Engagement and Information Sharing:** We prioritize clear and consistent communication with families. This includes providing information about the kindergarten curriculum, school routines, expectations, and available support services. We may host informational meetings, send home welcome packets, and offer individual meetings to address specific family concerns. The Jumpstart Toolkit emphasizes the importance of culturally responsive communication.
- **Developmental Screening and Assessment:** Where appropriate and with family consent, we may participate in or share information from developmental screenings conducted in ECE settings. This helps our kindergarten teachers gain a better understanding of each child's strengths and areas for growth, allowing for more individualized support from the beginning.
- **Transition Activities:** We incorporate transition-focused activities in the spring for ECE programs and during the initial weeks of kindergarten. These activities help children build connections, learn school routines, and develop a sense of belonging. This might include visits from elementary school staff to preschools or buddy programs pairing older elementary students with incoming kindergarteners.

**Transitioning from Elementary to Middle Grades:**

The move to middle school involves academic, social, and emotional adjustments. We support students and families through:

- **Middle School Visits and Orientations:** We organize visits for rising middle school students to tour the school, meet teachers, and learn about the academic programs, extracurricular activities, and school expectations. Parent information nights provide families with an overview of the middle school experience and address their questions.
- **Information Sharing and Curriculum Alignment:** Elementary and middle school staff collaborate to share information about students' academic progress, learning styles, and social-emotional needs. Efforts are made to align curriculum and instructional practices to ensure a smoother academic progression.
- **Support for Social-Emotional Adjustment:** We provide resources and support to help students navigate the social and emotional changes of middle school. This may include advisory programs, peer mentoring initiatives, and counseling services focused on topics like organization, study skills, and social skills.
- **Family Communication and Involvement:** We maintain open communication with families through newsletters, websites, and parent-teacher conferences. We encourage parent involvement through volunteer opportunities and participation in school events.

**Transitioning from Middle to High School:**

The transition to high school involves increased academic rigor and expanded opportunities. We support students and families through:

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- **High School Visits and Program Overviews:** Rising ninth graders visit the high school, learn about course offerings, graduation requirements, extracurricular activities, and career pathways. High school counselors and teachers present information to both students and families.
- **Academic Planning and Guidance:** High school counselors work with eighth-grade students to develop their initial high school course plans, taking into account their interests, academic goals, and future aspirations. Information about college and career readiness is introduced.
- **Support Services and Resources:** We provide information about the various support services available at the high school, including counseling, tutoring, and college and career advising.
- **Family Engagement and Communication:** We keep families informed through meetings, newsletters, and individual counseling sessions. We encourage parental involvement in their student's academic planning and extracurricular pursuits.

### Transitioning from High School to Postsecondary Education and/or Workforce:

Preparing students for life after high school is a critical focus. We provide support through:

- **College and Career Counseling:** High school counselors offer individualized guidance on college applications, financial aid, career exploration, resume building, and interview skills. We host college fairs and career days to connect students with postsecondary institutions and local employers.
- **Academic and Career Pathways:** We offer a variety of academic and career-technical education pathways to help students develop specific skills and knowledge aligned with their post-high school goals.
- **Dual Credit and Advanced Placement Opportunities:** These programs provide students with opportunities to earn college credit while still in high school, easing the transition to higher education.
- **Resources and Partnerships:** We connect students and families with resources such as financial aid workshops, scholarship information, and workforce development programs. We also partner with local businesses and postsecondary institutions to provide internships, apprenticeships, and informational sessions.

By implementing these comprehensive strategies, informed by resources like the Oregon Department of Education's Jumpstart Kindergarten Toolkit, we aim to create supportive and seamless transitions for our students and families at every stage of their educational journey.

### 5. How do you support students and families in the transitions from the JDEP/YCEP school to their next educational placement or workforce preparation program? From high school to postsecondary education and/or workforce? (YCEP/JDEP without CTE, YCEP/JDEP with CTE)

For our JDEP and YCEP site, the Re-Entry Transition Specialist meets with and forms a relationship with each individual student. They discuss both short and long term plans and goals. The Transition Specialist also works closely with probation officers, schools, counselors and other community partners to come up with a cohesive plan that will best serve each student and allow them to achieve their goals. The Transition Specialist ensures that when a student exits these sites they and their families are supported for at least 90 days. While this support can vary, it often includes connecting them up with local organizations, support groups, housing, utility and food assistance, along with school re-enrollment and clear communication with their school counselor about their individual strengths and things they can work on as well. For some students, the Transition Specialist provides weekly check-ins with the student and their family to make sure that their transition is as smooth and stress free as possible. This allows the



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student to have a trusted person to be accountable to and lean on for support. For other students, transition support means helping the student do things like apply for a job or college, apply for health insurance or even earn a diploma.

It is often an interdisciplinary team working together to support the transitioning youth that brings the most success and least risk of recidivism. Letting these students know that they matter and that they have a whole team of people supporting them makes such a difference in their lives. We have seen a significant increase in continued enrollment and graduation rates since implementing this process. The relationships that are built are meaningful and long lasting and have observable success.

Additionally, when students are transitioning from NORCOR (JDEP), they are encouraged to establish and/or maintain their enrollment at Innovations Virtual Academy (IVA). Since our IVA teachers work with students at NORCOR on a regular basis to provide regular instruction, they have already established positive relationships with students, which results in the students more likely staying enrolled in IVA, let alone *any* school. The encouragement that students receive from teachers and administrators to maintain their enrollment is another source of support as they transition to their next living situation, whether that's a return to their original community, a less restrictive transition program, or a new community altogether. We believe that by maintaining a positive relationship and connection with these students will support them in their transition to either another educational placement or workforce preparation program and will reduce recidivism rates.

**What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. (Small/Rural with CTE, YCEP/JDEP with CTE, Virtual with CTE, District or independent charter with CTE)**

North Wasco is a member of the High Desert ESD CTE Consortium.

Middle students and their parents are engaged through parent meetings about CTE offerings, and 8th grade students participate in an annual Fly Up Day where students visit different CTE classrooms, hear about the program from the teachers, meet with students, and, in some cases, engage in an activity directly related to that career path.

At the high school, guidance counselors receive annual training in CTE guidance through the Central Oregon Perkins Alliance. Students meet with counselors annually to discuss course selection and are advised about CTE options. Throughout their high school career, students are encouraged to identify areas of interest in CTE by content classroom teachers.

**For districts required to engage in Tribal Consultation only:**

Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

As directed by SB 13, North Wasco County School District utilizes K-12 Native American Curriculum for inclusion in our schools and provides professional development to our educators. Much like across the state, NWCS D has been missing a critical opportunity to



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fully leverage the strengths, assets, and contributions that our Native American students bring to their communities. The lack of accurate and complete curricula may contribute to the persistent achievement and opportunity gaps between Native American and other students. We have partnered with the Columbia REN and ODE to provide Tribal History / Shared History professional development to ensure teachers and other school professionals are prepared to work with Indian children. Over this biennium, we intend to continue to partner with the Columbia REN and ODE to continue to provide TH / SH so that more teachers are trained and have adequate guidance to implement curricular materials.

**Early Literacy**

**Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory.**



Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). No narrative response required.

**What is the name of the funding source for the 25% match for early literacy?**

Title I

**Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)**

**If you have more than one elementary school and/or schools serving elementary grades, select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district. Prioritization was determined based on schools that:**

**If you have more than one elementary school and/or schools serving elementary grades, list the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each.**

Chenoweth Elementary School - 33.3%

Colonel Wright Elementary School - 33.3%

Dry Hollow Elementary School - 33.3%

## **Plan Summary**

**Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach.**

**Will be written with the Executive Cabinet on 4/22**

Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will



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work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

**Additional requirement if applying with a sponsored charter:**

Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

**How can ODE support your continuous improvement process?**

DRAFT



# STRATEGIC PLAN

North Wasco County School District

2022-2027



## STUDENT EXPERIENCE

### Goals:

- Create learning environments where students feel like they belong and staff know students by name, strength, and need.
- Improve NWCS D cultural competency to develop empathy and understanding so students' needs are met, and they have the support to achieve success.

### Levers for Success:

- Student Voice
- Diversity, Equity, Inclusion, and Belonging
- Counseling and Mental Health Services
- Social Instruction and Engagement
- Personalized Environments
- Extracurriculars, including Clubs, Programs, and Athletics

### Benchmarks for Success:

- Superintendent school visits
- Increased response rates and positive analytics on student, family, and staff climate surveys
- Diverse and equitable student representation on the Equity Committee
- Improved student success data by sub-group (i.e. graduation rate, behavior, attendance, academic

### Outcome A: Students will report meaningful and relevant educational experience through career-connected learning and culturally relevant curriculum

Strategy A1: Develop a system for students, educators, industry and community partners to build career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

Strategy A2: K-12 Clubs and afterschool activities align with student interests and reflect the diverse experiences of students.

Strategy A3: Identify and systematically remove barriers for participation in academic and extra-curricular activities in order to increase overall participation, especially for focal group students

Strategy A4: Elevate student and family voice through ongoing collaboration and engagement with community partnerships and programs

### Outcome B: Students and staff will report a measurable increase in their sense of belonging within the school community, leading to improved student support and academic success.

Strategy B1: Develop a continuum of supports that provide students with direct access to social emotional resources and mental health services

Strategy B2: Develop a continuum of supports that provide staff with resources to support social and emotional well-being.

Strategy B3: Provide ongoing professional development for staff that has a healing-centered approach.

Strategy B4: Develop and implement a K-12 system of continuous improvement that measures students' and staff's sense of belonging.

- Director of Prevention and Intervention Recommendation
- Elementary Site-Based Climate and Culture TOSAs
- Colonel Wright & Dry Hollow Elementary Vice Principals (SHORT TERM FUNDING) Recommendation
- Youth Truth Survey
- Youth Advisory Council

progress)

## TEACHING AND LEARNING

### Goals:

- Develop a District-wide culture of high expectations and the belief that every child can succeed.
- Align curriculum, instruction, and assessment strategies and practices to ensure consistency across schools.
- Implement a District-wide approach to intervention and support using evidence-based frameworks.

### Levers for Success:

- Teaching and Curriculum
- Consistency across School Buildings
- Collaboration
- Professional Learning
- MTSS and High-Quality Tier 1 Interventions

### Benchmarks for Success:

- Increased graduation rates
- Participation in advanced coursework (AP courses, languages,
- dual-enrollment programs), disaggregated by student group
- Participation in CTE Pathways, disaggregated by student group
- Decreased suspension/expulsion rates
- Increase in students meeting or exceeding proficiency on state assessments
- 3rd grade ELA proficiency rates
- 9th grade Algebra passing rates
- Decrease in unnecessary referrals for special education services

### **Outcome C: Align curriculum, instruction, assessment strategies and practices to ensure consistency across schools so all students can achieve.**

Strategy C1: Develop and support a cadre of teacher leaders to align curriculum, instruction, assessment strategies, and practices.

Strategy C2: Develop a comprehensive continuum of support for educators that emphasizes effective pedagogy in math and literacy instruction for students.

Strategy C3: Develop and implement K-12 systems to analyze student academic achievement data and intervene using evidence-based frameworks

Strategy C4: Provide instructional coaching for all educators.

### **Outcome Early Lit: Align curriculum, instruction, assessment strategies and practices, and professional learning/development that is rooted in the Science of Reading to ensure consistency across schools so all students can achieve and show grade level proficiency by grade 3.**

Strategy Early Lit 1 Develop and implement K-3 systems to effectively purchase and implement high quality instructional materials and curricular resources rooted in the Science of Reading.

Strategy Early Lit 2 Develop a comprehensive continuum of professional development and support (instructional coaching) for K-3 educators that emphasizes effective pedagogy instruction rooted in the Science of Reading.

Strategy Early Lit 3 Develop and implement a system to provide extended learning opportunities for students who have the lowest rates of proficiency in literacy throughout the district.

- Special Education Process Review Recommendation
- Colonel Wright & Dry Hollow Elementary Vice Principals (SHORT TERM FUNDING) Recommendation

## COMMUNITY ENGAGEMENT

### Goals:

- Position North Wasco schools as the heart and hub of The Dalles community.
- Ensure each cultural group feels welcomed, valued, and included.
- Deepen ties with the community, so the North Wasco County School District is the most trusted and transparent public entity in The Dalles.

### Levers for Success:

- Communication and Transparency
- Targeted Outreach
- Trust
- Connection with Community Partners

### Benchmarks for Success:

- Increased community partnerships and participation in community events, functions, and meetings
- Increased culturally representative educational programs offered in the District
- Creation of new and effective website/parent communication tools
- Increased community attendance in District functions/meetings
- Increased student participation in career readiness/internship opportunities
- provided by local businesses, organizations, and community partners

### Outcome D: Increase student and family engagement for school events and programming for all students.

Strategy D1: Enhance the sense of belonging among students, families, and the wider community within the school environment and the surrounding community.

Strategy D2: Strengthen and enhance systems within schools to elevate student, parent and community voice in the educational process and community activities.

Strategy D3: Develop and implement K-12 systems to facilitate effective communication among staff, students, families, and the broader community.

- Community Engagement Assessment Recommendation
- Youth Truth Survey
- Youth Advisory Council
- Student Success Team Participation Support

## STAFFING

**Goals:**

- Receive multiple highly qualified, diverse applicants for every job opening.
- Recruit and retain staff whose demographics reflect the diversity of our student population.
- Ensure each staff member, regardless of location or department, feels supported and proud to work for NWCSD.

**Levers for Success:**

- Recruitment
- Retention
- Salaries
- Diversity and Representation

**Benchmarks for Success:**

- Applicant demographics
- Staff retention rate
- Staff demographics
- Staff climate survey
- Attendance at community building events for staff
- Participation in mentorship programs by new and long-time staff

**Outcome E: Recruit and Retain high quality educators who reflect the demographics of the community.**

Strategy E1: Implement targeted recruitment efforts aimed at attracting a diverse pool of applicants for positions within the organization.

Strategy E2: Develop and sustain a "grow your own" pathway to becoming a teacher that supports students, staff, and community members interested in teaching.

Strategy E3: Support mentoring for novice educators.

Strategy E4: Develop and sustain a welcoming and supportive working environment for BIPOC staff

	OUTCOMES & STRATEGIES		CSI/TSI	CTE	EIIS	HSS	SIA	ELSSDG	ACTIVITIES	
	<b>Outcome-SAMPLE</b>									
Strategies	S1				x				OUTCOME ACTIVITIES: ENTER ON BUDGET TAB	
	S2		x				x			
	S3		x				x			
	<b>Outcome-A</b>	<b>Students will report meaningful and relevant educational experience through career-connected learning and culturally relevant curriculum</b>								
Strategies	A1	Develop a system for students, educators, industry and community partners to build career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.		x		x	x		OUTCOME ACTIVITIES: ENTER ON BUDGET TAB	
	A2	K-12 Clubs and afterschool activities align with student interests and reflect the diverse experiences of students.				x				
	A3	Identify and systematically remove barriers for participation in academic and extra-curricular activities in order to increase overall participation, especially for focal group students		x		x	x	x		
	A4	Elevate student and family voice through ongoing collaboration and engagement with community partnerships and programs	x	x						
	A5									
	<b>Outcome-B</b>	<b>Students and staff will report a measurable increase in their sense of belonging within the school community, leading to improved student support and academic success.</b>								
Strategies	B1	Develop a continuum of supports that provide students with direct access to social emotional resources and mental health services	x				x		OUTCOME ACTIVITIES: ENTER ON BUDGET TAB	
	B2	Develop a continuum of supports that provide staff with resources to support social and emotional well-being.					x			
	B3	Provide ongoing professional development for staff that has a healing-centered approach.					x			
	B4	Develop and implement a K-12 system of continuous improvement that measures students' and staff's sense of belonging.	x				x			
	B5									
	<b>Outcome-C</b>	<b>Align curriculum, instruction, assessment strategies and practices to ensure consistency across schools so all students can achieve.</b>								
Strategies	C1	Develop and support a cadre of teacher leaders to align curriculum, instruction, assessment strategies, and practices.					x	x (K-3 educators)	OUTCOME ACTIVITIES: ENTER ON BUDGET TAB	
	C2	Develop a comprehensive continuum of support for educators that emphasizes effective pedagogy in math and literacy instruction for students.					x	x (K-3 educators)		
	C3	Develop and implement K-12 systems to analyze student academic achievement data and intervene using evidence-based frameworks					x	x (K-3 educators)		
	C4	Provide instructional coaching for all educators.					x	x (K-3 educators)		
	C5									
	<b>Outcome-D</b>	<b>Increase student and family engagement for school events and programming for all students.</b>								
Strategies	D1	Enhance the sense of belonging among students, families, and the wider community within the school environment and the surrounding community.	x						OUTCOME ACTIVITIES: ENTER ON BUDGET TAB	
	D2	Strengthen and enhance systems within schools to elevate student, parent and community voice in the educational process and community activities.	x			x	x	x		
	D3	Develop and implement K-12 systems to facilitate effective communication among staff, students, families, and the broader community.	x			x	x	x		
	D4									
	D5									
	<b>Outcome-E</b>	<b>Recruit and retain high quality educators who reflect the demographics of the community.</b>								
Strategies	E1	Implement targeted recruitment efforts aimed at attracting a diverse pool of applicants for positions within the organization.				x	x		OUTCOME ACTIVITIES: ENTER ON BUDGET TAB	
	E2	Develop and sustain a "grow your own" pathway to becoming a teacher that supports students, staff, and community members interested in teaching.					x			
	E3	Support mentoring for novice educators.					x	x		
	E4	Develop and sustain a welcoming and supportive working environment for BIPOC staff					x			
	E5									
	<b>Outcome-Early Lit</b>	<b>Align curriculum, instruction, assessment strategies and practices, and professional learning/development that is rooted in the Science of Reading to ensure consistency across schools so all students can achieve and show grade level proficiency by grade 3.</b>								





Notes from Fall Convening, Nov 16 2024

Questions	Barriers	Next Steps
Culturally Responsive Teaching		
	<p>TH/SH is just starting. Information is there but needs <b>networks</b> or funnels to access the resources. Share experiences so others can learn from mistakes</p>	<p>List of NA and what they can teach, rate, so educators can hire people to come in for a classroom -Need photographer to take photos and build profiles -Need to recruit at events for NA teachers -Need a budget to pay the teachers</p>
<p>Redefining attendance for tribal members -fishing season - value, transcripts are college ready, value the culture they are learning and not have poor attendance</p>	<p>How to get culture in the classroom, in addition to history. Need NA to teach their own culture in the classroom - what is the path for NA people to get into the classroom</p>	<p>Native Mentors - for dancing, to teach the classroom teachers</p>
<p>Start at the top - other states that have good programs that bridge and see what is missing</p>		
<p>To bring forward CRT has to be a systemic change, need place based and project based, and changes at state level so not dependent on principal that culturally relevant experiences can be transcribed as credit Teachers trained to be culturally relevant and teach that reflect our community Come in to train teachers, bring in culture teaches</p>		
<p>PLCs that focus on lessons - share changes and modifications so teachers don't have to do all the work to meet the needs of students in the Columbia Gorge</p>		

**Notes from Fall Convening, Nov 16 2024**

Questions	Barriers	Next Steps
Recruiting Native Staff and Representation		
	Get the word out to Native Students that they can go into education	Funds: go to Celilo and spread the word/recruit
	Didn't occur to be a teacher - what resources do we need to encourage to go into education	Each school or district had a Native Representative to work with Azariah
Work that the other groups are doing contributes to recruiting, to the conditions that will make people want to be a school staff		NA mentors
10 NA students at CWES	Can't get the kids into the classes - Spanish Bilingual requirement	Get lists of NA students and send them directly to the parents.
What are hispanic groups doing because they have large parent participation, and after school activities	What is the best way to communicate? Flyers and talk to school districts but not getting NA respondents.	GYO Teacher Pathway State funds Very individualized coaching with Meagan
	When do you know when the events are?	Attend events where NA are - powwows, Round Dance, CGESD Calendar - updated soon! Add to district website - Indian Education
Post IA position and prioritize NA "experience working with NA students"		Train counselors - about career counseling, and events that help with going to college Bridge - connecting from HS to post college opportunities for NA students

**Notes from Fall Convening, Nov 16 2024**

Questions	Barriers	Next Steps
Racism		
Why is this still happening? Need for understanding of what is happening at Systems, students, staff levels	What do we do when the staff person is not aligned with the vision of the school district To shift the organization, then hire a person who is aligned with the vision	
Communication - why don't staff show up at events?		Email to principals but send to Supt who will talk with principals.
Equally as important as other events at schools - know when Spirit Week, but don't know when other events - Rock your Mocks Day, Orange Shirt Day.	What events are just for Ind Ed students, and what is for everyone	Everyone needs to see this data
Equity Committee - who is on it?		Azariah will work with Supt and with parents to find someone to serve.
How to involve more students and families - what is our system engaging or not with families	Need NA on Equity Committee HRCSD - Dawn NWCSD - Azariah	Field Day - for 5th grade students before going to middle school, community building to combat racism before starting middle school: LGBTQ, Migrant, NA, . . . Planned by Equity Committee, Native Games School Wide assemblies on equity and inclusion
		Customer service training at the front desk - inconsistent, barrier because secretaries are not nice

**Notes from Fall Convening, Nov 16 2024**

Questions	Barriers	Next Steps
Teaching Native Language for credit		
What language? Local but families are not local	Budget	Survey - find out interest? Who would sign up for the class? Add to 5th grade list of "Rate your Interest"
Is there public interest	How do you get credit?	Survey Would you be interested in NA lang class? What language What aspect of culture are you interested in?
What is the minimum number of students in a class? And to keep it going	Can use virtual classes? And offer more languages Can offer in school?	Use Apps to learn language Students develop lessons Heritage University - to get a certification to language CTE language pathway
Who can teach?	Finding or GYO teachers	GYO Teachers
When Intro at elementary But more realistic at middle and high school for elective		Funding - 4 different school districts + ESD = a language class
What resources are already available?		ChinookWawa language App - download on all school devices from ODE
		Seal of Biliteracy

Notes from Fall Convening, Nov 16 2024

Questions	Barriers	Next Steps
Outside school supports		
After school programs Who is going to lead - how to find local people, Funding Transportation Spark curiosity . . .	Eagle Quest - is a cultural group Meet 1x a week for culture  Getting the word out Transportation Parent buy in Participation	
	Proud to be Native Safe to be Native Be accepted For students that did not grow up Native and not sure if they feel accepted	Social gatherings - Clone Azariah Transportation - not available for NA but is available for other One bus from all schools to Eagle Quest/Culture Night - from Dufur, Maupin and HRCSD CAT Link has been supportive
	Parent buy in is in The Dalles - have the most support; Have a space for all events	Partnership between SD, Transportation and ESD
		After School clubs Students generate ideas for clubs Eagle Quest Native American Youth Advisory Council - need a teacher at the school to be an advisor when Azariah isn't there 1 x month Combine TDHS and IA YAC Combine HRVHS and HROA YAC
		Eddie Harris to be a volunteer, help build systems

**Notes from Fall Convening, Nov 16 2024**

Questions	Barriers	Next Steps
Tribal Actual History, True and Real History		
<p>Docked points for writing about history learned at home but not what is taught at school.            Training for CASA includes Hard Truths, history            Need to be taught in schools</p>		<p>Some trainings are in schools</p>
<p>TH/SH is a law to teach the lesson</p>		<p>REN trains teachers on how to use the lessons and incorporate into their classes            HRCSD trained 42 teachers; strive to have ALL teachers trained.</p>
<p>Can districts require teachers to teach lessons?</p>	<p>NA history is happening now, not only in 1400, 1800 . . .</p>	<p>List of NA to make a connection to the lessons</p>
<p>Do teachers get cultural diversity training?            Lessons are tied to core standards - how can coaches/admin support teachers teaching it during the year? Select a lesson and support the teachers</p>	<p>How to build a credit line</p>	<p>Teacher Staff cultural toolbox.  <a href="#">Native Wellness Institute</a> - <a href="#">Being an Ally in Indian Country Nov</a>; <a href="#">Mar Adults Working with Native Youth trainer of trainers</a> teach courses; Diverse population in the gorge.</p>
	<p>Teach to the standards? But what content?</p>	<p>Need to get it into the classroom - at a high quality - speed? Required? How do teachers who are not NA teach a story that is not theirs?</p>
		<p>School that is focused on NA            Native Cultural Studies class for HS</p>

**Notes from Fall Convening, Nov 16 2024**

Questions	Barriers	Next Steps
<p>Mental Health and Wellness Tribal / Parent involvement in school decision making</p>		
<p>What groups are already available? How do we better use materials already there? Why is there a divide? How do we create a sense of belonging? How do we create a safe school to all staff, not only teachers who attend training? How can we make community feel like a sense of belonging</p>	<p>1 liaison for all districts/schools Transportation Make resources available / known Community collaboration</p>	<p>Teach Staff Create safe schools Finding Champions to drive the work and be safe people How do we make strong allies?  <ul style="list-style-type: none"> <li>- Long term - more native staff</li> <li>- Short term - staff member who is NA, partnership between school and community;</li> <li>- Community Champion, not tokenizing, but ask questions and support - transportation, stipends, childcare.</li> </ul>           Staffing - ask for life experience, lived experience, don't judge name or visual Look at how the answer is phrased,</p>
	<p>Aha! Moment - NA youth at enrollment - qualify in Migrant Ed also, but Migrant Ed meetings are not accessible - all in Spanish Not accurate numbers - depending on what they are flagged - multicultural? Migrant?</p>	<p>Collect resources Website - Azariah's website More convenings to build connections Resource Fair - get info out PD for staff Showing grace to family</p>

# North Wasco Count - Early Literacy Inventory 25-27

	Type of Material	If Other, Please Describe	Title of Literacy Assessments, Tools, etc.
1	Core Materials		Wit & Wisdom
2	Core Materials		Wit & Wisdom
3	Core Materials		Geodes
4	Core Materials		Foundations
5	Core Materials		Foundations
6	Core Materials		Maravillas
7	Core Materials		Maravillas
8	Core Materials		Maravillas
9	Core Materials		Maravillas
10	Assessments		easyCBM
11	Assessments		easyCBM
12	Supplemental Materials		Heggerty
13	Assessments		Star Early Literacy
14	Assessments		Star Reading
15	Intervention/Acceleration Materials		Just Words
16	Intervention/Acceleration Materials		Wilson Reading System
17	Assessments		iReady Reading Diagnostic
18	Assessments		iReady Reading Diagnostic
19	Assessments		iReady Literacy Tasks
20	Assessments		iReady Literacy Tasks
21	Core Materials		Amplify Caminos
22	Assessments		Assessment of Spanish Reading
23	Core Materials		CKLA
24			iReady Reading Diagnostic (Spanish)

Name of Vendor/Developer/Publisher	Is This Your Student Growth Assessment?	Print or Digital	PreK	K	1st	2nd	3rd
Great Minds	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Great Minds	No	Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Great Minds	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wilson Language	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wilson Language	No	Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
McGraw Hill Education	No	Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McGraw Hill Education	No	Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McGraw Hill Education	No	Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McGraw Hill Education	No	Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
easyCBM	No	Print	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
easyCBM	No	Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Heggerty	No	Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Renaissance	No	Digital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Renaissance	Yes	Digital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wilson Language	No	Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wilson Language	No	Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Associates	Yes	Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Curriculum Associates	Yes	Digital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Associates	No	Digital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Associates	No	Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Amplify	No	Both Print and Digital	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Curriculum Associates	Yes	Digital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amplify	No	Both Print and Digital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

4th	5th	CORE ONLY: Adoption SBE or Independent	CORE ONLY: If SBE Adopted, Select Material
<input type="checkbox"/>	<input type="checkbox"/>	State Board of Education	Great Minds PBC and Wilson Language Training   Wit & Wisdom with Foundations and Geodes
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	State Board of Education	Great Minds PBC and Wilson Language Training   Wit & Wisdom with Foundations (Grades 3-5)
<input type="checkbox"/>	<input type="checkbox"/>	State Board of Education	Great Minds PBC and Wilson Language Training   Wit & Wisdom with Foundations and Geodes
<input type="checkbox"/>	<input type="checkbox"/>	State Board of Education	Great Minds PBC and Wilson Language Training   Wit & Wisdom with Foundations and Geodes
<input checked="" type="checkbox"/>	<input type="checkbox"/>	State Board of Education	Great Minds PBC and Wilson Language Training   Wit & Wisdom with Foundations (Grades 3-5)
<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption	
<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption	
<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption	
<input type="checkbox"/>	<input type="checkbox"/>	Independent Adoption	
<input type="checkbox"/>	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Independent Adoption	
<input type="checkbox"/>	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	State Board of Education	Amplify Education (updated)   Core Knowledge Language Arts 2nd Edition (CKLA2)(Grades 3-5)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

CORE ONLY: If Indpndt Adpt, Mts SBE Criteria	Date of Adoption or Start of Use MONTH	Date of Adoption or Start of Use YEAR	Planned Changes or Updates
	April	2022	
	August	2020	
	August	2021	
	August	2022	
	August	2023	
	August	2018	
	August	2018	
	August	2020	
	August	2019	
	August	2019	
	August	2022	No longer using since the iReady Reading Diagnostic will be available in Spanish.
	May	2024	
	August	2025	

**RESOLUTION ADOPTING A SUPPLEMENTAL BUDGET  
AND MAKING APPROPRIATIONS WITHIN THE  
STATE GRANTS FUND FUND**

**RESOLUTION 24-25-13**

**Whereas**, When the budget of North Wasco County School District 21 for the 2024-25 school year was adopted additional grant revenues were not anticipated;

**Whereas**, the District anticipates receiving grant revenue to be in excess of the amounts that were included in the original budget;

**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, 2024, for the purposes shown below are hereby adopted and appropriated:

**Within the Student Investment Account Fund**

220 - STATE GRANTS FUND

Grant revenue	<u>\$ 40,000</u>
Total Revenue	<u>\$ 40,000</u>

220 - STATE GRANTS FUND

Instruction	<u>\$ 28,000</u>
Support services	<u>\$ 12,000</u>
Total Expenditures	<u>\$ 40,000</u>

**Adopted this 24th day of April, 2025.**

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

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

## **RESOLUTION 24-25-14**

A RESOLUTION OF NORTH WASCO COUNTY SCHOOL DISTRICT NO. 21, WASCO COUNTY, OREGON AUTHORIZING A TAX AND REVENUE ANTICIPATION NOTE, SERIES 2025A; AUTHORIZING PARTICIPATION IN THE OREGON EDUCATION DISTRICTS SHORT-TERM BORROWING PROGRAM SERIES 2025A; APPROVING AND AUTHORIZING EXECUTION OF DOCUMENTS; PLEDGING FULL FAITH AND CREDIT AND FUNDS DEPOSITED IN A SPECIAL ACCOUNT; AND DESIGNATING A DISTRICT REPRESENTATIVE.

WHEREAS, the Board of Directors of North Wasco County School District No. 21, Wasco County, Oregon (the "District") finds a need for the District to enter into a short-term note (the "Note") to meet the District's on-going expenses; and

WHEREAS, the District has adopted or will adopt a budget, providing for the collection of ad valorem property tax revenues and other budgeted revenues; and

WHEREAS, Oregon Revised Statutes ("ORS") Section 287A.180 permits the issuance of tax and revenue anticipation notes in a principal amount which does not exceed 80% of the taxes or other revenues, except grant moneys, that the District has budgeted or otherwise reasonably expects to have available to pay the notes and which mature within thirteen (13) months after the notes is issued; and

WHEREAS, the Oregon Education Districts Short-Term Borrowing Program (the "Program") allows participating Oregon school districts, education service districts and community colleges (the "Participating Districts") to simultaneously issue their notes and, collectively, provide for the issuance of the Certificate of Participation, Series 2025A (the "Certificate") representing undivided proportionate interests in the aggregate amount of all notes of the Participating Districts; and

WHEREAS, each Participating District under the Program is required to create a special account to be known as the Series 2025A Tax Anticipation Note Payment Account, to which each Participating District shall deposit, on a date to be determined by each Participating District's note purchase agreement (the "Note Purchase Agreement"), ad valorem taxes and other District legally available funds in anticipation of which the Note is issued in an amount sufficient to pay principal and interest on the Note at maturity, as security for the Participating District's payment of its Note; and

WHEREAS, the District determines it is desirable to issue a Note under the Program; and

NOW, THEREFORE, THE BOARD OF DIRECTORS OF NORTH WASCO COUNTY SCHOOL DISTRICT NO. 21, WASCO COUNTY, OREGON RESOLVES, as follows:

Section 1. Issuance of the Note. The District is hereby authorized to enter into the Note in a principal amount not to exceed \$1,800,000. The proceeds of the Note shall be used to pay on-going expenses of the District, as well as the estimated cost of issuance of the Note and the District's proportionate share of the estimated cost of issuance of the Certificate. The Chair, Superintendent, and Chief Financial Officer or a designee of any of those officials is designated as the District Representative (each a "District Representative") to act on behalf of the District under this Note Resolution.

Section 2. Participation in Program. Upon the adoption of this Note Resolution, the District authorizes and approves participation in the Program with other Participating Districts. The District Representative is authorized to submit this Note Resolution to Piper Sandler & Co., as evidence of the participation by the District.

Section 3. Distribution, Use of and Provision for Payment of the Note. The Note proceeds less costs of issuance shall be deposited in the District's general fund, as a budget resource, as appropriated by the District. The District covenants to appropriate sufficient funds for the payment of principal and interest on the Note to its maturity date. The District shall establish a separate Series 2025A Tax Anticipation Note Payment Account, to which the District shall deposit, on a date determined by the Note Purchase Agreement, funds to pay the Note before the maturity date. Investment earnings, after full funding of the Series 2025A Tax Anticipation Note Payment Account may be transferred to the District's general fund.

Section 4. Security for the Note. The Note is payable from the District's legally available funds including the District's ad valorem property taxes subject to the limits of Article XI, Sections 11 and 11b of the Oregon Constitution. Pursuant to ORS 287A.315, the District hereby pledges its full faith and credit and taxing power to the payment of principal of and interest on the Note. The District also hereby pledges the amounts in the Series 2025A Tax Anticipation Note Payment Account to the payment of principal and interest on the Note.

Section 5. Estimated Cost of Issuance of the Certificate. The District agrees to pay its proportionate share of the estimated cost of issuance of the Certificate from proceeds of the Note.

Section 6. Notice of Events to Municipal Securities Rulemaking Board. If required by the Note Purchase Agreement, the District agrees to provide or cause to be provided to the MSRB, in a timely manner not in excess of ten business days after the occurrence of the event, notice of any of the following events with respect to the Note:

- a. principal and interest payment delinquencies;
- b. non-payment related defaults, if material;
- c. unscheduled draws on debt service reserves reflecting financial difficulties;
- d. unscheduled draws on credit enhancements reflecting financial difficulties;
- e. substitution of credit or liquidity providers, or their failure to perform;
- f. adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the security, or other material events affecting the tax status of the security;
- g. modifications to rights of security holders, if material;
- h. bond calls, if material, and tender offers;
- i. defeasances;
- j. release, substitution, or sale of property securing repayment of the securities, if material;
- k. rating changes;
- l. bankruptcy, insolvency, receivership or similar event of the obligated person; (Note: For the purposes of the event identified in this paragraph 1, the event is considered to occur when any of the following occur: The appointment of a receiver, fiscal agent or similar officer for an obligated person in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the obligated person, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental

authority having supervision or jurisdiction over substantially all of the assets or business of the obligated person.)

m. the consummation of a merger, consolidation, or acquisition involving an obligated person or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;

n. appointment of a successor or additional trustee or the change of name of a trustee, if material;

o. incurrence of a financial obligation of the District if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a financial obligation of the District, any of which affect security holders, if material. For the purposes of this paragraph and the paragraph below, "financial obligation" means a (i) debt obligation; (ii) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (iii) a guarantee of (i) or (ii); the term "financial obligation" shall not include municipal securities as to which a final official statement has been provided to the MSRB consistent with the Rule; and

p. default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a financial obligation of the District, any of which reflect financial difficulties.

The District may from time to time choose to provide notice of the occurrence of certain other events, in addition to those listed above, if, in the judgment of the District, such other event is material with respect to the Note, but the District does not undertake any commitment to provide such notice of any event except those events listed above.

Section 7. Delegation of Authority. The District Representative is hereby authorized, on behalf of the District and without further action by the Board, to:

a. determine the principal amount, interest rates, payment dates, prepayment rights and all other terms of the Note;

b. execute a Trust Agreement to certificate the Note payments with the payment of the notes of other Participating Districts, execute the Note Purchase Agreement and execute other documents and take other actions required by the Program and to provide for the issuance of the Certificate;

c. approve and authorize the distribution of a preliminary official statement and a final official statement, if required by the Program;

d. obtain one or more ratings or credit enhancement for the Note, if required by the Program;

e. if applicable, designate the Note as a "qualified tax-exempt obligation" within the meaning of Section 265(b)(3)(B) of the Internal Revenue Code of 1986, as amended (the "Code");

f. determine whether the Note will bear interest that is excludable from gross income under the Code and enter into covenants to maintain the excludability of interest on the Note from gross income; and

g. execute and deliver any other documents and take any other actions which the District Representative determines are desirable to carry out this Note Resolution.

Section 8. Execution of Program Documents. The District Representative shall provide certified copies of the proceedings of the District as contemplated by this Note Resolution, executed documents

authorized for execution herein and such other documents as may be necessary or desirable under the Program for the closing of Note.

Section 9. Professionals. The District selects Piper Sandler & Co., as Underwriter or Placement Agent for the Note, and Hawkins Delafield & Wood LLP as Bond Counsel for the Note.

Section 10. Effective Date. This Note Resolution shall take effect on the date of its adoption by the Board.

Adopted by the Board of Directors of the North Wasco County School District No. 21, Wasco County, Oregon this 24<sup>th</sup> day of April, 2025.

**NORTH WASCO COUNTY SCHOOL DISTRICT NO. 21  
WASCO COUNTY, OREGON**

By: \_\_\_\_\_  
David Jones, Chair

**ATTEST:**

By: \_\_\_\_\_  
Carolyn Bernal, Superintendent

**NORTH WASCO COUNTY SCHOOL DISTRICT**

**Balance Sheet**

**March 31, 2025**

Balance Sheet	General Fund	Reserve Funds	Federal Grants Fund	All State Grant Funds	Local Grants Fund	Special Revenue Funds	Nutrition Services Fund	Debt Service Funds	Capital Projects Fund	Internal Services Fund	District Totals
<b>ASSETS:</b>											
Cash & Investments	6,600,608	326,054	(211,781)	(909,760)	86,957	288,468	108,970	1,788,976	26,881	236,461	8,341,834
Accounts Receivable	521,947	-	-	-	-	-	-	-	-	-	521,947
Inventory/Prepaid expense	118,301	-	-	-	-	-	15,135	-	-	-	133,436
<b>Total Assets</b>	<b>7,240,856</b>	<b>326,054</b>	<b>(211,781)</b>	<b>(909,760)</b>	<b>86,957</b>	<b>288,468</b>	<b>124,105</b>	<b>1,788,976</b>	<b>26,881</b>	<b>236,461</b>	<b>8,997,217</b>
<b>LIABILITIES:</b>											
Accounts Payable	15,230	-	-	-	-	-	-	-	-	-	15,230
Payroll Liabilities	(171,144)	-	-	-	-	-	-	-	-	-	(171,144)
Deferred Revenue	466,894	-	-	-	-	-	16,201	-	-	-	483,095
<b>Total Liabilities</b>	<b>310,980</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>16,201</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>327,181</b>
<b>FUND BALANCE:</b>											
<b>Total Fund Balance</b>	<b>6,929,876</b>	<b>326,054</b>	<b>(211,781)</b>	<b>(909,760)</b>	<b>86,957</b>	<b>288,468</b>	<b>107,904</b>	<b>1,788,976</b>	<b>26,881</b>	<b>236,461</b>	<b>8,670,036</b>
<b>Revenues &amp; Expenditures: 2023-24 Year to Date</b>											
Beginning Fund Balance	(1,064,334)	350,396	58,246	138,609	112,043	516,664	41,687	14,567	26,661	98,276	292,815
Year to Date Revenues	33,432,152	563,352	1,944,521	3,348,945	20,935	454,495	1,209,706	2,375,679	119,707	522,275	43,991,767
Year to Date Expenditures	25,437,942	587,694	2,214,548	4,397,314	46,021	682,691	1,143,489	601,270	119,487	384,090	35,614,546
Year to Date Net Income (Loss)	7,994,210	(24,342)	(270,027)	(1,048,369)	(25,086)	(228,196)	66,217	1,774,409	220	138,185	8,377,221
<b>Ending Fund Balance</b>	<b>6,929,876</b>	<b>326,054</b>	<b>(211,781)</b>	<b>(909,760)</b>	<b>86,957</b>	<b>288,468</b>	<b>107,904</b>	<b>1,788,976</b>	<b>26,881</b>	<b>236,461</b>	<b>8,670,036</b>

# NORTH WASCO COUNTY SCHOOL DISTRICT

## Expenditure Status Report

For the nine months ending March 31, 2025

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expended
<b>100 General Fund</b>					
1000 - Instruction	22,674,992	13,709,090	7,826,042	1,139,860	60.46%
2000 - Support Services	15,052,757	10,759,134	4,275,709	17,914	71.48%
5000 - Debt Service & Fund Transfers	2,505,000	969,718	-	1,535,282	38.71%
6000 - Contingency	300,000	-	-	300,000	0.00%
7000 - Unappropriated Ending Fund Balance	500,000			500,000	0.00%
<b>Totals</b>	<b>41,032,749</b>	<b>25,437,942</b>	<b>12,101,751</b>	<b>3,493,056</b>	<b>61.99%</b>
<b>105 Technology Fund</b>					
2000 - Support Services	325,000	280,658	29,760	14,582	86.36%
7000 - Unappropriated Ending Fund Balance				-	
<b>Totals</b>	<b>325,000</b>	<b>280,658</b>	<b>29,760</b>	<b>14,582</b>	<b>86.36%</b>
<b>107 - Textbook Replacement Fund</b>					
1000 - Instruction	400,000	237,120	71,177	91,703	59.28%
2000 - Support Services	25,000	22,985	-	2,015	91.94%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	
<b>Totals</b>	<b>425,000</b>	<b>260,105</b>	<b>71,177</b>	<b>93,718</b>	<b>61.20%</b>
<b>110 - Vehicle Replacement Fund</b>					
2000 - Support Services	50,000	46,931		3,069	93.86%
7000 - Unappropriated Ending Fund Balance	-			-	
<b>Totals</b>	<b>50,000</b>	<b>46,931</b>	<b>-</b>	<b>3,069</b>	<b>93.86%</b>
<b>210 - Federal Programs Fund</b>					
1000 - Instruction	2,454,360	1,944,448	857,860	(347,948)	79.22%
2000 - Support Services	872,171	241,346	34,846	595,979	27.67%
3000 - Enterprise & Community Services	98,263	25,754	-	72,509	26.21%
4000 - Capital Outlay	300,000	3,000	-	297,000	1.00%
7000 - Unappropriated Ending Fund Balance	-			-	0.00%
<b>Totals</b>	<b>3,724,794</b>	<b>2,214,548</b>	<b>892,706</b>	<b>617,540</b>	<b>59.45%</b>
<b>220 - State Grant Funds</b>					
1000 - Instruction	1,707,436	902,283	265,133	540,020	52.84%
2000 - Support Services	514,728	275,733	10,566	228,429	53.57%
3000 - Enterprise & Community Services	66,626	55,204	-	11,422	82.86%
4000 - Capital Outlay	2,234,060	90,856	-	2,143,204	4.07%
7000 - Unappropriated Ending Fund Balance				-	0.00%
<b>Totals</b>	<b>4,522,850</b>	<b>1,324,076</b>	<b>275,699</b>	<b>2,923,075</b>	<b>29.28%</b>
<b>230 - Local Grants</b>					
1000 - Instruction	60,179	35,614	25,999	(1,434)	59.18%
2000 - Support Services	41,650	10,407	-	31,243	24.99%
3000 - Enterprise & Community Services	-			-	
5000 - Debt Service & Fund Transfers	-	-		-	
<b>Totals</b>	<b>101,829</b>	<b>46,021</b>	<b>25,999</b>	<b>29,809</b>	<b>45.19%</b>
<b>240 - Vocational Education Fund</b>					
1000 - Instruction	30,000	-	-	30,000	0.00%
<b>Totals</b>	<b>30,000</b>	<b>-</b>	<b>-</b>	<b>30,000</b>	<b>0.00%</b>

## NORTH WASCO COUNTY SCHOOL DISTRICT

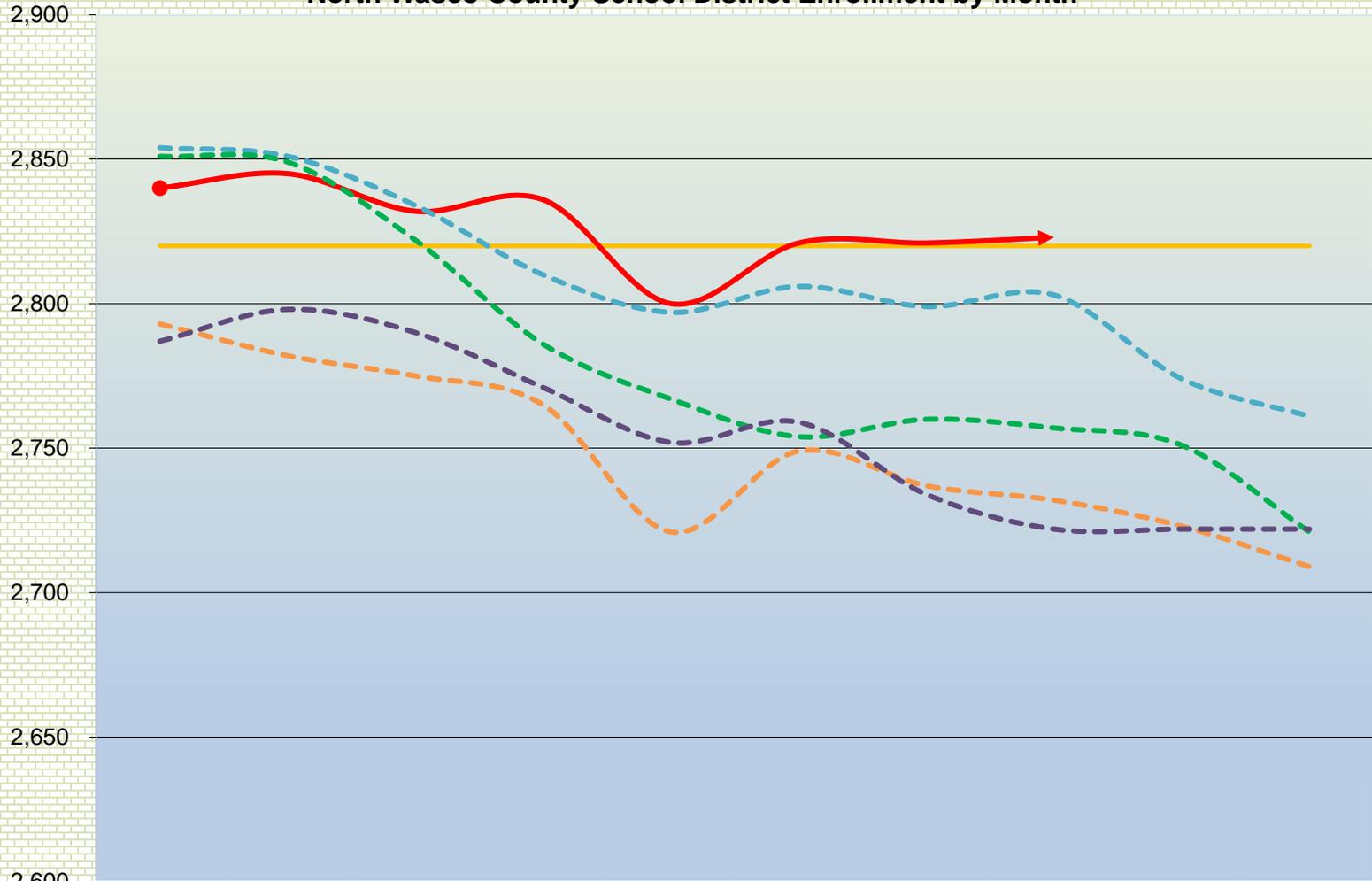
### Expenditure Status Report (continued)

For the nine months ending March 31, 2025

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expended
<b>242 - Enterprise Zone Funds</b>					
1000 - Instruction	-	-	-	-	
2000 - Support Services	540,000	499,691	-	40,309	92.54%
4000 - Capital Outlay	-	-	-	-	
<b>Totals</b>	<b>540,000</b>	<b>499,691</b>	<b>-</b>	<b>40,309</b>	<b>92.54%</b>
<b>251 - Student Investment Account</b>					
1000 - Instruction	1,269,215	835,585	362,868	70,762	65.83%
2000 - Support Services	2,428,155	1,753,215	899,324	(224,384)	72.20%
3000 - Enterprise & Community Services	27,993			27,993	0.00%
4000 - Capital Outlay				-	0.00%
<b>Totals</b>	<b>3,725,363</b>	<b>2,588,800</b>	<b>1,262,192</b>	<b>(125,629)</b>	<b>69.49%</b>
<b>252 - High School Success Account</b>					
1000 - Instruction	657,479	415,663	234,897	6,919	63.22%
2000 - Support Services	93,349	68,775	16,543	8,031	73.68%
4000 - Capital Outlay				-	
<b>Totals</b>	<b>750,828</b>	<b>484,438</b>	<b>251,440</b>	<b>14,950</b>	<b>64.52%</b>
<b>295 - Bus Replacement Fund</b>					
2000 - Support Services	385,000	183,000	-	202,000	47.53%
3000 - Enterprise & Community Services	-		-	-	
<b>Totals</b>	<b>385,000</b>	<b>183,000</b>	<b>-</b>	<b>202,000</b>	<b>47.53%</b>
<b>299 - Nutrition Services Fund</b>					
2000 - Support Services	2,500	193		2,307	7.72%
3000 - Enterprise & Community Services	1,883,611	1,143,296	377,000	363,315	60.70%
<b>Totals</b>	<b>1,886,111</b>	<b>1,143,489</b>	<b>377,000</b>	<b>365,622</b>	<b>60.63%</b>
<b>303 - OSBA PERS Bonds</b>					
5000 - Debt Service & Fund Transfers	2,019,484	184,742		1,834,742	9.15%
7000 - Unappropriated Ending Fund Balance	-	-		-	
<b>Totals</b>	<b>2,019,484</b>	<b>184,742</b>	<b>-</b>	<b>1,834,742</b>	<b>9.15%</b>
<b>304 - Full Faith &amp; Credit Obligation</b>					
5000 - Debt Service & Fund Transfers	379,063	69,531	-	309,532	18.34%
7000 - Unappropriated Ending Fund Balance	5,937			5,937	0.00%
<b>Totals</b>	<b>385,000</b>	<b>69,531</b>	<b>-</b>	<b>315,469</b>	<b>18.06%</b>
<b>305 - Bus Purchase Fund</b>					
5000 - Short term debt service	348,000	346,997		1,003	99.71%
7000 - Unappropriated Ending Fund Balance					
<b>Totals</b>	<b>348,000</b>	<b>346,997</b>	<b>-</b>	<b>1,003</b>	<b>99.71%</b>
<b>401 - Capital Improvements</b>					
2000 - Support Services	10,000	4,149	-	5,851	
4000 - Capital Outlay	298,100	115,338	178,659	4,103	38.69%
<b>Totals</b>	<b>308,100</b>	<b>119,487</b>	<b>178,659</b>	<b>9,954</b>	<b>38.78%</b>
<b>601 - Internal Services</b>					
2000 - Support Services	462,146	219,090	73,819	169,237	47.41%
5000 - Debt Service & Fund Transfers	465,000	165,000		300,000	35.48%
<b>Totals</b>	<b>927,146</b>	<b>384,090</b>	<b>73,819</b>	<b>469,237</b>	<b>41.43%</b>
<b>Total All Funds</b>	<b>61,487,254</b>	<b>35,614,546</b>	<b>15,540,202</b>	<b>10,332,506</b>	

<b>Enrollment Summary by Building and Grade - 4/01/2025</b>															
School	Name	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
1093	Chenowith Elementary	57	79	73	74	77	58	0	0	0	0	0	0	0	<b>418</b>
1097	Colonel Wright Elementary	47	43	52	45	56	58	0	0	0	0	0	0	0	<b>301</b>
1098	Dry Hollow Elementary	53	68	82	74	78	73	0	0	0	0	0	0	0	<b>428</b>
5250	Innovations Academy	0	0	0	0	0	0	0	0	20	28	23	28	12	<b>111</b>
5251	Innovations Virtual	0	1	1	1	5	2	8	19	11	20	38	59	34	<b>199</b>
1095	Mosier Community School	12	16	23	25	18	24	17	16	17	0	0	0	0	<b>168</b>
1101	The Dalles High School	0	0	0	0	0	0	0	0	0	189	189	172	153	<b>703</b>
1100	The Dalles Middle School	0	0	0	0	0	0	169	156	170	0	0	0	0	<b>495</b>
	<b>Totals</b>	<b>169</b>	<b>207</b>	<b>231</b>	<b>219</b>	<b>234</b>	<b>215</b>	<b>194</b>	<b>191</b>	<b>218</b>	<b>237</b>	<b>250</b>	<b>259</b>	<b>199</b>	<b>2823</b>

### North Wasco County School District Enrollment by Month



	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
ODE est.	2,820	2,820	2,820	2,820	2,820	2,820	2,820	2,820	2,820	2,820
2024-25	2,840	2,845	2,832	2,836	2,800	2,821	2,821	2,823		
2023-24	2,854	2,851	2,834	2,810	2,797	2,806	2,799	2,803	2,774	2,761
2022-23	2,851	2,849	2,822	2,786	2,767	2,754	2,760	2,757	2,751	2,721
2021-22	2,793	2,782	2,775	2,765	2,721	2,749	2,737	2,732	2,723	2,709
2020-21	2,787	2,798	2,790	2,771	2,752	2,759	2,734	2,722	2,722	2,722

## Out of State Travel Request

Name/Title Charles Webber Location Dallas, TX

I am requesting approval to attend VEX World Championships

<https://www.robotevents.com/robot-competitions/vex-robotics-competition/RE-V5RC-24-8909.html#general-info>

General purpose/objective for attending conference/meeting One of our robotics teams won the Oregon

State Championship and qualified for this final tournament of the year

Destination Dallas, TX Leave 5/5/2025 Return 5/9/2025  
(city,state) (date/time) (date/time)

Group Travel Yes  No  If yes, attach list of travelers. Person driving must complete form. See Final Page

### Estimated Travel Expenses

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

**Complete only the highlighted cells - others will calculate automatically.**

	Amount	Account # or Funding Source
<b>1. Registration</b>	1800.00	TDHS
<b>2. Substitute</b>		
5 # days Full day \$200.00	1000.00	TDHS
# days Half day \$100.00	0.00	
<b>3. Lodging</b> (not including taxes)		
Per Diem rate \$125.00 /night		
Explanation (if other rate) <u>251</u>		
# nights <u>24</u>	3000.00	Fundraising/ASB Account
<b>4. Airfare</b> (complete itinerary)	3122.00	Fundraising/ASB Account
<b>5. Vehicle Rental</b> (complete itinerary)	Uber	Fundraising/ASB Account
<b>6. Shuttle Service</b>		
<b>7. Mileage</b> <u>0.545</u> rate x # miles	0.00	
<b>8. Meals</b> (use per diem rates)		
30 # breakfast \$12.00 each	360.00	Fundraising/ASB Account
30 # lunch \$15.00 each	450.00	Fundraising/ASB Account
30 # dinner \$30.00 each	900.00	Fundraising/ASB Account
<b>9. Other (specify)</b>		
<b>Total Estimated Expenses</b>	<b>10632.00</b>	

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

Signature of Applicant	<u>Chuck Webber</u>	Date	<u>4/2/2025</u>
Approval Supv/Principal		Date	<u>4/2/25</u>
Approval CFO		Date	<u>4/3/2025</u>
Approval of Board		Date	

**A. Forms**

# North Wasco County School District 21

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

Code: **GAB**  
Adopted: 12/19/96  
Revised/Readopted: 3/31/04; 4/13/17  
Orig. Code(s): GAB

## Job Descriptions

Job descriptions serve to:

1. Describe all essential functions that the individual who holds the position must be able to perform unaided or with the assistance of a reasonable accommodation;
2. Describe attendance standards;
3. Help applicants determine the qualifications needed to fill a position;
4. Help district administrators determine which candidates to recommend for appointment; and
5. Assist administrators in the evaluation of the employee's performance of position responsibilities.

“Essential functions” as used in this policy means the fundamental job duties of the employment position. A job function may be considered essential for ~~any of several~~ reasons, ~~including~~, but not limited to, the following:

1. The function may be essential because the reason the position exists is to perform the function;
2. The function may be essential because of the limited number of employees available among whom the performance of the job function can be distributed; and/or
3. The function may be highly specialized so that the individual is hired for ~~his/her~~ **their** expertise or ability to perform the particular function.

“Attendance standards” as used in this policy means, the regular work hours of the position, including leave and vacation provisions available through policy and/or collective bargaining agreements and any special attendance needs of the position as determined by the district.

Job descriptions will be developed under the supervision of the superintendent for each position in the district. Each job description shall be dated; **as** job descriptions are reviewed and/or revised new dates will be affixed.

Job descriptions will be coded and retained in a document titled *Job Descriptions for the North Wasco County School District 21*. The document will be available for inspection by any district employee or patron. Each employee shall receive a copy of ~~his/her~~ **their** job description. Each employee shall affix

his/~~her~~ **their** signature and date after having read the job description.

Job descriptions will be reviewed **[annually][as needed]** by the supervisor, as applicable. Initial or revised job descriptions will be approved by the superintendent. ~~and will be presented to the Board for a resolution rescinding those job descriptions that have been replaced and accepting new ones.~~

END OF POLICY

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**Legal Reference(s):**

[ORS 342.850\(2\)\(b\)\(A\)](#)

[OAR 581-022-1720](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).  
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212.  
Title II of the Genetic Information Nondiscrimination Act of 2008.  
Section 503 of the Rehabilitation Act of 1973.  
Americans with Disabilities Act Amendments Act of 2008.