

Regular Meeting with an Executive Session

Thursday, October 23, 2025 5:30 PM

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

1. **Call Executive Session to order pursuant to:**
 - **ORS 192.660(2)(d): *To conduct deliberations with persons designated by the governing body to carry on labor negotiations.***
2. **Adjourn Executive Session**
3. **Call Meeting to Order and Pledge of Allegiance** **Presenter:** Betsy Hege, Chair
4. **District Mission / Vision / Values**
5. **Review / Revision of the Agenda**
6. **Public Comment on Agenda Items Only**
7. **Consent Agenda**
 - 7.a. 9.18.25 - School Board Retreat Minutes
 - 7.b. 9.25.25 - School Board Meeting Minutes
 - 7.c. Personnel Report
 - 7.d. 2nd Reading & Adoption of Policies
 - 7.d.1. **Action Item: Adopt Policy LBEA - Denial for Virtual Public Charter School Student Enrollment**
 - 7.d.2. **Action Item: Adopt Policy JHCA - Immunization, School Sports Participation, Concussions and Other Brain Injuries**
 - 7.d.3. **Action Item: Adopt Policy JOA - Directory Information**
8. **Board Action Calendar - Review**
 - 8.a. **Action Item: Adopt Revised 2025-2026 School Board Meeting Calendar**
9. **Student / Staff Recognition** **Presenter:** Ryan Allinger, Facilities Director
10. **Student Representatives to the Board - Report:**
 - ***Nancy Diaz Sanchez***
 - ***Rafael Comacho***
 - ***Lariah Lind***
11. **Building Student Representative Reports:**
12. **Staff Reports:**
13. **School Board Sub Committee Reports**

14. **New Business:**

14.a. **Presentations / Reports:**

14.a.1. **Superintendent's Report** **Presenter:** Dr. Carolyn Bernal, Superintendent

14.a.1.a. **2025-2026 Superintendent Goals**

14.a.1.a.1. **Action Item: Approve '25-26 Superintendent Goals**

14.a.1.b. **Division 22 Standards**

14.a.2. **Chief Financial Officer's Report** **Presenter:** Dan Pedersen, CFO

14.a.2.a. **Financial Statements:**

14.a.2.b. **Student Enrollment:**

14.a.3. **Board Attorney's Report** **Presenter:** Jason Corey, Board Attorney

15. **Discussion / Action Items:**

15.a. **Action Item: Vote for Candidates in 2025 OSBA Election – Gorge Region**

15.b. **Action Item: Present and Approve '25-26 School Board Goals**

16. **1st Reading on School Board Policies (informational only):**

16.a. **Update Policies:** *On January 9, 2025, a federal district court judge in Kentucky issued a decision invalidating the 2024 updates to the Title IX regulations. This ruling invalidates the rules that went into effect on August 1, 2024. OSBA has since received a communication from U.S. Department of Education that this means the previous rules issued in 2020 under Title IX remain in effect now. OSBA has rolled back some of its recommended edits previously published in November 2024 for the following policies and administrative regulations*

16.b. **Updated Policies:** *House Bill 4160 (2024) changed the definition of student; changing a student who left school or graduated from high school “within 90 days” to “within one calendar year” and is in effect as of July 1, 2024.*

17. **Informational Only:**

17.a. **Update Administrative Regulations:** *On January 9, 2025, a federal district court judge in Kentucky issued a decision invalidating the 2024 updates to the Title IX regulations. This ruling invalidates the rules that went into effect on August 1, 2024. OSBA has since received a communication from U.S. Department of Education that this means the previous rules issued in 2020 under Title IX remain in effect now. OSBA*

has rolled back some of its recommended edits previously published in November 2024 for the following policies and administrative regulations

18. **Comments from the Audience about Non Agenda Items**
19. **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 – October 23, 2025 *Current as of -October 14, 2025*

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
Carol Dowsett	SPED-Facilitator	DW	Resigning December 1, 2025, unless someone is hired prior to that date

Licensed Staff– Request for Leave of Absence

NAME	POSITION	BUILDING	COMMENTS
N/A			

Administrative Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
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 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
Maritza Morales Moreno	ELL Assistant II	TDMS	Begins October 28, 2025

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

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

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

Confidential Staff – Internal Transfer and Hires-**No Action Required**

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			

Non-Licensed Administrative Staff – New Hires – **No Action Required**

NAME	POSITION	BUILDING	COMMENTS
N/A			

Non-Licensed Administrative Staff – Internal Transfer and Hires-**No Action Required**

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

Non-Licensed Administrative 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
Taner Elliot	Asst Girls Basketball	TDHS	Begins November 17, 2025

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

Advertised Vacancies

Position	HRS/FTE	Building	Close Date	Comments
Bilingual Title I Reading Specialist 25'-26' SY	8 Hrs	CES	Open Until Filled	Advertised
Learning Specialist (SLC) Temp 25'-26' SY	8 Hrs	CES	Open Until Filled	Advertised
Program Coordinator-After School Program	3 Hrs	CES	Open Until Filled	Advertised
PT High School Campus Monitor/Secretary III	7.5 Hrs	IA	Open Until Filled	Advertised
Ed Asst IV-SPED Assist(s) Resource and SLC	7.5 Hrs	Student Services	Open Until Filled	Advertised
High School Campus Monitor	7.5 Hrs	TDHS	Open Until Filled	Advertised
ELL Assistant	7.5 Hrs	TDHS	Open Until Filled	Advertised
Ed Asst II-Classroom	7.5 Hrs	TDMS	Open Until Filled	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 Boys Soccer Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Boys Wrestling Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Boys Basketball Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Girls Basketball Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Softball Coach(s) 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Head Boys Swim Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Boys Swim Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Head Girls Basketball Coach 25'-26'	Seasonal	TDMS	Open Until Filled	Advertised
Asst Girls Basketball Coach 25'-26'	Seasonal	TDMS	Open Until Filled	Advertised
Head Wrestling Coach 25'-26'	Seasonal	TDMS	Open Until Filled	Advertised
Asst Wrestling Coach 25'-26'	Seasonal	TDMS	Open Until Filled	Advertised

Code: LBEA
Adopted/Revised: 1/25/24; 10/23/25

Resident Student Denial for Virtual Public Charter School Attendance Student Enrollment**

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by **October 1 and April 1** calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the ~~established~~ **calculated** percentage is more than three percent, the district will not approve ~~additional~~ a student's enrollment to such a virtual public charter school.

A parent¹ must give notice to the district **in which the parent resides** of **their** intent to enroll their student in a virtual public charter school ~~not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment.~~ **If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.**

~~If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision~~ **If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice² within 10 calendar days of receiving notice from a parent and must include:**

- 1. The notice the student is denied for enrollment to the virtual public charter school;**
- 2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on the most recent calculations at the time the intent enroll was received by the district;**
- ~~3. The right to appeal the decision to the State Board of Education;~~
- 4. A list of two or more other online options available to the student; and**
- 5. A copy of OAR 581-026-0305 and OAR 581-026-0310.**

When calculating the percentage, ~~the~~ the district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

- 1. The number of students residing in the district enrolled in the schools within the district;**
- 2. The number of students residing in the district enrolled in virtual and non-virtual public charter schools located in the district;**

¹ "Parent" means parent, legal guardian or person in parental relationship as defined in ORS 339.133.

² If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

3. The number of students residing in the district enrolled in virtual public charter schools ~~not sponsored by the district;~~
4. The number of home-schooled students ~~who reside~~ **residing** in the district and who have registered with ~~the an~~ educational service district; and
5. The number of students ~~who reside~~ **residing** in the district enrolled in private schools located within the ~~school~~ district.

A parent may appeal ~~a decision of a the district's to not approve a~~ **denial for** student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 338.125](#)

[OAR 581-026-0305](#)
[OAR 581-026-0310](#)

[House Bill 3204](#) (2023).

Code: JHCA/JHCB
Adopted: 8/22/24

Immunization, and School Sports Participation, Concussions and Other Brain Injuries**

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.²

School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned as directed. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has

¹ The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

determined the student has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

~~A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.~~

Upon receipt of written notification⁸ from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.⁹ Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.¹⁰

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485 - ORS 336.490](#)

[ORS 433.235 - 433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0041](#)

[OAR 581-021-3007](#)

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

⁷ "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

⁸ "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

⁹ The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

¹⁰ Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34

C.F.R. Part 99 (2024).
[House Bill 2007 \(2025\)](#)

DRAFT

North Wasco County School District 21

Code: JOA

Adopted: 4/17/97 Revised/Readopted: 6/09/04; 1/28/10; 3/02/17;
1/30/18; 10/23/25

Orig. Code(s): JOA

Directory Information**

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following~~ **Directory** information may be released to the public through appropriate procedures **and includes:**

1. Student’s name;
- ~~2. Student’s address;~~
- ~~3. Student’s telephone listing;~~
- ~~4. Student’s electronic address;~~
5. Student’s photograph;
- ~~6. Date and place of birth;~~
7. Participation in officially recognized ~~sports and~~ activities **and sports;**
8. Weight and height of ~~athletic team~~ members of **athletic teams;**
9. Dates of attendance; **and**
- ~~10. Grade level;~~
11. ~~Honors or~~ **Degrees and** awards received;
- ~~12. Most recent previous school or program attended.~~

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon request, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

Directory Information** - JOA

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
[ORS 180.805](#)
[ORS 326.565](#)
[ORS 326.575](#)

[ORS 336.187](#)

[OAR 581-022-2060](#)

[OAR 581-021-0220 to -0430](#)

[HB 3464 \(2017\)](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 ([20172024](#)).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g ([20172024](#)); Family Educational Rights and Privacy, 34 C.F.R. Part 99 ([20172025](#)).

Every Student Succeeds Act of 2015, 20 U.S.C. § 7908 ([20172025](#)).

Cross Reference(s):

~~IGBAB/JO—Education Records/Records of Students with Disabilities~~
~~HA—Confidentiality in Counseling~~
~~JO/IGBAB—Education Records/Records of Students with Disabilities~~
~~JOD—Media Access to Students~~



2025-2026 School Board Meeting Calendar
for
North Wasco County School District 21

Thursday, July 24th, 2025 – Regular Meeting

Thursday, August 21st, 2025 - Regular Meeting

Thursday, September 18th, 2025 – Board Retreat

Thursday, September 25th, 2025 - Regular Meeting

Thursday, October 9th, 2025 – Work Session

Thursday, October 23rd, 2025 - Regular Meeting

Thursday, November 6th, 2025 – Work Session (*beginning of the year data review*)

Thursday, November 20th, 2025 - Regular Meeting

Thursday, December 4th, 2025 – Work Session

Thursday, December 18th, 2025 - Regular Meeting

Thursday, January 8th, 2026 – Work Session

Thursday, January 22nd, 2026 - Regular Meeting

Thursday, February 12th, 2026 – Work Session (*Mental Health, Intensive Program, Integrated Guidance, School Systems Review*)

Thursday, February 19th, 2026 - Regular Meeting

Thursday, March 12th, 2026 - Regular Meeting

Thursday, April 9th, 2026 – Work Session (*Trimester 1 & 2 data review, LPGT's progress*)

Thursday, April 23rd, 2026 - Regular Meeting

Tuesday, May 5th, 2026 – Budget Committee Meeting (1st)

Tuesday, May 12th, 2026 – Budget Committee Meeting (2nd)

Tuesday, May 19th, 2026 - Budget Committee Meeting (3rd – if needed)

Thursday, May 28th, 2026 - Regular Meeting

Thursday, June 25th, 2026 (***Budget Hearing & Regular Meeting***)

2025/2026 NWCS D Superintendent Goals

Goal 1	<i>Improve Student Attendance and Reduce Chronic Absenteeism</i>
SMART Goal	By the end of the 2025–26 school year, the superintendent will lead the district in implementing a comprehensive attendance improvement initiative to reduce chronic absenteeism (students missing 10% or more of instructional days) across all schools.
Measurement and Data Collection	<ul style="list-style-type: none"> ● Decrease the districtwide chronic absenteeism rate by at least 10% from the 2024–25 baseline. ● Increase the percentage of students attending 90% or more of instructional days by at least 5 percentage points. ● Ensure that each school site implements at least two targeted attendance improvement strategies (e.g., family outreach, attendance incentives, early warning system monitoring, establishment of school attendance teams).
Achievable	The district will establish school based Attendance Teams to review attendance data monthly, identify root causes, monitor progress, and establish outreach efforts. School leaders will receive regular data reports and coaching on evidence-based interventions.
Relevant	Improving student attendance supports all district priorities — academic success, equity, and student well-being. Consistent attendance is foundational to closing opportunity gaps and ensuring students are on track to meet learning goals.

Time-Bound**Baseline data:** Collected October 2025**Mid-year review:** February 2026**Final evaluation:** June 2026

Goal 2	<i>Support and Strengthen Superintendent/Board Collaboration and Capacity to Understand and Use Educational Data for Informed Decision Making</i>
SMART Goal	By the end of the school year, the superintendent and staff will lead the school board through a structured learning plan to improve their understanding of key educational data, including student achievement, growth, attendance, and college/career readiness indicators.
Measurement and Data Collection	<ul style="list-style-type: none"> ● At least three board work sessions (one per trimester) will be conducted focusing on specific data sets (e.g., state assessment results, early literacy data, graduation and on-track indicators, attendance trends, understanding programmatic decision-making, etc). ● Board members will complete pre- and post-assessments measuring their comfort and accuracy in interpreting data reports. ● Average board member self-assessed confidence in interpreting student data will increase by at least 30% from baseline to year-end.
Achievable	Sessions will be built into regular board study sessions or retreats, facilitated by the superintendent and/or district instructional leaders. Short, accessible data summaries will accompany each session to reinforce learning.
Relevant	Strengthening the board's data literacy directly supports the district's strategic goals of improving student outcomes and ensures governance decisions are informed by accurate, shared understanding of student performance.

Time-Bound

Goal period: **November 2025 – June 2026**

- Baseline Assessment - November 2025
- Progress Checks - February and April 2026
- End of Year Assessment - June 2026

Goal 3	<i>Strengthen and Measure the Student Experience</i>
SMART Goal	<p>By the end of the 2025–26 school year, the superintendent will lead the district in improving students’ overall school experience by measuring and increasing positive responses in three key areas:</p> <ol style="list-style-type: none"> 1. Students report having at least one trusted adult at school. 2. Students perceive discipline practices as fair and equitable. 3. Students report that their classes are academically challenging and engaging.
Measurement and Data Collection	<ul style="list-style-type: none"> ● Conduct a student experience survey (YouthTruth Survey - baseline spring 2025; follow-up spring 2026) for grades 3–12. ● Increase the percentage of positive responses in each key area by at least 5 percentage points over baseline. ● Ensure 100% of schools review their student experience data and identify at least one actionable strategy per area to improve.
Achievable	<p>Each school will receive its own access to the YouthTruth dashboard and be supported through leadership coaching, professional learning, and sharing of best practices in building relationships, equitable discipline, and rigorous instruction.</p>

Relevant	This goal aligns directly with district priorities of belonging, equity, and academic excellence. When students feel connected, respected, and appropriately challenged, they are more likely to attend regularly, engage deeply, and achieve at higher levels.
Time-Bound	Goal period: April 2025 – June 2026 <ul style="list-style-type: none">● Baseline survey: April 2025● Data reflection: October 2026● Administer annual survey: April 2026● Goal evaluation and reflection: June 2026



Division 22 Standards Assurances for the 2024-25 School Year

October 23, 2025

North Wasco County School District

Overview

What are the Division 22 Standards?



- Standards for Public Elementary and Secondary Schools: all Oregon administrative rules (OARs) set out in Chapter 581, Division 22.

Example: 581 - 022 - 0102 Definitions
Chp. Div. Rule Title

- The standards that the Oregon legislature or the State Board has determined must be met in order to be a standard school district.
- Compliance with these rules ensures a baseline level of service across the state.

Division 22 Rule Categories

1. High-quality learning experiences
2. Aligned & focused educational systems
3. Engaged partners & communities
4. Safe & inclusive schools
5. Committed & supported staff

Priorities for
**STUDENT
SUCCESS**

Division 22
standards
include over
50 rules.



Snapshot: Division 22 Rules



What are the requirements for each of the rules?

Consult the following resources for information:

Resource	Description
<u>ODE's Rules at a Glance Summary</u>	Provides a high-level summary of each rule
<u>Secretary of State's Oregon Administrative Rules Database</u>	Consult the text of the OAR for all of the specific details
<u>ODE's Division 22 Standards Newsletter</u>	Biannual publication that highlights new/revised rules, clarifies existing rules; provides insights on how the standards intersect with current issues and trends in K-12 education, as well as resources and promising practices

What are the Division 22 Standards Assurances?

Combined Accountability Model

Districts report annually on compliance with each of the standards and include an explanation and corrective action plan for any rule with which the district is out of compliance.

Local Accountability

Districts must:

- report to their local school board by Nov 1
- make a report available on the district website by Nov 1



State Accountability

- Districts must submit assurances to ODE by Nov 15
- ODE reviews all submissions and follows up with districts that have self-reported as being out of compliance



Division 22 Standards & Assurances of Compliance

“The Why”

- Signals our commitment to providing a high-quality educational experience and equitable opportunities for all students.
- Division 22 standards articulate the floor of the education to be provided to students, not the ceiling.
- Assurances process offers an opportunity for districts not in compliance to reflect on areas in need of attention and receive technical assistance.



What happens if the district is out of compliance?



- ODE reviews the district's proposed corrective action plan and either approves or rejects it.
- If the plan is not approved as submitted, ODE contacts the district and provides technical assistance and support.
- Once the district has an approved plan in place, ODE specialists may continue to provide support, as needed.
- The corrective action must be complete by the beginning of the next school year.
- If a district fails to come back into compliance after an opportunity for corrective action, ODE may withhold a portion of the district's State School Fund monies.

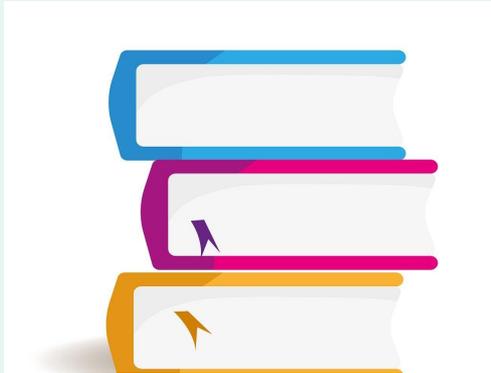
Report for the 2024-25 School Year

Division 22 Waivers for 2024-25

- [581-022-2115\(3\) Assessment of Essential Skills:](#)
 - **Essential Skills Graduation Requirements** are waived for students graduating through the end of the 2027-28 school year.
 - Note: Local Performance Assessment requirement in Section (2) remains in effect.
- [OAR 581-022-2120 Essential Skill Assessments for English Language Learners](#)
 - This related policy requirement has also been waived through the end of the 2027-28 SY.



Rule Revisions in Effect for the 2024-25 SY



OAR 581-022-2030 District Curriculum

Beginning in 2024-25, districts must have had:

- a planned K-12 instructional program for Social and Emotional Learning; and
- a planned 9-12 instructional program which includes the Personal Financial Education and Higher Education and Career Path Skills content standards.

Rule Revisions in Effect for the 2024-25 SY



Modified Diploma, Extended Diploma, and Certificate of Attendance

Districts must annually provide parents information about diploma availability and requirements, and disclosure about certificates of attendance. On-site access to all courses is required for a diploma at all high schools.

OAR 581-022-2045 Substance Use Prevention and Intervention Plan

Requires a written comprehensive plan for substance use prevention and intervention. Includes K-12 substance use prevention education that meets the Health Education Standards; **requires a minimum of 1 ODE Opioid Prevention Education lesson in grades 6, 7, and 8 and once in High School (SB 238 – 2023).**

District Report on Compliance with Division 22 Standards

North Wasco County School District is in compliance with all Division 22 Standards with the exception of two areas:

AREA 1:

- [581-022-2045 Substance Use Prevention and Intervention Plan](#)
- Of note, this was a newly revised rule updated last year and many districts will be out of compliance for the 2024/2025 school district given the timing of the rule revision;
- In order to come into compliance with this rule, the Director of Prevention and Intervention will work with community partners and staff in order to develop a substance use prevention and intervention plan that is aligned with Oregon's Health standards.
- We will submit our corrective action plan to ODE for approval.

District Report on Compliance with Division 22 Standards

North Wasco County School District is in compliance with all Division 22 Standards with the exception of two areas:

AREA 2:

- [581-022-2055 Career Education](#)
- Out of compliance at the K-5 level only. Grades 6-12 are in compliance.
- In order to come into compliance with this rule, the Director of Prevention and Intervention will work with Child Development Specialists at the elementary level to develop stand-alone units that allow students to understand the world of work, connect their interests to possible futures, and develop positive attitudes about learning and working in alignment with the Oregon Comprehensive School Counseling Program.
- We will submit our corrective action plan to ODE for approval.

Corrective Action Implemented

During the 2023/2024 compliance reporting period, there were two areas we were out of compliance:

- [581-022-2308 Agreements Entered Into with Voluntary Organizations](#)
 - We corrected this and are in compliance. Policy IGDJ was updated and approved during the 2024/2025 school year. Plan of action submitted to ODE and approved.
- [581-022-2440 Teacher Training Related to Dyslexia](#)
 - We corrected this and are in compliance. Plan of action to correct submitted to ODE and approved.

Financial Statements

- *First, some general comments:*
- Omitted 24/25 Financials as they are almost identical to those presented last month
- Will present again if they change materially, or once audit is complete
- September and October can be challenging months for school districts, as we must meet our obligations primarily using funds from the State School Fund and our ending fund balance from the prior year.
- Happily, we made payroll in September and October and will receive a large portion of the local revenue from Wasco County in November.
- *Specific comments on 25/26 financials:*
- Not much of note on the Balance sheet, except that if you look at the final column (District totals) you will see that our assets exceed our liabilities, so we remain solvent
- IMO the most interesting thing to point out about this set of financials is on the expenditure status report.
 - Go to the second page, the one with “Total All Funds” as the bottom row, and look at the total for the encumbrances column.
 - Over \$38.5M
 - This happens when we run the September payroll: the budget is encumbered for the expected cost of payroll for the rest of the fiscal year.
 - I’ll try to explain without putting you all to sleep.
 - Small businesses usually use cash accounting: when you receive cash, you record revenue; when you spend cash, you record expenses.
 - Larger businesses use accrual accounting: as soon as you provide a good or service, you recognize the revenue, whether you receive any cash or not.
 - Similarly, when you receive a good or service, you record it as an expense, whether you have paid any cash out or not.
 - In the school finance world, we work on modified accrual accounting. Revenue recognition is like accrual accounting, except that we recognize revenue when it is measurable and available within 60 days. We record expenditures the same as the full accrual method. The wrinkle for us is that we record encumbrances when funds are committed. We are committed to paying the salaries of everyone who works in the District, so we must record an encumbrance for the salary expense for the rest of the year--this helps us avoid overspending our budgets.
 - I know this can be a bit much for non-accountants, so feel free to reach out with follow-up questions.

Enrollment

- Down 10 students from the last report.
- This is typical
- Historically, our ending enrollment is just over 97% of our beginning enrollment.
- This is shown clearly on the “North Wasco County School District Enrollment by Month” graph

NORTH WASCO COUNTY SCHOOL DISTRICT

Balance Sheet

For the three months ending September 30, 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
ASSETS:											
Cash & Investments	2,379,804	600,634	(115,312)	(1,101,625)	107,885	148,185	28,897	962,366	(46,980)	148,123	3,111,978
Accounts Receivable	689,908			(165)							689,743
Inventory/Prepaid expense	143,474						15,135				158,609
Total Assets	3,213,186	600,634	(115,312)	(1,101,790)	107,885	148,185	44,033	962,366	(46,980)	148,123	3,960,331
LIABILITIES:											
Accounts Payable	1,852,397			85,002							1,937,399
Payroll Liabilities	(247,540)										(247,540)
Deferred Revenue	592,862						16,201				609,063
Total Liabilities	2,197,719	-	-	85,002	-	-	16,201	-	-	-	2,298,922
FUND BALANCE:											
Total Fund Balance	1,015,467	600,634	(115,312)	(1,186,792)	107,885	148,185	27,831	962,366	(46,980)	148,123	1,661,408
Revenues & Expenditures: 2025-26 Year to Date											
Beginning Fund Balance	(798,197)	288,285	43,006	84,048	76,882	185,689	86,533	25,097	23,736	161,481	176,561
Year to Date Revenues	9,219,932	749,356	66,046	1,239,827	178,450	10,475	65,505	1,120,125	32,738	-	12,682,453
Year to Date Expenditures	7,406,268	437,007	224,364	2,510,666	147,447	47,979	124,207	182,856	103,454	13,358	11,197,606
Year to Date Net Income (Loss)	1,813,664	312,349	(158,318)	(1,270,840)	31,003	(37,504)	(58,702)	937,269	(70,716)	(13,358)	1,484,847
Ending Fund Balance	1,015,467	600,634	(115,312)	(1,186,792)	107,885	148,185	27,831	962,366	(46,980)	148,123	1,661,409

NORTH WASCO COUNTY SCHOOL DISTRICT

Revenue Status Report

For the three months ending September 30, 2025

DESCRIPTION	Budget	Year to Date Revenues	Balance	% Budget Received
100 General Fund	44,076,902	9,219,932	(34,856,970)	20.92%
105 Technology Fund	354,000	333,415	(20,585)	94.18%
107 Textbook Replacement Fund	461,500	390,831	(70,669)	84.69%
110 Vehicle Replacement Fund	30,000	25,110	(4,890)	83.70%
210 Federal Programs	2,998,871	66,046	(2,932,825)	2.20%
220 State Grant Funds	4,559,646	467,965	(4,091,681)	10.26%
230 Local Grant Programs	65,300	178,450	113,150	273.28%
240 Vocational Education Fund	27,000	813	(26,187)	3.01%
242 Enterprise Zone Funds	291,000	609	(290,391)	0.21%
251 Student Investment Account	4,437,820	771,862	(3,665,958)	17.39%
252 High School Success Account	897,244		(897,244)	0.00%
295 Bus Replacement Fund	310,000	9,053	(300,947)	2.92%
299 Nutrition Services Fund	1,880,458	65,505	(1,814,953)	3.48%
303 OSBA PERS Bonds	2,115,764	756,900	(1,358,864)	35.77%
304 Full Faith & Credit Obligation	380,000	363,225	(16,775)	95.59%
305 Bus Purchase Fund	185,000		(185,000)	0.00%
401 Capital Improvements	160,000	32,738	(127,262)	20.46%
601 Internal Services	895,576		(895,576)	0.00%
Totals	64,126,081	12,682,453	(51,443,628)	19.78%

NORTH WASCO COUNTY SCHOOL DISTRICT

Expenditure Status Report

For the three months ending September 30, 2025

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expended
100 General Fund					
1000 - Instruction	24,755,914	2,759,675	20,121,826	1,874,413	11.15%
2000 - Support Services	16,805,988	3,556,592	10,923,142	2,326,253	21.16%
5000 - Debt Service & Fund Transfers	1,140,000	1,090,000	-	50,000	95.61%
6000 - Contingency	875,000	-	-	875,000	0.00%
7000 - Unappropriated Ending Fund Balance	500,000			500,000	0.00%
Totals	44,076,902	7,406,268	31,044,968	5,625,666	16.80%
105 Technology Fund					
2000 - Support Services	354,000	46,456	107,930	199,614	13.12%
7000 - Unappropriated Ending Fund Balance				-	
Totals	354,000	46,456	107,930	199,614	13.12%
107 - Textbook Replacement Fund					
1000 - Instruction	449,500	353,936	6,378	89,186	78.74%
2000 - Support Services	12,000	11,994	-	6	99.95%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	
Totals	461,500	365,930	6,378	89,192	79.29%
110 - Vehicle Replacement Fund					
2000 - Support Services	30,000	24,621		5,379	82.07%
7000 - Unappropriated Ending Fund Balance	-			-	
Totals	30,000	24,621	-	5,379	82.07%
210 - Federal Programs Fund					
1000 - Instruction	2,103,412	187,865	1,289,908	625,638	8.93%
2000 - Support Services	366,459	26,691	35,917	303,852	7.28%
3000 - Enterprise & Community Services	29,000	9,808	-	19,192	33.82%
4000 - Capital Outlay	500,000	-	-	500,000	0.00%
7000 - Unappropriated Ending Fund Balance	-			-	0.00%
Totals	2,998,871	224,364	1,325,825	1,448,682	7.48%
220 - State Grant Funds					
1000 - Instruction	1,703,477	542,934	763,197	397,346	31.87%
2000 - Support Services	440,799	82,801	40,826	317,172	18.78%
3000 - Enterprise & Community Services	57,452	34,236	-	23,216	59.59%
4000 - Capital Outlay	2,357,918	1,128,815	-	1,229,103	47.87%
7000 - Unappropriated Ending Fund Balance				-	0.00%
Totals	4,559,646	1,788,786	804,023	1,966,837	39.23%
230 - Local Grants					
1000 - Instruction	29,000	3,708	1,093	24,198	12.79%
2000 - Support Services	34,300	101,601	12,916	(80,216)	296.21%
3000 - Enterprise & Community Services	1,000	42,138	34,013	(75,151)	4213.77%
4000 - Capital Outlay	1,000			1,000	0.00%
5000 - Debt Service & Fund Transfers	-	-		-	
Totals	65,300	147,447	48,022	(130,169)	225.80%
240 - Vocational Education Fund					
1000 - Instruction	27,000	-	-	27,000	0.00%
Totals	27,000	-	-	27,000	0.00%

NORTH WASCO COUNTY SCHOOL DISTRICT

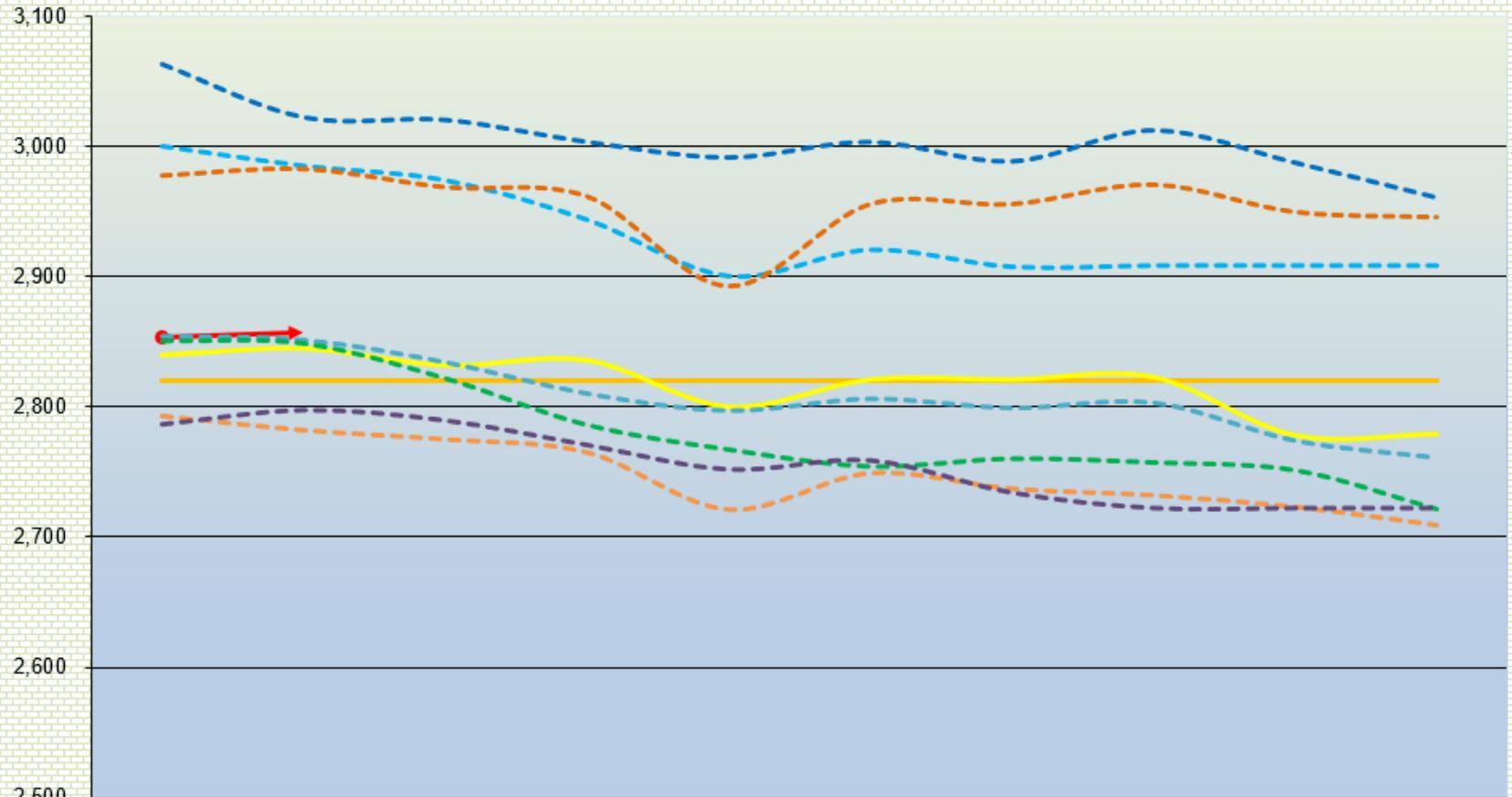
Expenditure Status Report (continued)

For the three months ending September 30, 2025

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expended
242 - Enterprise Zone Funds					
1000 - Instruction	-	-	-	-	
2000 - Support Services			-	-	
4000 - Capital Outlay	291,000	47,979	-	243,022	16.49%
Totals	291,000	47,979	-	243,022	16.49%
251 - Student Investment Account					
1000 - Instruction	1,516,409	168,336	1,321,572	26,500	11.10%
2000 - Support Services	2,921,411	478,609	2,383,353	59,449	16.38%
3000 - Enterprise & Community Services	-			-	
4000 - Capital Outlay				-	
Totals	4,437,820	646,946	3,704,925	85,949	14.58%
252 - High School Success Account					
1000 - Instruction	442,809	48,818	275,178	118,814	11.02%
2000 - Support Services	454,435	26,117	116,358	311,960	5.75%
4000 - Capital Outlay				-	
Totals	897,244	74,935	391,536	430,774	8.35%
295 - Bus Replacement Fund					
2000 - Support Services	310,000		-	310,000	0.00%
3000 - Enterprise & Community Services	-		-	-	
Totals	310,000	-	-	310,000	0.00%
299 - Nutrition Services Fund					
2000 - Support Services	0	-		0	0.00%
3000 - Enterprise & Community Services	1,880,458	124,207	928,774	827,477	6.61%
Totals	1,880,458	124,207	928,774	827,477	6.61%
303 - OSBA PERS Bonds					
5000 - Debt Service & Fund Transfers	2,115,764			2,115,764	0.00%
7000 - Unappropriated Ending Fund Balance	-	-		-	
Totals	2,115,764	-	-	2,115,764	0.00%
304 - Full Faith & Credit Obligation					
5000 - Debt Service & Fund Transfers	377,063		-	377,063	0.00%
7000 - Unappropriated Ending Fund Balance	2,937			2,937	0.00%
Totals	380,000	-	-	380,000	0.00%
305 - Bus Purchase Fund					
5000 - Short term debt service	182,856	182,856		-	100.00%
7000 - Unappropriated Ending Fund Balance	2,144			2,144	
Totals	185,000	182,856	-	2,144	98.84%
401 - Capital Improvements					
2000 - Support Services	0		-	0	0.00%
4000 - Capital Outlay	160,000	103,454	-	56,546	64.66%
Totals	160,000	103,454	-	56,546	64.66%
601 - Internal Services					
2000 - Support Services	410,576	13,358	222,617	174,601	3.25%
5000 - Debt Service & Fund Transfers	485,000			485,000	0.00%
Totals	895,576	13,358	222,617	659,601	1.49%
Total All Funds	64,126,081	11,197,606	38,584,999	14,343,476	

Month 2025-26	Chenowith	Col Wright	Dry Hollow	Mosier Comm School	TDMS	TDHS	Innov. Academy	IA Virt'l	LTCT Larkspur	Total	↑↓
September 23	409	278	431	189	535	747	100	178	3	2870	
October 6	409	277	436	190	537	741	99	168	3	2860	10 ↓
November 1											
December 2											
January 2											
February 3											
March 3											
April 1											
May 1											
June 2											
Average	409.00	277.50	433.50	189.50	536.00	744.00	99.50	173.00	3.00	2865.00	
Peak	409	278	436	190	537	747	100	178	3	2870	

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
●→ 2025-26	2,853	2,857								
— 2024-25	2,840	2,845	2,832	2,836	2,800	2,821	2,821	2,823	2,778	2,779
- - 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
- - 2019-20	3,000	2,985	2,974	2,944	2,901	2,921	2,908	2,909	2,909	2,909
- - 2018-19	2,978	2,983	2,969	2,962	2,893	2,956	2,956	2,971	2,950	2,946
- - 2017-18	3,064	3,023	3,021	3,004	2,992	3,004	2,989	3,013	2,988	2,961

North Wasco School Board Development Plan (2025–26)

SMART Goals Summary — Emphasizing Technical Learning and Data-Driven Governance

Focus Area	BG Standards	SMART Goal Summary	Timeline
Technical Learning: Understanding education metrics to inform strategic decision making.	1 & 5	Provide ongoing data-informed learning sessions led by district staff to build board understanding of curriculum, assessment, and student outcomes. S: Quarterly informational sessions with staff focused on instructional data, study results and recommendations. M: Document data-informed discussions and decisions in board minutes. A: Leverage district staff and existing reports. R: Data-driven decision-making for better student outcomes. T: 2025-2026 year.	Ongoing
Board Governance Roles & Responsibilities	1,3 & 11	Ensure all board members complete foundational governance training on roles, responsibilities, and teamwork. S: Participate in Balanced Governance training. M: All members complete and confirm understanding. A: Conducted with governance framework. R: Builds shared understanding and alignment between board members and Superintendent. T: Ongoing as training opportunities are presented.	Ongoing
Operating Agreement & Effective Meetings	1,7, 9 & 11	Edit and expand current board operating agreement to include a Superintendent Operating Agreement and Student Representative Operating Agreements. S: Two 1.5-hour sessions to draft and finalize agreements. M: Obtain signatures; monitor adherence. A: Conducted during Fall workshop, maybe virtual. R: Improves collaboration, meeting effectiveness and engagement. T: Complete by December 2025.	Fall 2025
School & Systems Engagement	1,5,6 & 9	Board members initiate exploration of district facilities, programs and initiatives. S: Board members to Identify three plus engagement opportunities for tours of facilities or programs. M: Reports and feedback – via agenda item at regular board meeting. A: Make requests to the Superintendent, include up to three board members for efficiency. R: Enhances systems and program understanding – both strengths and opportunities. T: 2025-2026 year	Fall 2025 – Spring 2026
Superintendent Evaluation Process	1, 4	Implement an evidence-based, transparent evaluation aligned with district goals. S: Adopt OSBA Evaluation tool for the Superintendents annual review with defined performance indicators M: Include a Targeted Survey for a cross section of District stakeholders and community. A: Leverage OSBA to guide process in Q1 2026. R: Strengthens accountability and leadership. T: Annual, reviewed and cycle restarted each July.	Ongoing
Board Self-Assessment	1, 4 & 8	Conduct a governance self-assessment to identify strengths and growth areas. S: Utilize Balanced Governance standards. M: Identify 2 strengths and 2 areas for improvement. A: Use standard instruments. R: Promotes continuous improvement. T: Complete by May 2026; discuss in June session.	Spring 2026

North Wasco County School District 21

Code: AC
Adopted: 2/12/98
Revised/Readopted: 4/24/08; 11/18/10; 5/10/12;
10/22/15; 11/21/17; 11/18/21;
10/23/25
Orig. Code: AC

Nondiscrimination and Civil Rights

The district does not discriminate on any basis listed below and prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex², sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran's status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Title VI and Title VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing, and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. "Race" also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

² 234 CFR § 106.10 provides "~~discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.~~"

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation AC-AR(1) - Discrimination ~~or Civil Rights~~ Complaint Procedure. Depending on the nature of the complaint, additional requirements may apply. The district will document and track:

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

Civil Rights Coordinator

The Human Resources Director is the district's civil rights coordinator. The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
 - a. The notice of nondiscrimination³ required by OAR 581-021-0045; and
 - b. The district written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and
8. Satisfy the following training requirements:
 - a. Upon initial designation, a civil rights coordinator must receive the following training in accordance with a schedule established by the Oregon Department of Education (ODE):
 - (1) The meaning of discrimination under state and federal nondiscrimination law, Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
 - (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of

³ The notice of nondiscrimination will include the name or title, work address, email address, and phone number of each civil rights coordinator.

- 1973, Title II of the American's with Disabilities Act of 1990, those statutes' implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education's Office for Civil Rights;
- (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators' duties;
 - (4) Identifying discrimination and reports of discrimination;
 - (5) Responding to reports of discrimination;
 - (6) Conducting civil rights investigations, including identifying conflicts of interest, and using strategies to mitigate conflicts of interest;
 - (7) Preventing discrimination in public school programs and activities;
 - (8) Identifying retaliation taken in response to reports of discrimination, responding to reports of such retaliation, and preventing such retaliation in public school programs and activities;
 - (9) Tracking and documenting reports of discrimination.
- b. In years subsequent to being designated a civil rights coordinator, a civil rights coordinator must annually receive the following training in accordance with a schedule established by ODE:
- (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
 - (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American's with Disabilities Act of 1990, those statutes' implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education's Office for Civil Rights;
 - (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators' duties;
 - (4) Reporting discrimination, and responding to reports of discrimination, including through complaint processes and investigations.⁴

END OF POLICY

⁴ Training must first be completed by June 30, 2025.

Legal Reference(s):

ORS 174.100	ORS 659A.006	OAR 581-021-0045
ORS 192.630	ORS 659A.009	OAR 581-021-0046
ORS 326.051(1)(e)	ORS 659A.029	OAR 581-021-0047
ORS 332.505	ORS 659A.030	OAR 581-021-0650 - 0665
ORS 408.230	ORS 659A.040	OAR 581-022-2310
ORS 659.805	ORS 659A.103 - 659A.145	OAR 581-022-2370
ORS 659.815	ORS 659A.230 - 659A.233	OAR 581-075-0001 - 075-0005
ORS 659.850 - 659.860	ORS 659A.236	OAR 581-075-0901
ORS 659.865	ORS 659A.309	OAR 839-003
ORS 659A.001	ORS 659A.321	
ORS 659A.003	ORS 659A.409	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

Cross Reference(s):

ACB - All Students Belong

JBB - Educational Equity

GBA - Equal Employment Opportunity

JB - Equal Educational Opportunity

North Wasco County School District 21

Code: **JFE**
Adopted: 6/08/00
Revised/Readopted: 6/09/04; 3/02/17; 10/23/25
Orig. Code(s): JFE

Pregnant and/or Parenting Students**

A pregnant and/or parenting student shall be encouraged to continue with an educational program and to participate in all ~~school~~district-sponsored activities unless physically unable. The district shall ensure that pregnant and/or parenting students receive special services as ~~temporarily~~ necessitated by their condition.

Neither pregnancy nor parenting constitute an exemption from Oregon compulsory attendance law.

No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood.

The district shall, in considering and obtaining special services for pregnant and/or parenting students:

1. Inform pregnant and/or parenting students and their parents of the availability of services in the school district, education service district or in the community;
2. Facilitate the provision of such services, including counseling, life skills and parenting education, childcare, transportation, career development and health and nutrition services to pregnant and/or parenting students;
3. Inform pregnant and/or parenting students and their parents of the availability of resources provided by other agencies, including health and social services;
4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students;
5. Develop individualized educational programs or services, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

The superintendent will develop ~~administrative regulations~~ **guidelines**¹ as necessary to ensure compliance with the provisions of state and federal law.

END OF POLICY

Legal Reference(s):

¹ [Guidelines are required according to ORS 336.640 but does not rise to the level of an administrative regulation. A sample form is available to support developing a student's required individual written plan (OAR 581-023-0100(3)).]

~~ORS 109.520~~
ORS 339.010

ORS 336.640
ORS 339.030

OAR 581-021-0046
OAR 581-023-0100(3)

North Wasco County School District 21

Code: GBNAA/JHFF
Adopted: 1/20/22
Revised: 10/23/25
Orig. Code: JHFF

Suspected Sexual Conduct with Students and Reporting Requirements

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, ~~and~~ agents, ~~and~~ volunteers, ~~and students~~⁴ are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

⁵ “Sexual conduct” means verbal or physical, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within ~~90 days~~ **one calendar year** prior to the sexual conduct.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ **Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.**

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student ~~must~~ shall immediately report such suspected sexual conduct to the ⁶designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the human resources director who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district’s administrative regulation GBNA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student’s safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student’s safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district

⁶ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual conduct for a school building in the respective school building. A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

[House Bill 2136 \(2021\)](#).

[Senate Bill 51 \(2021\)](#).

[House Bill 4160 \(2024\)](#).

Cross Reference(s):

GBN/JBA - Sexual Harassment

IIBGA - Electronic Communications System

JFCF - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying/

Teen Dating Violence, or Domestic Violence – Student

JHFE - Reporting of Suspected Abuse of a Child

North Wasco County School District 21

Code: JHFF/GBNAA
Adopted: 11/18/10
Revised/Readopted: 3/02/17; 8/23/18; 1/20/22; 10/23/25
Orig. Code: JHFF

Suspected Sexual Conduct with Students and Reporting Requirements

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, ~~and~~ agents, ~~and~~ volunteers, ~~and students~~⁴ are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

⁵ “Sexual conduct” means verbal or physical, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student ~~must~~ shall immediately report such suspected sexual conduct to the ⁶designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the human resources director who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district’s administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student’s safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student’s safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district

⁶ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual conduct for a school building in the respective school building. A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

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Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

[House Bill 2136 \(2021\)](#).

[Senate Bill 51 \(2021\)](#).

[House Bill 4160 \(2024\)](#).

Cross Reference(s):

JFCF - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying/

Teen Dating Violence, or Domestic Violence – Student

JHFE - Reporting of Suspected Abuse of a Child

North Wasco County School District 21

Code: GCAA
Adopted: 12/9/99
Revised/Readopted: 3/31/04; 4/13/17; 7/27/23; 10/23/25
Orig. Code: GCAA

Standards for Competent and Ethical Performance of Oregon Educators

Application of Rules

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

Definitions

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

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

5. “Sexual conduct: means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student that are:
- a. Sexual advances or requests for sexual favors directed toward the student; or
 - b. Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student’s educational performance, or of creating an intimidating or hostile educational environment.

“Sexual conduct” does not include:

- a. Touching or other physical contact:
 - (1) That is necessitated by the nature of the district employee’s job duties or by the services required to be provided by the contractor, agent, or volunteer; and
 - (2) For which there is no sexual intent.
 - b. Verbal, written or electronic communications that are provided as party of an education program that meets the state educational standards or a policy approved by the Board.
 - c. Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:
 - (1) Arise out of a consensual relationship between students;
 - (2) Do not create an intimidating or hostile educational environment; and
 - (3) Are not prohibited by law, any policies of the district or any applicable employment agreements.
6. “Sexual harassment”: Any unwelcome **conduct with an individual which includes but is not limited to** sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
 - b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
 - c. Such conduct unreasonably interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.

7. “Teacher”: Any person who holds a teacher’s license as provided in ORS 342.125.

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

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

The Competent Educator

The teacher or administrator demonstrates a commitment to:

Standards for Competent and Ethical Performance of Oregon Educators – GCAA

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

Curriculum and Instruction

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

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

The competent administrator demonstrates:

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

Supervision and Evaluation

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

The competent teacher demonstrates:

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

The competent administrator demonstrates:

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

Management Skills

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

The competent teacher demonstrates skills in:

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

The competent administrator demonstrates:

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

Human Relations and Communications

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

The competent teacher demonstrates:

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

The competent administrator demonstrates:

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

The Ethical Educator

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

[OAR 584-020-0000 - 0035](#)

[House Bill 4160 \(2024\)](#).

North Wasco County School District 21

Code: AC-AR⁽⁺⁾
 Revised/Reviewed: 6/23/04; 10/22/15; 11/21/17;
 2/27/20; 10/28/21; 4/27/23;
 11/21/24; 10/23/25
 Orig. Code: AC-AR

Discrimination ~~or Civil Rights~~ Complaint Procedure

Any person, including students, staff, visitors and third parties, may file a complaint.

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Step 1: ~~Complaints of sex based discrimination received by the district, in addition to the procedures outlined below, must follow additional requirements in AC-AR(2) – Sex-Based Discrimination Complaints.~~

Complaints may be oral or in writing and may be filed with the principal ~~or civil rights coordinator~~. Any staff member that receives a written or oral complaint shall report the complaint to the principal. ~~If a complaint is filed with the civil rights coordinator, the civil rights coordinator will forward it to the principal. If a complaint is filed with the principal, the principal will notify the civil rights coordinator of the complaint. The civil rights coordinator will oversee the investigation conducted by the principal or designee and ensure the investigation is resolved.~~

~~The principal shall ensure that any required notices are provided.⁺~~

The principal shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within 10 school days of receipt of the complaint.

Step 2: If the complainant wishes to appeal the decision of the principal, they may submit a written appeal to the superintendent or designee within five school days after receipt of the principal’s response to the complaint.

The superintendent or designee may review the principal’s decision within five school days and may meet with all parties involved. The superintendent or designee will review the merits of the complaints and the principal’s decision. The superintendent or designee will respond in writing to the complainant within 10 school days.

Step 3: If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within five school days of receipt of the superintendent’s or designee’s response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. If the Board decides to hear the appeal, the Board may meet with the

¹ See the following for notice requirements:

1. Administrative regulation ACB-AR - Bias Incident Complaint Procedures
2. Administrative regulation AC-AR(2) - Sex-Based Discrimination Under Title IX
3. Board policy GBN/JBA - Sexual Harassment

concerned parties and their representative at a Board meeting. The Board’s decision will be final and will address each allegation in the complaint and contain reasons for the Board’s decision. A copy of the Board’s final decision shall be sent to the complainant in writing or electronic form within 30 days of receipt of the appeal by the Board.

If the principal is the subject of the complaint, the individual may start at step 2 and file a complaint with the superintendent or designee. ~~The superintendent will notify the civil rights coordinator.~~

If the superintendent is the subject of the complaint, the complaint may start at step 3 and should be referred to the Board chair. The Board may refer the investigation to a third party. ~~The Board chair will direct notification to the civil rights coordinator.~~

Complaints against ~~the Board as a whole or against an individual Board member,~~ may start at Step 3 and should be submitted to the Board chair and may be referred to district counsel. Complaints against the Board chair may start at step 3 and be referred directly to the Board vice chair. ~~The Board vice chair will direct notification to the civil rights coordinator.~~

~~All complaints, including those starting at Step 2 or later, will meet all legal requirements. The civil rights coordinator will oversee these requirements.~~

The timelines established in each step of this procedure may be extended ~~upon mutual consent of the district and the complainant in writing[, but will not be longer than 30 days from the date of the submission of the complaint at any step]. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written consent of the district and the complainant.~~ ~~by the district for good cause. Any extension will be communicated to the parties and include a reason for the delay mutual agreement between the district and complainant.~~

The complainant, if a person who resides in the district, or a parent or guardian of a student who attends school in the district or is a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step (unless the district and complainant have agreed in writing to a different time period for that step) or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal² the district’s final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-075-00010-0581-075-0045 (the rules are amended by OAR 581-075-0901 until April 30, 2025).

Charter Schools of which the District Board is a Sponsor

The district Board, through its charter agreement with Mosier Community School, will not review an appeal of a decision reached by the Board of the Mosier Community School on a complaint alleging a violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination), or OAR 581-021-0655 (Duty to Designate a Civil Rights Coordinator) or 581-021-0660 (Duties of and Training Requirements for Civil Rights Coordinator), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of Mosier Community School as the district Board’s final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-075-0001 – 581-075-0045 (the rules are amended by OAR 581-075-0901 until April 30, 2025). 581-002-0001 - 581-002-0023.

² An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

Discrimination Complaint Form

Any person, including students, staff, visitors and their parties, may file a complaint.

Name of Person Filing Complaint

Date

School or Activity

Student/Parent Employee Nonemployee (Job applicant) Other _____

Type of discrimination:

- Race
- Color
- Religion
- Sex
- Discriminatory use of a Native American mascot
- National or ethnic origin
- Gender identity
- Mental or physical disability
- Marital status
- Familial status
- Economic status
- Other: _____
- Age
- Sexual orientation
- Pregnancy
- Veterans' status

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of the discussion.)

Who should we talk to and what evidence should we consider? _____

Suggested solution / resolution/outcome: _____

This complaint form should be mailed or submitted to the principal.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.