

# Regular Meeting with an Executive Session and Supplemental Budget Hearing

Thursday, December 18, 2025 6:00 PM

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

1. **Call Executive Session to order pursuant:**
  - **ORS 192.660(2)(d): To conduct deliberations with persons designated by the governing body to carry out labor negotiations.**
  - **ORS 192.660(2)(b): To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or agent, unless he or she requests an open meeting.****Presenter:** Betsy Hege, Chair

2. **Adjourn Executive Session**

3. **Call Supplemental Budget Hearing to Order and Pledge of Allegiance** **Presenter:** Betsy Hege, Chair

- 3.a. **Public Comment on Supplemental Budget Only**

4. **Adjourn Supplemental Budget Hearing**

5. **Call Meeting to Order** **Presenter:** Betsy Hege, Chair

6. **District Mission / Vision / Values**

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

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

9. *Colonel Wright Troubadours Presentation*

10. **Building Student Representative Reports:**

11. **Student / Staff Recognition**

- 11.a. **Recognition: Fall Sports Wrap-Up** **Presenter:** Jim Taylor, AD

12. **Consent Agenda**

- 12.a. **October 9th Work Session - Meeting Minutes**

- 12.b. **November 6th Work Session - Meeting Minutes**

- 12.c. **November 20th Board Meeting - Meeting Minutes**

- 12.d. **November 25th Virtual Work Session - Meeting Minutes**

- 12.e. **Personnel Report**

- 12.f. **2nd Reading & Adoption of Policies**

- 12.f.1.
  - **Policy IIA - Instructional Materials (update)**

- **Policy DBEA - Budget Committee (update)**

13. **Board of Directors Operations**

13.a. **Board Action Calendar - Review**

13.b. **Member Reports, to include Committee Reports if applicable**

14. **Student Representatives to the Board - Report:**

- *Nancy Diaz Sanchez*
- *Rafael Comacho*
- *Lariah Lind*

15. **Staff Reports:**

16. **New Business:**

16.a. **Presentations / Reports:**

16.a.1. **Presentation: D21 Education Foundation** **Presenter:** Kelsey Alsheimer, Administrative Director

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

16.a.2.a. **Presentation: Student Investment Account Grant Agreement** **Presenter:** Dr. Carolyn Bernal, Superintendent and Allie Ivey, TLA Director

16.a.2.a.1. **Public Comments on SIA Agreement** **Presenter:** Dr. Carolyn Bernal, Superintendent and Allie Ivey, TLA Director

16.a.2.a.2. **Action Item: Approve SIA Grant Agreement** **Presenter:** Dr. Carolyn Bernal, Superintendent and Allie Ivey, TLA Director

16.a.2.b. **Presentation: Regular Attender Data Review** **Presenter:** Dr. Carolyn Bernal, Superintendent and Allie Ivey, TLA Director

16.a.2.c. **Presentation: HQIM Process** **Presenter:** Allie Ivey, TLA Director

16.a.2.c.1. **Action Item: Approve Postponing Health (6-12) and Social Sciences (K-5) Curriculum Adoption until SY 2026-2027.**

16.a.2.d. **Presentation: 2024-2025 Integrated Programs Annual Report** **Presenter:** Dr. Carolyn Bernal, Superintendent and Allie Ivey, TLA Director

16.a.3. **Chief Financial Officer's Report** **Presenter:** Dan Pedersen, CFO

16.a.3.a. **Action Item: Approve and Adopt Resolution 25-26-06 - Resolution Rescinding a prior Supplemental Budget, and Adopting a Corrected Supplemental Budget for Fiscal Year 2025-2026**

16.a.3.b. **Financial Statements:**

16.a.3.c. **Student Enrollment:**

16.a.4. **Board Attorney's Report**

**Presenter:** Jason  
Corey, Board Attorney

17. **Discussion / Action Items:**

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

18.a. **Policy IKF - Graduation Requirements (updated)**

19. **Informational Only:**

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

21. **Adjourn the Regular School Board Meeting**

# TDHS Fall Sports Recap

3 Peat Tri Valley Champions- Girls' XC

4th Place @ State Meet (1 pt.) Boys' XC

Tri Valley Champions 5 All State- (first) BSOC

Tri Valley Champions- 2nd place State, 4 All State- VB

3 Peat Tri Valley Champions- 2nd State, 4 All State Athlete Coach of the Year- GSOC

217

59- 27%

1,596- 144- 9%

91 %

2 (0-3)

## 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 – December 18, 2025 *Current as of -December 9, 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
Ellen Johansing	SLP	DW	Resigning June 15, 2025
Tana Tibbets	Resource Room Teacher	DHE	Resigning December 12, 2025

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Administrative Staff – New Hires**

NAME	POSITION	BUILDING	COMMENTS
N/A			

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

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

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Please Note: The following information regarding 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
Nubia Contreras Villa	Media Asst-FT	TDHS	Began December 1, 2025
Madison White	Ed Asst IV-SLC	TDMS	Begins TBD

**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
Marcia Emig	Bus Driver	Transportation	Retired November 30, 2025
Maritza	Morales Moreno	ELL Asst II	Resigned December 5, 2025
Savannah Ezelle	ED Asst IV-SLC	CES	Resigning December 19, 2025

**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
Madison White	Head Girls Basketball Coach	TDMS	Begins January 5, 2026
Mark Scott	Asst Wrestling Coach	TDHS	Began December 4, 2025
Dana Journey	Head Wrestling Coach	TDMS	Begins January 5, 2025
Gricell Floyd	Head Girls Basketball Coach	TDMS	Begins January 5, 2026

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Advertised Vacancies**

<b>Position</b>	<b>HRS/FTE</b>	<b>Building</b>	<b>Close Date</b>	<b>Comments</b>
Bilingual Title I Reading Specialist 25'-26' SY	8 Hrs	CES	Open Until Filled	Advertised
Ed Asst IV-SPED Assist(s) Resource and SLC (Temp 25'-26' SY)	7.5 Hrs	Student Services	Open Until Filled	Advertised
ELL Assistant	7.5 Hrs	TDHS	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
Head Track and Field Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Softball Coach(s) 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Head Boys Golf Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Girls Basketball Coach 25'-26'	Seasonal	TDMS	Open Until Filled	Advertised
Asst Wrestling Coach 25'-26'	Seasonal	TDMS	Open Until Filled	Advertised

## North Wasco County School District 21

Code: IIA  
Adopted: 6/08/00  
Revised/Readopted: 5/26/04; 6/15/17; 5/26/22;  
6/26/25; 12/18/25  
Orig. Code: IIA

### Instructional Materials

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and ~~school and classroom~~ library materials in school and classroom libraries, and that those materials should be inclusive of populations represented in a global society. ~~The process to select materials will reflect respect for all people, regardless of race, color, creed, national origin, age, sex, sexual orientation, gender identity, or disability.~~

Any person responsible for the adoption of textbooks or the approval of instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.

Any person responsible for the selection or retention of library materials may not prohibit the selection or retention of, or refuse to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by any individual or group against whom discrimination is prohibited under ORS 659.850, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability.

Material involved with a reconsideration ~~request~~ will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations. Meetings of reconsideration committees may be subject to Public Meetings Law. Records regarding reconsideration procedures are subject to Public Records Law.

This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures.

The term “instructional material” includes core instructional materials, supplemental materials, ~~school library materials, and classroom library materials~~ and library materials made available in classroom or school libraries as defined below.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

#### Definitions

“Core instructional material,”<sup>1</sup> sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

“Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

“Library materials” includes educational or literary materials that are nonfiction or fiction and that are available in print or an electronic format. “Library materials” does not include textbooks or instructional materials that are selected under ORS 337.120, 337.141 or 337.260.

“School library ~~materials~~” means ~~and collection of library materials which are kept in the school library for student selection and use~~ made available to students at school, either at a central location of the school, at a common area for one or more grades of the school, or through an online remote education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. ~~These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc.~~ These materials are not adopted by the Board.

“Classroom library ~~materials~~” means ~~any collection of library materials which are kept in the classroom for student selection and use~~ made available to students in a single classroom or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use.

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<sup>1</sup> This comes from OAR 581-011-0050(1), referring to instructional materials which must be adopted by local school boards.

~~These may include books, media, newspapers, magazines, videos, etc.~~ These materials are not adopted by the Board.

### **Core Instructional Materials**

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent or designee to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide for involvement of administrators, staff, parents, and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed on a seven-year cycle and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. ~~The adoption of textbooks for American history and government by the Board and any committee shall be done in a manner in accordance~~ compliant with ORS 337.260. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge. All requests for reconsideration of core instructional materials may be considered under administrative regulation IIA-AR(2) - Reconsideration of Core Instructional Materials.

The district may choose to independently adopt core instructional materials which are not on the state-approved list, using state-approved selection criteria.

### **Supplemental Instructional Materials**

All supplemental instructional materials will be selected by teachers, principals, librarians, and/or others, as determined appropriate which may not be through any formal selection procedure. ~~Decisions regarding the use of, or refusal to approve the use of, supplemental instructional materials shall be made in a manner compliant with ORS 337.260.~~ Such materials will contain suitable readability levels and support the district's adopted curriculum content. Materials will be used for their intended audience.

### **School Library Materials**

All school library materials will be selected by a librarian using established selection criteria. ~~The selection or retention of library materials in a school library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025).~~ Such materials will contain suitable readability levels.

### **Classroom Library Materials**

All classroom library materials will be selected by a classroom teacher and/or others, with no formal selection procedure. ~~The selection or retention of library materials in a classroom library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025).~~ Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library.

END OF POLICY

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**Legal Reference(s):**

[ORS 174.100](#)  
[ORS 332.107](#)  
[ORS 336.035](#)  
[ORS 336.082](#)  
[ORS 336.840](#)  
[ORS 337.120](#)  
[ORS 337.141](#)

[ORS 337.150](#)  
[ORS 337.260](#)  
[ORS 337.511](#)  
[ORS 339.155](#)  
[ORS 659.850](#)

[OAR 581-011-0050 - 0117](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2340](#)  
[OAR 581-022-2350](#)  
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (~~2018~~ 2024).

Title VI of the Civil Rights Act ~~of 1964~~, 42 U.S.C. § 2000d (~~2018~~ 2024); 28 C.F.R. §§ 42.101-42.106 (~~2019~~ 2024).

Title IX of the Education Amendments ~~of 1972~~, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (~~2018~~ 2024);

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2024~~ 2020).

[American with Disabilities Act](#)/Americans with Disabilities Act Amendments Act ~~of 2008~~, 42 U.S.C. §§ 12101-12133 (~~2018~~ 2024); 29 C.F.R. Part 1630 (~~2019~~ 2024); 28

C.F.R. Part 35 (~~2019~~-2024).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2018~~ 2024).

[Senate Bill 1098](#) (2025).

**Cross Reference(s):**

INB - Studying Controversial Issues

KH - Public Gifts to the District

# North Wasco County School District 21

Code: DBEA  
Adopted: 5/19/16  
Revised/Readopted: 3/21/24; 12/18/25

## Budget Committee

### Organization, Membership and Terms of Office

The district budget committee will consist of seven members of the Board and seven electors appointed by the Board as required by law. Terms of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years each, with appointments made so that, as nearly as practicable, the terms of one-third of the members end each year. Appointive members of a budget committee in a district that prepares a biennial budget shall be appointed to four-year terms. The terms shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members end each year. At least one member of the budget committee must be a member of the district's educational equity advisory committee.<sup>1</sup> The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a 14 member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action item.

### Presiding Officer and Orientation of Budget Committee

1. **Organization:** The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. **Background Information:** Budget committee members will be provided with data for the ensuing year(s), such as the Board's educational plan, and other pertinent material bearing on the preparation of the district budget.

### Meetings of the Budget Committee

The district's budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

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<sup>1</sup> Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025. [The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.](#)

## Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

## Final Action

The budget committee will approve an estimated district budget document for submission to the Board.

END OF POLICY

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## Legal Reference(s):

[ORS 174.130](#)

[ORS 192.610 - 192.695](#)

[ORS 581-022-2307](#)

[ORS 328.542](#)

[ORS 294.305 - 294.565](#)

[ORS 329.711](#)

[ORS 433.835 - 433.875](#)



2024-2025 Academic Year

# Annual Report

The North Wasco County District  
21 Education Foundation

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PO Box 186, The Dalles, OR 97058  
nwascoedfoundation@gmail.com

<https://northwascoed.com/>

# From Our President

Dear Friends and Supporters,

Since its founding, the North Wasco County Education Foundation has brought together parents, educators, business leaders, and community members who share a belief that a strong public school system is essential to the health, growth, and vitality of our community and our region. Each year, that shared vision becomes reality through the programs and opportunities we are able to provide for students and educators across the district.

This year, we are proud to celebrate meaningful milestones made possible by your generosity. Our Classroom Mini-Grants program, one of the Foundation's most impactful initiatives, continues to grow in both demand and reach. In the 2024-2025 academic year we awarded more grants than ever before, supporting hands-on learning in the areas of science, technology, engineering, mathematics, music and arts enrichment, classroom innovation, and student-centered projects across the district. Teachers consistently tell us how these resources spark creativity, deepen engagement, and foster a love of learning in their classrooms.

We also advanced our strategic planning process to strengthen the Foundation's long-term capacity and clarify the ways we can best support district students in the years ahead. This work positions the Foundation for sustainable growth, clearer communication, and expanded partnerships aligned with district priorities.

What began as a grassroots effort to support local classrooms has grown into a vital source of enrichment for students, educators, and schools throughout our community. None of this would be possible without you, our donors, partners, and champions of public education. Your belief in the importance of opportunity and leveling the playing field continues to shape what is possible for students in North Wasco County.

As we look ahead to 2026, we are energized by the momentum we've built together. From deepening our impact through Classroom Mini-Grants to exploring new programs that support science, technology, engineering, arts, mathematics, career exploration, and student well-being, the Education Foundation is committed to meeting the evolving needs of our students and educators.

On behalf of the North Wasco County Education Foundation, thank you for your partnership, your generosity, and your dedication to empowering students and strengthening our schools. Together, we are building a brighter future for every learner in our district.

With gratitude,

Candy Armstrong  
President of the Board of Directors



## 2024-2025 Board of Directors

Candy Armstrong  
Jose Aparicio -  
(School Board Rep.)  
Lucille Begay

Carolyn Bernal-  
(Ex-Officio)  
Codie Carpenter  
Anne Coddling

Kurt Evans  
Mic Kelly  
Rymmel Lovell  
Andrew Meyers

Ken Onstott  
Julie Schilling  
David Wagenblast  
Andrea Witherspoon

# About Us

*Our Mission is to foster community, staff, and corporate support for the academic, artistic, athletic and cultural enrichment of the students of North Wasco County School District 21.*



2,774

Students



423

Teachers

As a supporting organization, the North Wasco County Education Foundation has been proudly serving our community for 29 years. Since our founding in 1996, we've been committed to enhancing educational opportunities to students in The Dalles and Mosier.

We are dedicated to supporting access to a robust and well-rounded education for all children in the D21 school district.

The North Wasco County School District 21 Education Foundation is a not-for-profit 501(c)(3) organization dedicated to enriching the educational experience for students across our district. We unite community members, educators, corporate partners, and volunteers to support academic, artistic, athletic, and cultural initiatives that empower our students to excel.

Guided by a committed thirteen-member volunteer board of directors and a part-time Administrative Director, we work collaboratively to secure vital resources and foster community engagement. Through innovative programs and strategic partnerships, our mission is to create lasting, positive impacts on the educational environment, ensuring that every student has the opportunity to thrive.

## Our Core Programs

### 01 Classroom Mini-Grants

We empower educators by awarding small grants to innovative, creative, and timely classroom projects that enhance learning. We have distributed nearly 100 grants over \$45,000 to support classroom programming within the last 5 years.

### 02 Golden Apple Awards

The Golden Apple Awards program annually honors four outstanding staff members within the D21 school district, each recognized with a \$500 award for their invaluable contributions.

### 03 Fiscal Sponsorship

We proudly support small district-connected groups by serving as their fiscal sponsor. By offering administrative structure and financial oversight, we help these initiatives succeed and make a meaningful, lasting impact on students and schools.

# The Golden Apple Awards

The Golden Apple Awards are an annual recognition program dedicated to celebrating excellence in education within the North Wasco County School District. This initiative honors outstanding administrators, teachers, and staff who demonstrate dedication, innovation, and an unwavering commitment to student success.

Nominations open in mid-April and close in mid-May. Award recipients are surprised and celebrated at their respective schools just before the end of the school year in early June and receive a \$500 check. This heartfelt recognition ensures that educators and staff feel valued for their dedication before students depart for summer break.



## 2021

In the program's inaugural year, 30 nominations were received with community engagement blossoming.



## 2022 & 2023

The program continued to gain traction with over 50 nominees received each year and increased diversity.



## 2024 & 2025

The program saw its largest number of nominations yet. Runner-up recipients received a coffee gift card.

## 2025 Golden Apple Award Winners

- 1 Luke Vieira – Colonel Wright Elementary School**  
Administrator/Principal/Other Category
- 2 Sarah Hammel – Dry Hollow Elementary School**  
Teacher Category
- 3 Gabriel Judah – The Dalles High School**  
Teacher Category
- 4 Heidi Bodolay – Colonel Wright Elementary School**  
Classified/Support Staff Category



# Classroom Mini-Grants

The North Wasco County Education Foundation awards Classroom Mini-Grants bi-annually to support innovative, hands-on learning experiences across D21. These grants ensure teachers have the tools, materials, and inspiration they need to engage students, spark creativity, and strengthen academic success.



## Examples of Impactful Classroom Projects for the 2024-2025 School Year

Here are a few examples of how teachers used NWCEF Mini-Grant funding during the 2024–2025 school year to enrich student learning across the district:

- Chenoweth Elementary – Swing set installation supporting collaborative play and physical development in partnership with CGCC, newcomer English vocabulary kits and the SECRETS Environmental Program with field trips to the Columbia Gorge Discovery Center.
- Dry Hollow Elementary – Privacy screens for focused learning, interactive science review stations supported by parent volunteers, and Oregon Zoo field trips for first graders, supporting science and environmental learning.
- The Dalles Middle School – Universal Design for Learning tools for special education students; Native American-authored library books; reading intervention headsets; performance and reading of Novio Boy.
- Mosier Community School – Mobile literacy resources for small-group instruction and a new literacy group space; interactive learning for kindergarten.
- Colonel Wright Elementary – OMSI Overnight Science Adventure for fifth graders; SECRETS science curriculum support; Next-Gen Science Readers; “Life-long Learners” resource materials; physical education equipment.
- The Dalles High School – STEM Club Maker Space enhancements and support for students to participate in Festival of Bands and take a University of Oregon music tour.

## 2024–2025 Mini-Grants at a Glance

During the 2024–2025 school year, NWCEF awarded a record number of Classroom Mini-Grants, thanks in particular to a \$15,000 grant from Google and generous donations from our community, which supported projects across all grade levels and subject areas. Teachers used these funds to bring STEM exploration, arts education, literacy support, CTE pathways, wellness activities, and inclusive learning tools directly into their classrooms.



**Thank you Google!**  
\$15,000 Donated

<b>22</b>	<b>\$15,463</b>	<b>1,238</b>	<b>29</b>	<b>\$23,112</b>
<b>Grants Awarded</b>	<b>Awarded Funds</b>	<b>Students Impacted</b>	<b>Grants Requested</b>	<b>Requested Funds</b>

# Fiscal Sponsorship

Small, community-oriented groups and projects that are in line with our mission that are too small to obtain their own 501(c)(3) status operate under the umbrella of the Education Foundation. We have found that this helps provide them stability and staying power, while keeping their costs down for their all-volunteer led efforts. It also helps us coordinate fundraising efforts and allows donations to them to be tax-deductible. We do better by working together!

## Chenoweth Booster Club

The Chenoweth Booster Club is a dedicated, volunteer-powered group of parents and staff who work together to strengthen the school community. Through organizing fundraisers, supporting beloved events like Skate Nights, providing meals during Teacher Appreciation Week, and funding student enrichment opportunities—from playground improvements to scholarships for Chenoweth alumni—the Booster Club plays a vital role in creating a fun, connected, and supportive environment for every CES student.

## The Dalles Booster Club

The Dalles Booster Club supports extracurricular and athletic programs within D21, encouraging student participation in sports, music, clubs and other enrichment opportunities. Through volunteer efforts and fundraising, the Booster Club helps ensure that students have access to activities beyond the classroom that build school spirit and personal growth.

## The Dalles School Archive Museum

The Dalles School Archive Museum, located on the Wahtonka campus, preserves and showcases D21's rich educational history, is run by volunteers and open seasonally to the public; it serves as both a resource for former students and community members to reconnect with their past and a living record of the district's legacy.

## The Dalles Sister City Association

The Dalles Sister City Association fosters cultural, educational, and civic connections between The Dalles and its sister-city partners. Through events, exchanges, and collaborative initiatives, the Association helps broaden community awareness and global friendship, enriching the experiences of students, families, and residents alike.

## Senior Parents Committee & Banners

The Senior Parents Committee and its associated Banner Project are parent-led efforts focused on celebrating graduating seniors at The Dalles High School. Through collaborative fundraising, event planning, and senior year traditions, this group fosters community pride, recognition, and a sense of closure and celebration for students entering the next chapter after high school.

## TDHS Scholarship Committee (501(c)(3) status)

TDHS Scholarship Committee identifies, raises funds for, and awards scholarships to graduating students of The Dalles High School. While operating with its own nonprofit status, the Committee also serves on the board of the broader Education Foundation of D21, helping ensure that scholarship opportunities remain an integral part of the district's commitment to post-secondary readiness.

# Strategic Planning

In 2025, the NWCEF embarked on a comprehensive strategic planning process to clarify its mission, strengthen operations, and ensure deeper alignment with North Wasco County School District 21's goals for student success. With guidance from board members, district leadership, and community partners, the Foundation identified key priorities such as financial realignment, expanded community engagement, clearer board roles, and enhanced support for classroom enrichment. This plan now serves as a roadmap for NWCEF to support the district by strengthening collaboration, increasing fundraising capacity, and positioning the Foundation to better support the evolving needs of D21 students and educators.

## Strategic Direction 1. Positioning for Sustained Engagement

The Foundation is focused on strengthening its internal operations, financial management, and alignment with district priorities.

- Complete the Foundation's QuickBooks transition and integrate affiliate accounts for clear reporting.
- Partner with local professionals to ensure compliance, accountability, and fiscal transparency.
- Align grantmaking with district goals around belonging, career-connected learning, and equity.
- Conduct annual reviews of financials, policies, and board procedures to guide improvement.

## Strategic Direction 2. Revitalizing & Solidifying Board Purpose

NWCEF is renewing its focus on effective board leadership, purpose-driven culture, and clear organizational structure.

- Conduct annual board self-assessments and set measurable goals tied to this plan.
- Provide ongoing training in nonprofit governance, fundraising, and equity.
- Update bylaws and committee structures to clarify roles and responsibilities.
- Develop succession planning for key officers and ensure 100% board giving participation.

## Strategic Direction 3. Engaging & Expanding Community Involvement

The Foundation will deepen relationships with community members and broaden participation in education initiatives.

- Build partnerships with local businesses, civic groups, and service organizations to expand programs.
- Share impact stories through social media, newsletters, and community events.
- Expand annual giving and sponsorship campaigns to diversify funding.
- Create new volunteer and alumni engagement opportunities that celebrate public education.

## Accountability & Review

NWCEF will review progress annually, publish updates for transparency, and adjust strategies as community and district priorities evolve.

### THANK YOU

**Beset and Alton Counseling & Consulting**  
for their thoughtful leadership and facilitation of our 2025 Strategic Planning process!



# 2024-2025 Financials

## 2025 Strategic Planning & Financial Audit Statement

The financial figures shown are preliminary placeholders and may not reflect final FY 2024–25 numbers. NWCEF is currently completing a transition into QuickBooks and undergoing a financial audit as part of the organization’s strategic planning efforts initiated in August 2025. Updated and verified financials will be published once this process is complete.

The Education Foundation’s financials are presented on a fiscal year basis from July 1 – June 30. A local account holds assets such as transferable scholarships, teacher mini-grants, program funds, and reserves.

### Notable for FY 2024:

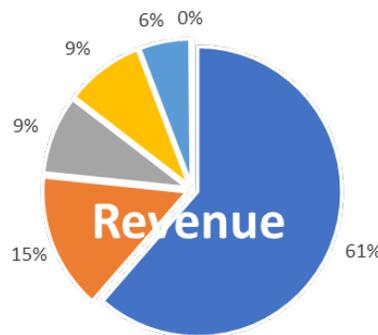
Total revenue increased due to new restricted donations. \$100K was held for the school district until disbursement for the Sid White Field announcement booth. Two grants were obtained – one for an elementary school and one for board training. An unrestricted Google grant was also received, along with many private donations.

Most program administration costs went to the booth. Other program costs included affiliate member transfers, other grant disbursements, and Golden Apple awards. Teacher mini-grant awards are carved out of the pie as a significant slice for the foundation.

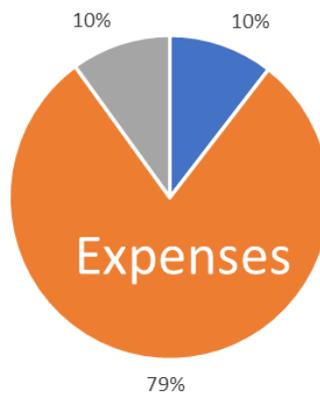
Net assets or reserves for the fiscal year time period amounted to \$16,570.

### Financial Note:

Financial records for NWCEF affiliate and associate organizations have been managed independently during the 2024–2025 period. As the Education Foundation completes its current financial realignment and transitions to a unified accounting structure, consolidated and transparent financial reporting for these groups will be made available in future fiscal years.



Donations: Restricted	\$105,057
Donations: Unrestricted	\$25,995
Grants: Restricted	\$15,000
Grants: Unrestricted	\$15,000
Interest	\$9,710
Affiliate Dues	\$250
<b>Total Revenue</b>	<b>\$171,012</b>



General Operations	\$16,206
Program Admin	\$122,773
Mini Grants	\$15,463
<b>Total Expenses</b>	<b>\$154,442</b>
<b>Net Assets</b>	<b>\$16,570</b>

# 2024-2025 Community Partners

## Corporate & Foundation Partners

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Benevity Causes	Sunshine Mill
Bi-Mart	Terra Cotta Gorge Co
Brick City Games	The Dalles Google Data Center
Burgerville	The Dalles Main Street
Columbia Gorge Toyota	The Ford Family Foundation
Emma's Bowtique	The Workshop
Freebridge Brewing	Vibe Consignment
Hattenhauer Enterprise	Wines on Second
Kiwanis - The Dalles, Oregon	

## Individual Donors

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Gerald Commander	Kenneth Onstott
David Cooper	Gene Parker
Casey Diss	Jessica Porter
Daniel Gillock	Israel Romero
Harold Haake	Ellen Ryssdal
Ada Marie Haake	Marilyn and Wilfried Smaka
Kathy Heitkemper	Gay Sohnrey
Donita Huskey-Wilson and Terrie Methvin	Daniel and Michele Spatz
Amy Kaser	Katie Swafford
Mary and Phillip Kaser	Nicole Tinkler
Robert and Joy Krein	Susie Thurman
Karol Magnuson-Hardin	Jean and Karl Vercouteren
Jim Martin	Richard and Elaine Walker
Donna Mollet	Matthew White
Veronica Ochoa	Tanya Williams

# Thank You!!



Your donations—no matter the size—have a direct and immediate impact. To contribute, simply scan the QR code or send a check payable to the North Wasco County Education Foundation at the address provided below.



## Contact Us:



PO Box 186  
The Dalles, OR 97058



(541) 806-1526



nwascoedfoundation@gmail.com

# STATE OF OREGON GRANT AGREEMENT

## “Student Success Act – Student Investment Account”

Grant No. **39347**

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **North Wasco County SD 21** (“Grantee”), each a “Party” and, together, the “Parties”.

### SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the “Act”), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

### SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental and behavioral health needs, increase academic achievement, and reduce academic disparities for student populations identified in ORS 327.180(2)(b). These populations include , but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, and students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

### SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2025 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

## SECTION 4: GRANT MANAGERS

### 4.1 Agency’s Grant Manager is:

Torrie Higgins  
 Office of Education Innovation & Improvement  
 255 Capitol St NE  
 Salem, OR 97310-0203  
[Torrie.higgins@ode.oregon.gov](mailto:Torrie.higgins@ode.oregon.gov)

### 4.2 Grantee’s Grant Manager is:

Carolyn Bernal  
 3632 W 10th St  
 The Dalles, OR 97058  
[bernalc@nwasco.k12.or.us](mailto:bernalc@nwasco.k12.or.us)

### 4.3 A Party may designate a new Grant Manager by written notice to the other Party.

## SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the “Performance Period”).

## SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts (“Grant Funds”): the full 2025-27 biennial allocation and a projected Quarter 1 disbursement for the 2027-29 biennium.

Grant Period	Performance Period	Amount
<b>2025-27 Total Biennial Allocation (TBA)</b>	July 1, 2025 – June 30, 2027	<b>\$5,667,814.71</b>
Less: 2025–27 Q1 projected amount made available under Agreement number [34446] (the “Prior Grant Agreement.”)	July 1, 2025 – June 30, 2027	<b>(\$771,861.72)</b>
<b>2025-26 Year 1 – Allocation - CURRENT</b>	July 1, 2025 – June 30, 2027	<b>\$2,005,367.49</b>
<b>2026-27 Year 2 – Allocation – RESERVED (not yet released)</b>	July 1, 2025 – June 30, 2027	<b>\$2,890,585.50</b>
<b>2027-29 Quarter 1</b> projected (2027-29 Q1)	July 1, 2027 – September 30, 2027	<b>\$848,854.64</b>
<b>Total Grant Funds</b> ( 2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)		<b>\$5,744,807.63</b>

**The line items provided in the table above have the following meanings:**

1. **TBA** equals the total final allocation for 2025 -27 based on the final approved budget.
2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
3. **2025–26 Year 1 Allocation - CURRENT** represents the portion of the 2025-27 TBA remaining after subtracting the amount already made available under the Prior Grant Agreement. These funds are authorized for disbursement during year 1 of the biennium.
4. **2026–27 Year 2 Allocation - RESERVED** represents the portion of the 2025-27 TBA that is identified for Year 2 but not yet released. Disbursement of this amount is contingent upon written authorization from Agency confirming funds are available for release.
5. **2027-29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
6. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Grant Funds include allocations for participating eligible applicants in the Aligned Program Consortia, as defined in **Exhibit A, Section II – Project Definitions**, and the Grantee, as lead entity under the **Aligned Program Consortia Lead Obligations** in **Exhibit A, Section I**, remains responsible for compliance with all terms of this Agreement.

Agency will pay the Grant Funds from monies available in the Student Investment Account (“Funding Source”). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

## **SECTION 7: DISBURSEMENT GENERALLY**

### **7.1 Disbursement.**

- 7.1.1** Subject to the availability of sufficient moneys in and from the Funding Source based on Agency’s reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2** Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3** Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating

deficiencies were corrected.

**7.2 Conditions Precedent to Disbursement.** Agency’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

**7.2.1** Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;

**7.2.2** No default as described in Section 15 has occurred; and

**7.2.3** Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

**7.3 No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.

**7.4 Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency’s discretion or for cause provisions of this Grant.

## **SECTION 8: REPRESENTATIONS AND WARRANTIES**

**8.1 Organization/Authority.** Grantee represents and warrants to Agency that:

**8.1.1** Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;

**8.1.2** Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its

obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;

- 8.1.3 This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
  - 8.1.4 If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
  - 8.1.5 There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.
- 8.2 **False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.
- 8.3 **No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

## SECTION 9: OWNERSHIP

- 9.1 **Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:
- “Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.
- “Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.
- 9.2 **Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.
- 9.3 **Third Party Ownership.** If the Work Product created by Grantee under this Grant is a

derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product, then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

## SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.
- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are

notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.

- 10.4 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.
- 10.5 Background Check.** If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

## SECTION 11: INDEMNITY/LIABILITY

- 11.1 Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys’ fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this Section).
- 11.2 Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon’s interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.

- 11.3 Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

## **SECTION 12: INSURANCE**

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a “public body” as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

## **SECTION 13: GOVERNING LAW, JURISDICTION**

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

## **SECTION 14: ALTERNATIVE DISPUTE RESOLUTION**

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a

jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

## SECTION 15: DEFAULT

- 15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;
  - 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
  - 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.
- 15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

## SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not

Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

## **SECTION 17: WITHHOLDING FUNDS, RECOVERY**

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

- 17.1 Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2 Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3 Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4 Any Grant Funds requested by Grantee as payment for deficient activities or materials.

## **SECTION 18: TERMINATION**

- 18.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 **By Agency.** Agency may terminate this Grant as follows:
  - 18.2.1 At Agency's discretion, upon 30 days advance written notice to Grantee;
  - 18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant;
  - 18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or
  - 18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.
- 18.3 **By Grantee.** Grantee may terminate this Grant as follows:
  - 18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure

authority at levels sufficient to perform its obligations under this Grant.

**18.3.2** If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

**18.3.3** Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

**18.4 Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

## SECTION 19: MISCELLANEOUS

**19.1 Conflict of Interest.** Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.

**19.2 Nonappropriation.** Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

**19.3 Amendments.** The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

**19.4 Notice.** Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.

**19.5 Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this

Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

- 19.6 Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.
- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.
- 19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit,

controversy or litigation arising out of or related to this Grant, whichever date is later.

- 19.14 Headings.** The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.
- 19.15 Grant Documents.** This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:
- This Grant less all exhibits
  - Exhibit A (the “Project”)
  - Exhibit B (Common and Customized Framework)
  - Exhibit C (Insurance)
- 19.16 Merger, Waiver.** This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

**SECTION 20: SIGNATURES**

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

**STATE OF OREGON acting by and through its Department of Education**

By: Michelle Choate  
Contracting Officer

11/21/2025  
Date

**North Wasco County SD 21**

By: Daniel Pedersen  
Authorized Signature

11/24/25  
Date

Daniel Pedersen  
Printed Name

CFO  
Title

75-3154866  
Federal Tax ID Number

**Approved for Legal Sufficiency in accordance with ORS 291.047**

By: AAG Devon Thorson  
Assistant Attorney General

11/20/2025  
Date

# EXHIBIT A THE PROJECT

## SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

- 1) Meeting students’ mental and behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; English language learners; economically disadvantaged students; students who are homeless; and students who are foster children.

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

### **Aligned Program Consortia Lead Obligations**

The Grantee shall act as the lead entity for the Aligned Program Consortia with NORCOR Education Detention Center and Mosier Community School in alignment with the approved Integrated Plan. The Grantee shall remain responsible for compliance with all terms of this Agreement.

## SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

**“Act”** means the “Student Success Act” codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

**“Aligned Program Consortia”** means two or more eligible grant recipients that submit one application for the programs covered in the Integrated Plan. Grantee will ensure that each grant recipient operates in full alignment with shared fiscal responsibility, coordinated engagement, a singular application, budget, grant agreement, etc. Grantee will operate as the Fiscal Agent and lead entity to assist in financial and programmatic monitoring and reporting.

**“Allowable Project Costs”** means Grantee’s actual costs that are reasonable, necessary, and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

**“Baseline Targets”** means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 “Guidance for Eligible Applicants”.

**“Common Metrics”** means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

**“Disaggregated”** has the meaning given in section 12(a) of the Act.

**“Five-Year Completion Rate”** has the meaning given in section 12(b) of the Act.

**“Focal Student Groups”** means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are economically disadvantaged, students who are homeless and students who are foster children.

**“Four-Year on-Time Graduation Rate”** means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

**“Gap Closing Targets” or “Closing Gap Targets”** means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 “Aligning for Student Success: Integrated Guidance for Six ODE Initiatives”.

**“Integrated Programs”** means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

**“Integrated Plan”** means the Grantee’s approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

**“Local Optional Metrics”** are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

**“Longitudinal Performance Growth Targets (LPGTs)”** means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee’s Integrated Plan.

**“Ninth-grade On-Track Rate”** has the meaning given in section 12(d) of the Act.

**“Progress Markers”** means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

**“Regular Attendance Rate”** has the meaning given in section 12(f) of the Act.

**“SIA Account”** means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

**“Stretch Targets”** means significant improvement set forth in the Integrated Plan by the district in either: (I) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 “Guidance for Eligible Applicants”.

**“Third-Grade Reading Proficiency Rate”** has the meaning given in section 12(g) of the Act.

## **SECTION III – PROJECT ACTIVITIES**

### **Integrated Plan Implementation**

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee’s approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the “Allowable Use of Grant Funds” section below.

### **Allowable Use of Grant Funds**

Grantee must use the Grant Funds only for:

1. Increasing instructional time, which may include:
  - More hours or days of instructional time;
  - Summer programs;
  - Before-school or after-school programs; or
  - Technological investments that minimize class time used for student assessments.
2. Addressing students’ health or safety needs, which may include:
  - Social-emotional learning and development;
  - Student mental and behavioral health;
  - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
  - Student health and wellness;
  - Trauma-informed practices;
  - School health professionals and assistants;
  - Facility improvements directly related to improving student health or safety.
3. Reducing class sizes, which may include:

- increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
- Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
  - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
  - Broadened curricular options at all grade levels, including access to:
  - Art, music, and physical education classes;
  - Science, technology, engineering, and mathematics (STEM) education;
  - Career and technical education, including career and technical student organization programs;
  - Electives that are engaging to students;
  - Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
  - Dropout prevention programs and transition supports;
  - Life skills classes;
  - Talented and gifted programs;
  - Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or \$500,000 annually, whichever is less, of Grantee’s total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

**SECTION IV – REPORTING REQUIREMENTS**

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

<b>Reporting Period</b>	<b>Due Date</b>	<b>Deliverable</b>
July 1 – September 30	<b>November 15</b>	Submit financial and performance progress report.
October 1 – December 31	<b>February 15</b>	Submit financial and performance progress report. Include board minutes showing the Financial Audit was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	<b>August 15</b>	Submit financial report of expenditures AND Annual Report (narrative responses). The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee's progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

### **SIA Grant Monitoring**

The Agency will monitor Grantee's performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency's monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency's discretion including but not limited to: Grantee's compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee's progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee's training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

### **SECTION V – DISBURSEMENT**

#### **Disbursement of Grant Funds**

Agency will disburse the Grant Funds using its Electronic Grants Management System ("EGMS"), on a quarterly basis as outlined below:

Quarter	Disbursement Date	Quarterly Disbursement Amount/%
Q1	July 1, 2025	Variable projection (made available under prior agreement; <i>may differ from the projected 12.5%</i> )
Q2	October 1, 2025	True-Up / Adjustment to reconcile Q1 difference ( <i>ensures Q1 + Q2 equals 25% of TBA</i> )
Q3	January 1, 2026	12.5%
Q4	April 1, 2026	12.5%
Q5	July 1, 2026	12.5%
Q6	October 1, 2026	12.5%
Q7	January 1, 2027	12.5%
Q8	April 1, 2027	12.5%
2027-29 Q1	July 1, 2027	12.5% (Projected) of 2027–29 Biennium

**Disbursements outlined in the table above are subject to the following:**

1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
2. Disbursements will be made as advance payments, not reimbursements.
3. Q3 – Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
4. Grantees are encouraged to draw down funds according to the schedule. **All funds for 2025-27 Q1 – Q8 must be drawn down and expended by June 30<sup>th</sup>, 2027.**
5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

**Allocation and Projections**

1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 Q1.
2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.
3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 – June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.
4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 – 2029 biennium.

## EXHIBIT B

# COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK

### NORTH WASCO COUNTY SD 21

#### SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A ‘Start to See,’ B ‘Gaining Traction,’ and C ‘Profound Progress,’ representing advancement from early signs of progress to substantial and transformational changes.

- A. **“Start to See: Early Signs of Progress”** Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?
- B. **“Gaining Traction: Intermediate Changes”** Based on your investments and activities, are you seeing any of these impacts?
- C. **“Profound Progress: Substantial and Significant Changes”** Based on your investments and activities, are any of these more transformational changes noticeable?

#### A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

#### B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

**C. Profound Progress: Substantial and Significant Changes**

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

**SECTION II – FINALIZED CO-DEVELOPED LPGTS**

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

<b>Target Type</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>
<b>Four Year Cohort Graduation</b>			
<b>Baseline Target: All Students</b>	<b>77.0%</b>	<b>79.0%</b>	<b>80.0%</b>
<b>Stretch Target: All Students</b>	<b>84.0%</b>	<b>87.0%</b>	<b>90.0%</b>
<b>Gap-Closing Target: All Focal Group Students</b>	<b>73.1%</b>	<b>75.7%</b>	<b>78.0%</b>
<b>Five Year Cohort Completion</b>			
<b>Baseline Target: All Students</b>	<b>85.0%</b>	<b>87.0%</b>	<b>89.0%</b>
<b>Stretch Target: All Students</b>	<b>86.0%</b>	<b>89.0%</b>	<b>92.0%</b>
<b>Gap-Closing Target: All Focal Group Students</b>	<b>81.2%</b>	<b>84.0%</b>	<b>87.0%</b>
<b>9th Grade on-Track</b>			
<b>Baseline Target: All Students</b>	<b>77.0%</b>	<b>78.0%</b>	<b>80.0%</b>
<b>Stretch Target: All Students</b>	<b>79.0%</b>	<b>81.0%</b>	<b>83.0%</b>
<b>Gap-Closing Target: All Focal Group Students</b>	<b>74.5%</b>	<b>77.0%</b>	<b>79.5%</b>
<b>3rd Grade ELA Proficiency</b>			
<b>Baseline Target: All Students</b>	<b>36.0%</b>	<b>38.0%</b>	<b>40.0%</b>
<b>Stretch Target: All Students</b>	<b>40.0%</b>	<b>44.0%</b>	<b>48.0%</b>
<b>Gap-Closing Target: All Focal Group Students</b>	<b>27.0%</b>	<b>31.0%</b>	<b>35.0%</b>
<b>Regular Attenders</b>			
<b>Baseline Target: All Students</b>	<b>65.0%</b>	<b>67.5%</b>	<b>70.0%</b>
<b>Stretch Target: All Students</b>	<b>70.0%</b>	<b>75.0%</b>	<b>80.0%</b>
<b>Gap-Closing Target: All Focal Group Students</b>	<b>60.9%</b>	<b>64.9%</b>	<b>69.9%</b>

**SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)**

**Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they have described in their Integrated Plan.**

	2025-26	2026-27	2027-28
<b>Local Optional Metrics</b>			
<b>Baseline Target: All Students</b>			
<b>Stretch Target: All Students</b>			
<b>Gap-Closing Target: All Focal Group Students</b>			

## **EXHIBIT C INSURANCE**

### **INSURANCE REQUIREMENTS**

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

### **WORKERS' COMPENSATION & EMPLOYERS' LIABILITY**

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than \$5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

### **COMMERCIAL GENERAL LIABILITY**

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$2,000,000 annual aggregate limit.

### **AUTOMOBILE LIABILITY INSURANCE**

**Required**  **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

**PROFESSIONAL LIABILITY**

**Required**  **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient’s subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per claim and not less than \$2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

**EXCESS/UMBRELLA INSURANCE**

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true “following form” or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor’s primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

**ADDITIONAL INSURED**

All liability insurance, except for Workers’ Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient’s activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient’s activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

**WAIVER OF SUBROGATION**

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee’s first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee’s insurer(s).

**CONTINUOUS CLAIMS MADE COVERAGE**

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient’s completion and Agency’s acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

**CERTIFICATE(S) AND PROOF OF INSURANCE**

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

**NOTICE OF CHANGE OR CANCELLATION**

The Grantee/Recipient or its insurer must provide at least 30 days’ written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

**INSURANCE REQUIREMENT REVIEW**

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

**STATE ACCEPTANCE**

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency’s representatives responsible for verification of the insurance coverages required under this Exhibit C.

**Additional Coverages That May Apply:**

**DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:**

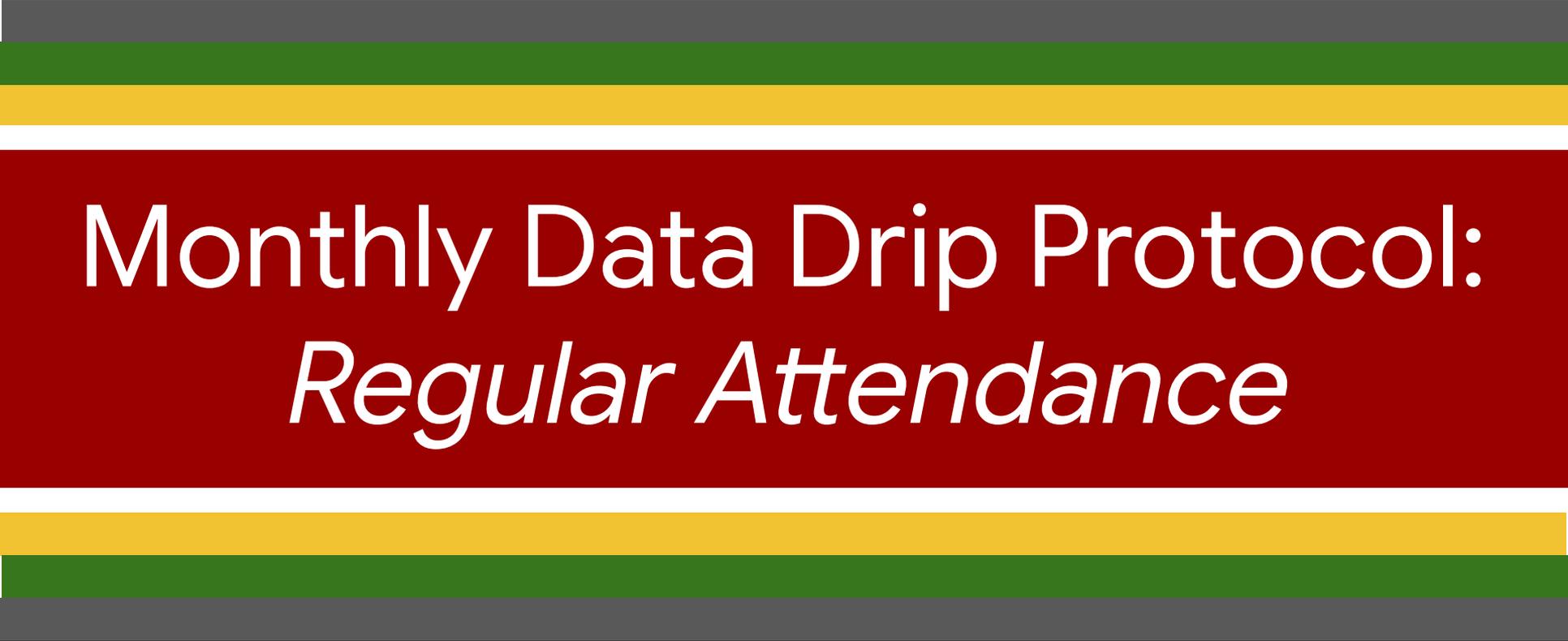
**Required**    **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient’s Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than \$1,000,000 per claim.

**PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:**

**Required**    **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient's employees and volunteers. Policy endorsement's definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient's employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.



# Monthly Data Drip Protocol: *Regular Attendance*

# Session Focus



This session will explore patterns of regular attendance across schools and student groups. Board members will examine baseline attendance data to understand how attendance reflects student engagement and belonging, identify trends and disparities, and consider strategies to support students in being present and connected to learning.

# Session Objectives



By the end of the session, board members will be able to:

- Interpret regular attender data by school and student group
- Identify trends, gaps, and patterns in attendance
- Connect attendance patterns to student engagement and belonging
- Reflect on implications and potential strategies for supporting all students in attending regularly

# Where We Are Now?



- 61% of students in North Wasco are attending school regularly (meaning more than 90% of their enrolled days) compared to Oregon's average of 67%
- Black/African American students have the highest rate of regular attendance in the district while American Indian/Alaska native have the lowest rate of attendance.
- Female and male students attend school at equal rates
- Students with disabilities attend school at a lower rate than their peers (56%).
- Ever English Learners attend school at a higher rate than their peers (64%).

# So What?

## TIPS Data Protocol



## Trends



## Implications



## Plans



## Support

# Why is Regular Attendance

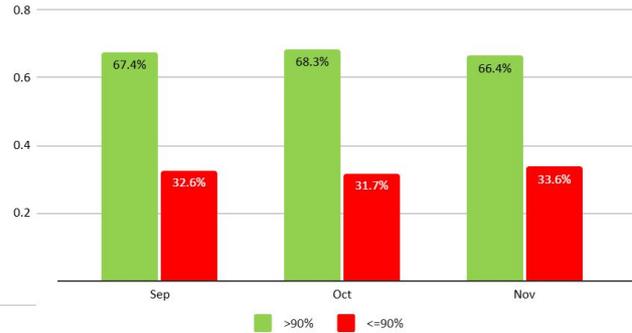
When students are present consistently, they are able to:

- **Engage Deeply in Learning:** Regular attendance gives students more opportunities to build on their strengths, participate in rich learning experiences, and develop confidence in their academic skills.
- **Strengthen Relationships and Belonging:** Being in school consistently helps students form positive connections with peers and adults. These relationships support a strong sense of belonging, which is foundational to student success.
- **Build Positive Habits for the Future:** Daily routines and showing up consistently help students develop life skills, such as responsibility, persistence, and organization, that contribute to long-term success in school and beyond.
- **Benefit from Early Support and Encouragement:** When students are present, educators can more easily notice their strengths, respond to their needs, and provide timely encouragement and supports that keep them moving forward.
- **Access Equitable Opportunities:** Regular attendance ensures all students can fully participate in meaningful learning experiences, enrichment opportunities, and school community activities.

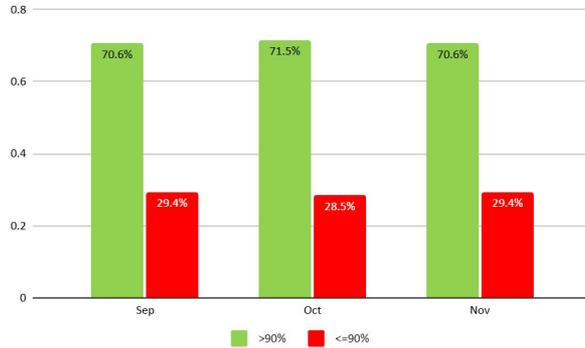
# Contextualizing our Data: 2024-25 SY

## Fall Attendance for All Students

24-25 Attendance Proficiency - All Students



24-25 Attendance Proficiency - Hispanic



Fall Attendance for Latino/a/x Students

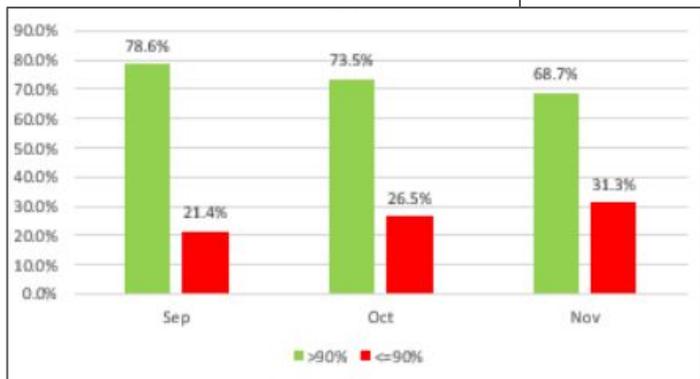
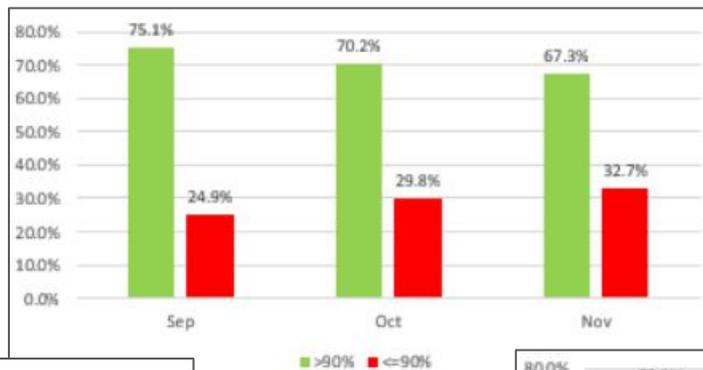
24-25 Attendance Proficiency - Non-Hispanic



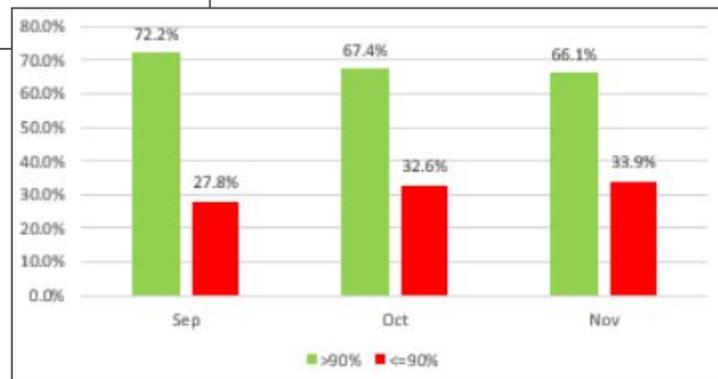
Fall Attendance for Non Latino/a/x Students

# Contextualizing our Data: 2025-26 SY

## Fall Attendance for All Students



## Fall Attendance for Latino/a/x Students



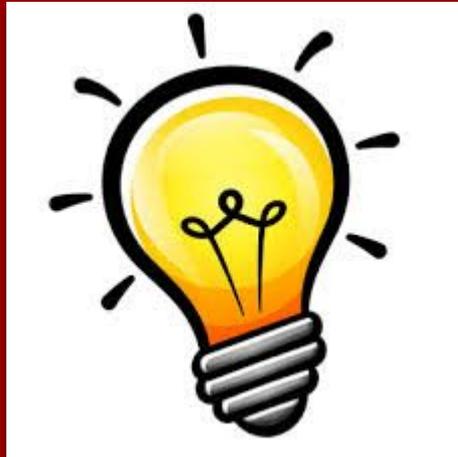
## Fall Attendance for Non Latino/a/x Students

# Trends: Guiding Questions



- What patterns or trends do you notice across schools or student groups?
- Are there any unexpected findings or gaps?
- Which groups are thriving and which may need additional attention?

# Implications: Guiding Questions



- How do attendance patterns relate to student experience and performance?
- Are there potential leverage points where intervention could improve outcomes?

# Plans: Guiding Questions



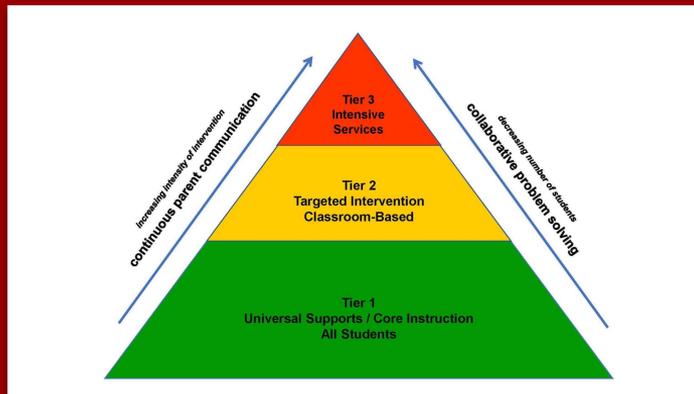
- What additional questions, areas, or root causes should we explore?
- What strategies or supports might schools consider to improve attendance?

# Support: Guiding Questions



- What additional clarity or data would support decision-making?
- Are there policies you would like us to review or strengthen?
- Are there areas where you want deeper monitoring or reporting?
- How can we continue aligning resources to needs?

# Now What? Actions Based on Data



## Tier 1 (Universal Supports):

- District-Wide Attendance Framework
- School-based Attendance Teams
- Consistent daily routines/positive school climate practices
- Engaging family outreach and communication templates
- Responsive Classroom + Climate and Culture Coaches
- Strengthening transitions between buildings
- TDMS activities attendance requirements
- TDHS athletics attendance requirements
- Oregon Data Suite usage to track attendance patterns
- Family nights

## Tier 2 (Targeted Intervention):

- Attendance check-ins for students missing 10–19% of days
- Small-group supports (behavior/SEL teams, counselors)
- Family meetings using problem-solving protocols
- Youth Outreach Worker Support

## Tier 3 (Intensive Services):

- Personalized attendance plans
- Intensive case management
- Collaboration with community partners (including Youth Wellness Collaborative)
- Youth Outreach Worker Support

# Now What?

## Current Policies that Align with Attendance Work



### General Attendance Policies

- Attendance Policy (JEA)
- Attendance Areas (JC)
- Admission of Non-Resident Students (JECB)
- Interdistrict Transfer of Resident Students (JECF, JECFAR)
- Intra-District Transfer Students (JECBB)
- Admission of Resident Students (JECA)
- Admissions (JEC)
- Assignment of Students to Schools (JECC)

### Attendance for Students with Disabilities

- SB819
- Child Identification Procedures (IGBA)

### Student Conduct / Engagement Policies

- Co-Curricular Participation (IGDAR)
- Suspension (JGD)
- Expulsion (JGE)
- Truancy (JEDA)
- Student Absences and Excuses (JED)

### Policies that Foster Inclusive Attendance

- All Students Belong (ACB)
- Trauma Informed Schools (JHHB)
- Student Transportation Services (EEA)
- Equal Educational Opportunity (JB)
- Educational Equity (JDB)
- Homeless Students (JECBD)

# Now What?

## Funds allocated to support this work



**Federal School Improvement Dollars:**  
Working with NDI to hire 3 Youth Outreach workers that serve all schools.

**Intensive Program:** Recommendations support funding for Director of Prevention and Intervention who oversees attendance as well as Climate and Culture TOSAs.

### **Additional Grants or General Funds:**

- Google Grants: Responsive Classroom Training
- Oregon Data Suite to monitor and track data

# Next Month's Data Drip: Literacy Growth and





# TLA Department Instructional Materials Adoption Update

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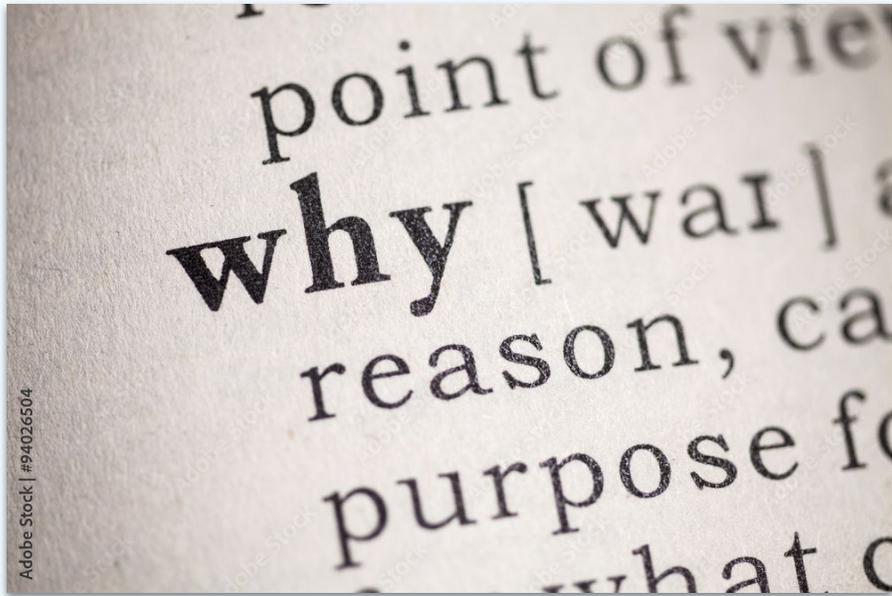
Health (6-12) & Social Science (K-5)  
Proposed Postponement to 2026-27

# Overview



- **Recommendation:** Postpone Health (6-12) and Social Science (K-5) adoption to 2026-27
- **Purpose:** Ensure high-quality implementation, teacher capacity, and compliance
- Maintain continuity of instruction with current curriculum

# Why We're Here



- Teacher Workload & Capacity
- Compliance and Immediate Needs
- Opportunity for Community Engagement and Regional Collaboration

# Teacher Workload & Capacity



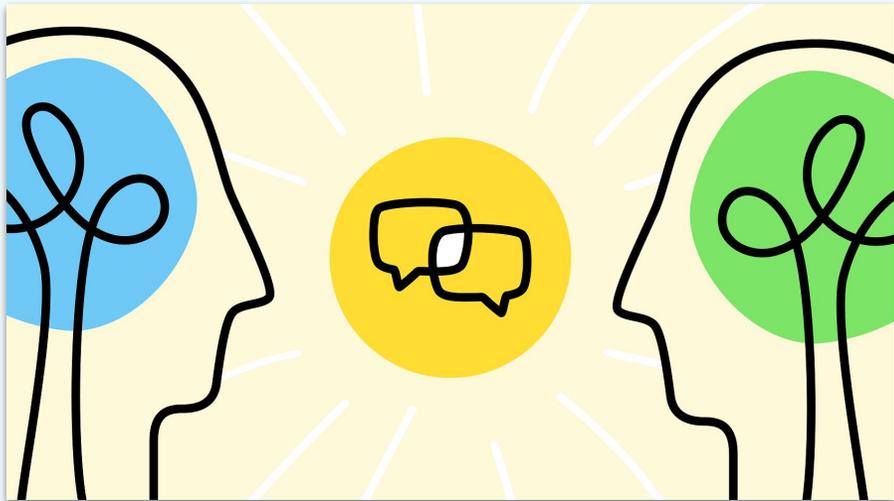
- 6-12 already undergoing Social Science adoption and recently completed Math and Science adoption processes
- Adoption processes are time-intensive and require significant teacher involvement
- Only one secondary instructional coach is available to support adoption

# Compliance and Immediate Needs



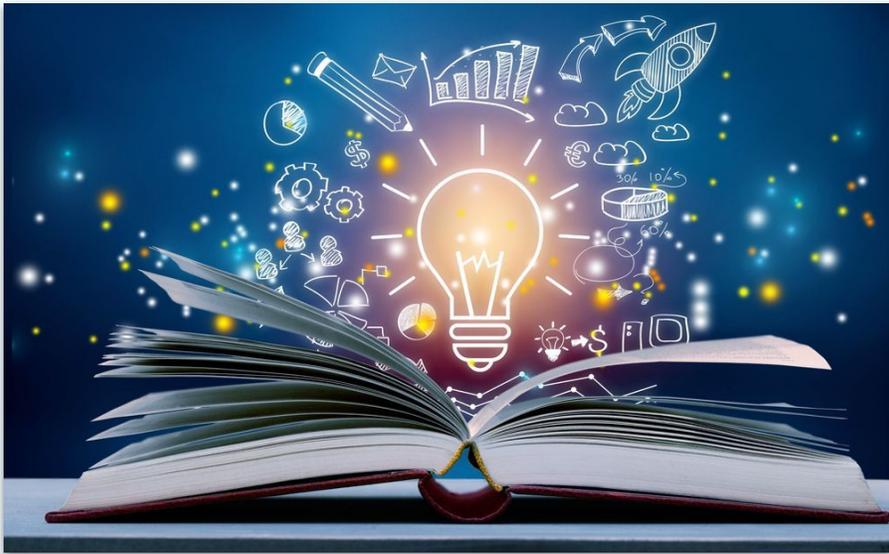
- Elementary Health curriculum adoption required to meet Division 22 standards
- Currently, no district-wide elementary Health curriculum
- Limited elementary instructional coaching support

# Community Engagement and Regional Collaboration



- Collaborate with Columbia Gorge ESD for potential regional approach
- Promote coherence across districts
- Time to engage larger community, including Native community
- Ensure a coherent and culturally responsive adoption process

# Impact on Current Instruction



- Secondary Health: continues using current curriculum
- Elementary Health: existing resources in place; Social Science integrated through Wit & Wisdom
- TLA partnering with CGESD and the CREN for unit planning, Tribal History, and place-based learning

# Strategic Alignment & Future Planning



- Postponement avoids cumulative adoption demands on teachers
- Supports high-quality, thoughtful implementation
- Aligns teacher capacity, coaching support, and community engagement

# TLA Department's Recommendation



- ❖ Board approval of the postponement of Health (6-12) and Social Science (K-5) adoption to 2026-27
- ❖ Ensure compliance, teacher capacity, and community-aligned adoption process
- ❖ Maintain continuity of instruction and future adoptions



# 24-25 Integrated Programs Annual Report Presentation

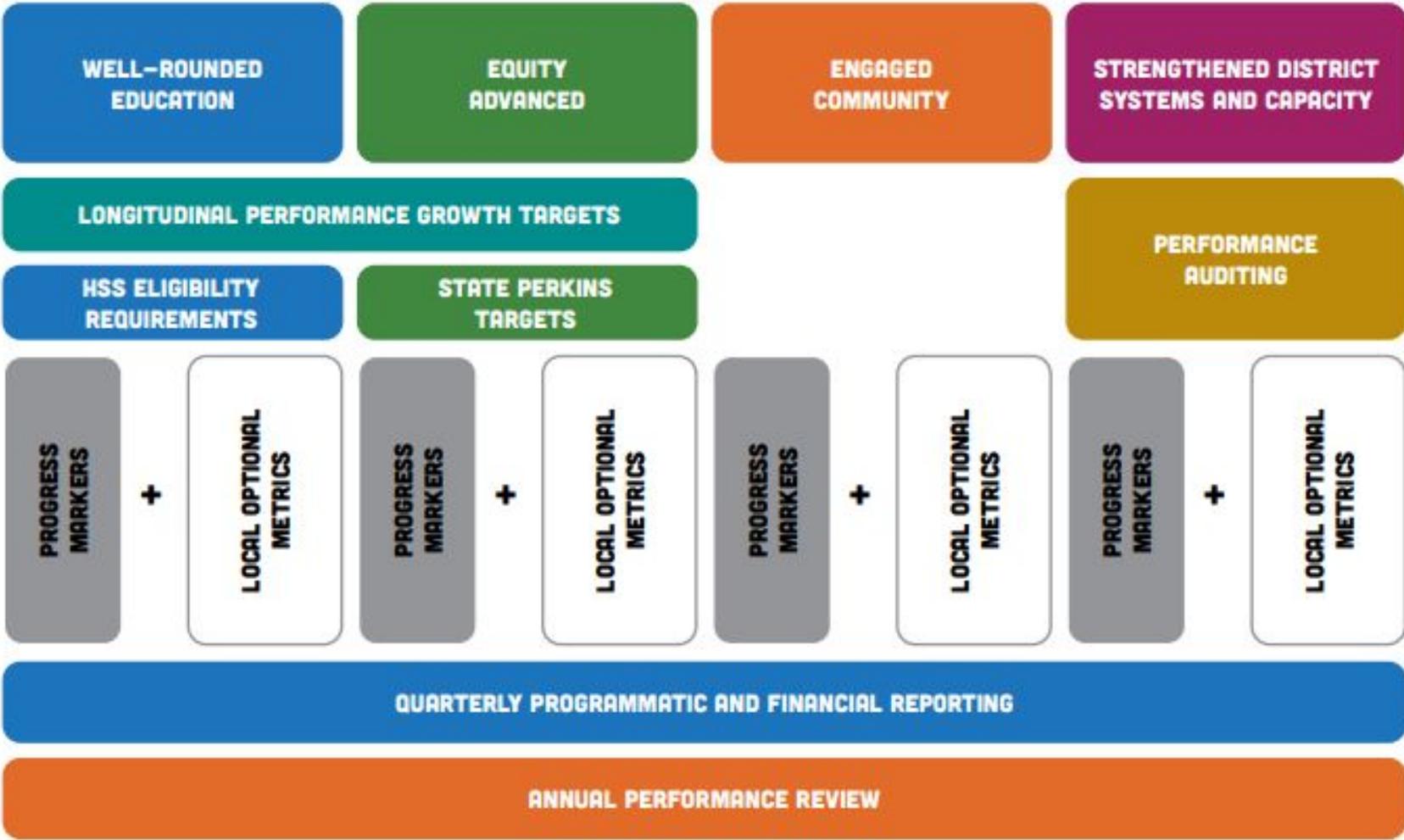
North Wasco County School District  
December 18, 2025

# Annual Reporting Requirements

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- ODE's annual report consists of two narrative questions.
- Throughout the year, grant recipients have been asked to report expenditures, three overall reflection narrative questions, and report on progress markers which will help inform overall progress and annual report.

# Summary of Integrated Programs Performance Measures



# SIA Annual Report Requirements

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## **SIA recipients are required by statute to:**

- Review their own progress on an annual basis through an annual progress report and financial audit
- Present their annual report to their governing board at an open meeting with opportunity for public comment (cannot be consent agenda item),
- Post the report to the district or charter school website.

## **If grantee set LPGTs (Longitudinal Performance Growth Targets) and LOM (Local Optional Metrics):**

- In Year 1 of biennium: Affirm progress has been reviewed towards meeting the LPGTs in the grant agreement (Assurance)
- In Year 2 of biennium: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. (Narrative Question)

# Annual Report Narrative #1: SIA, HSS, EIS, Perkins, CSI/TSI

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

## **B3: Implement and analyze yearly student climate survey in grades 4-12 (YouthTruth)**

### **Progress**

- Successful first implementation of YouthTruth Survey to parents, students, and staff in grades 4-12.
- Data analysis completion that informed next steps and individual school goals for improving student experience and sense of belonging

### **Barriers**

- Balancing survey fatigue
- Low parental survey completion

### **Next Steps / 2025–26**

- Survey administration April 1 - 30, 2026
- Implementation of individual school goals to improve student experience and sense of belonging
- Planning for opportunities to increase parent engagement in survey completion

# Annual Report Narrative #1: Early Literacy

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

## **Literacy Progress:**

- Current literacy data does not yet show the level of progress we aim to achieve
- Clear evidence of growth in instructional practice across classrooms
- Increasing numbers of teachers integrating Science of Reading-aligned strategies
- Third year of adopted curriculum implementation
  - Staff demonstrating greater confidence and proficiency in using materials
  - Teachers identifying opportunities to embed evidence-based practices

## **Instructional Focus:**

- Emphasis on Tier 1 instruction
- Aligns with research showing universal supports have greatest impact on student growth

## **Early Literacy Needs:**

- Early literacy remains a significant area of need
- Focused teacher training during 2024–25 strengthened instructional cadre
- Enhanced capacity to create conditions for all students to succeed

## **Impact on Plan Goals:**

- Foundational to progress toward Outcomes and Strategies in the plan
- Positions district for continued gains toward Longitudinal Performance Growth Targets

# Annual Report Narrative #2: SIA, HSS, EIS, Perkins, CSI/TSI

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

## **C3: Strengthen instructional practices and differentiation strategies, including multi-tiered systems of support**

### **Progress**

- Teachers and administrators trained in deeper learning strategies
- Instructional rounds helped leadership calibrate high-quality instruction and strengthen coherence across schools

### **Barriers**

- Teachers balancing deeper learning integration with mastering adopted curricula
- Limited time for administrators to participate in rounds due to school demands
- Teacher involvement in rounds was limited; some felt uncomfortable without feedback

### **Next Steps / 2025–26**

- Refine instructional rounds with clear purpose and teacher input
- Explore multiple approaches to deeper learning
- Implement inventive strategies to strengthen deeper learning across classrooms

# Annual Report Narrative #2: Early Literacy

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

## Science of Reading Implementation

### Progress

- Four teacher cohorts completed EOU Science of Reading training; two more planned for 2025–26
- Summer collaborative planning with CGESD support to identify priority standards and integrate strategies
- Majority of licensed elementary teachers have completed training; remaining teachers scheduled for 2025–26
- Teachers beginning to intentionally embed Science of Reading practices into instruction

### Challenges

- Difficulty applying new learning within complex Wit & Wisdom curriculum
- Integrating strategies alongside Wit & Wisdom and Foundations requires significant planning and collaboration
- Need for additional structured time to plan, reflect, and apply training effectively

### Next Steps / Focus Areas

- Provide more time and support for teachers to align curriculum and apply strategies
- Strengthen literacy blocks to purposefully build early literacy skills for all students
- Accelerate progress toward Outcomes and Strategies in the plan

# Annual Report Narrative #3: SIA, HSS, EIS, Perkins, CSI/TSI

2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

## **B1 Provide students with direct access to social emotional resources and mental health services during their school day.**

### **Progress / Investments**

- Hired Social Emotional Learning Assistants (SELAs)
- Partnered with The Next Door to employ Youth Outreach Workers through FSI funds
- Hired Climate and Culture TOSAs at the elementary level to provide coaching and support
- Launched Youth Wellness Collaborative with local community organizations
- Held second annual Resilience Rally to engage students and strengthen wellness supports
- Practices have been well received and will continue

### **Impact/Next Steps:**

- Combined with community partnership efforts, these strategies aim to address barriers and accelerate progress toward Longitudinal Performance Growth Targets (LPGT)

### **Challenges/Current Data**

- Student social-emotional needs continue to grow
- Indicators showing persistent challenges: Increased referrals to LTCT programs, Higher rates of disciplinary incidents, Rising number of 504 plans, **Regular attendance below target (Actual 60.5% vs. Target 62.5%)**

### **Planned Strategies for 2025–26**

- Require each building administrative team to set site-specific attendance goals
- Establish attendance teams in every school to monitor data, create individualized plans, and provide follow-up
- Partner with Responsive Classroom to strengthen classroom climate and engagement at elementary level
- Increase attendance expectations for middle and high school activities and athletics
- Implement a district-wide attendance framework for consistent practices and interventions

# Annual Report Narrative #3: Early Literacy

2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

## Applying Science of Reading Strategies

### Implementation Challenge

- Teachers need additional time, support, and structured planning to apply EOU Science of Reading training in core literacy and WIN blocks
- Curriculum alignment and translating training into daily instruction has been slower than anticipated

### Current Data

- 2024–25 OSAS results: 24% of third-graders met grade-level reading expectations
- Target was 34%, indicating a gap despite ongoing efforts

### Ongoing Activities

- Completion of EOU training cohorts
- Curriculum planning and integration
- Focus on Tier 1 instructional improvements

### Planned Adjustments / Next Steps

- Increase structured planning time for teachers
- Provide targeted instructional coaching to support integration into Wit & Wisdom and Foundations
- Expand training and student participation in HDT
- Strengthen supports to close performance gaps and meet LPGTs



# North Wasco County School District

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

**Resolution No. 25-26-06  
 (Rescinds and replaces Resolution No. 25-26-05)**

**NORTH WASCO COUNTY SCHOOL DISTRICT D21**

**A RESOLUTION RESCINDING A PRIOR SUPPLEMENTAL BUDGET, AND ADOPTING  
 A CORRECTED SUPPLEMENTAL BUDGET FOR FISCAL YEAR 2025-2026**

**WHEREAS**, ORS 294.471 provides for making a supplemental budget for an occurrence or condition which had not been ascertained at the time of the preparation of a budget for the current fiscal year which requires a change in financial planning; and

**WHEREAS**, after adoption of the budget North Wasco School District needs to recognize unanticipated resources totaling \$163,150 from Local Sources of Revenue; and

**WHEREAS**, the Board of Directors of North Wasco County School District has the need to spend the unanticipated revenue during the fiscal year ending June 30, 2026 for the purpose of Responsive Classroom training; and

**WHEREAS**, the supplemental budget approved at the November 20, 2025 Board meeting requires amendment;

**NOW THEREFORE, BE IT RESOLVED** by the Board of Directors of North Wasco County School District: The supplemental budget approved at the November 20, 2025 Board meeting (Resolution No. 25-26-05) is hereby rescinded, and the following supplemental budget for fiscal year 2025-2026 is adopted, and the amounts appropriated by the Board of Directors for the Local Grants Fund are hereby amended as follows:

<b>APPROPRIATION CATEGORY</b>	<b>ORIGINAL BUDGET</b>	<b>INCREASE (DECREASE)</b>	<b>AMENDED BUDGET</b>
<b>Local Funds Revenue</b>	<b>\$50,000</b>	<b>\$163,150</b>	<b>\$213,150</b>
<b>Local Funds Expenditures</b>			
2000: Support Services	<u>\$34,300</u>	<u>\$163,150</u>	<u>\$197,450</u>
<b>TOTAL CHANGE:</b>	<b>\$34,300</b>	<b>\$163,150</b>	<b>\$197,450</b>

The above resolution statements were approved and declared adopted on this 18th day of December, 2025.

\_\_\_\_\_  
 Betsy Hege, Board Chair

\_\_\_\_\_  
 Daniel Pedersen, CFO

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

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

## NORTH WASCO COUNTY SCHOOL DISTRICT

### Balance Sheet

For the five months ending November 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
<b>ASSETS:</b>											
Cash & Investments	9,836,279	576,964	(118,399)	(30,343)	111,840	150,338	60,203	1,286,400	(55,567)	250,095	12,067,810
Accounts Receivable	616,501										616,501
Inventory/Prepaid expense	94,189			(165)			15,135				109,159
<b>Total Assets</b>	<b>10,546,969</b>	<b>576,964</b>	<b>(118,399)</b>	<b>(30,509)</b>	<b>111,840</b>	<b>150,338</b>	<b>75,339</b>	<b>1,286,400</b>	<b>(55,567)</b>	<b>250,095</b>	<b>12,793,470</b>
<b>LIABILITIES:</b>											
Accounts Payable	1,851,996										1,851,996
Payroll Liabilities	(202,139)										(202,139)
Deferred Revenue	592,862						16,201				609,063
<b>Total Liabilities</b>	<b>2,242,719</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>16,201</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,258,920</b>
<b>FUND BALANCE:</b>											
<b>Total Fund Balance</b>	<b>8,304,250</b>	<b>576,964</b>	<b>(118,399)</b>	<b>(30,509)</b>	<b>111,840</b>	<b>150,338</b>	<b>59,137</b>	<b>1,286,400</b>	<b>(55,567)</b>	<b>250,095</b>	<b>10,534,550</b>
<b>Revenues &amp; Expenditures: 2025-26 Year to Date</b>											
Beginning Fund Balance	(487,106)	288,285	58,246	87,897	76,882	185,689	86,533	25,097	23,736	161,481	506,741
Year to Date Revenues	23,038,899	758,156	397,223	3,279,210	178,450	12,627	508,864	1,507,690	62,461	210,170	29,953,750
Year to Date Expenditures	14,247,542	469,478	573,868	3,397,615	143,492	47,979	536,260	246,387	141,764	121,556	19,925,941
Year to Date Net Income (Loss)	<b>8,791,357</b>	<b>288,678</b>	<b>(176,645)</b>	<b>(118,405)</b>	<b>34,958</b>	<b>(35,351)</b>	<b>(27,396)</b>	<b>1,261,303</b>	<b>(79,304)</b>	<b>88,614</b>	<b>10,027,809</b>
<b>Ending Fund Balance</b>	<b>8,304,251</b>	<b>576,964</b>	<b>(118,399)</b>	<b>(30,509)</b>	<b>111,840</b>	<b>150,338</b>	<b>59,137</b>	<b>1,286,400</b>	<b>(55,567)</b>	<b>250,095</b>	<b>10,534,550</b>

# NORTH WASCO COUNTY SCHOOL DISTRICT

## Revenue Status Report

**For the five months ending November 30, 2025**

DESCRIPTION	Budget	Year to Date Revenues	Balance	% Budget Received
100 General Fund	44,076,902	23,038,899	\$ (21,038,003)	52%
105 Technology Fund	354,000	338,888	\$ (15,112)	96%
107 Textbook Replacement Fund	461,500	394,092	\$ (67,408)	85%
110 Vehicle Replacement Fund	30,000	25,176	\$ (4,824)	84%
210 Federal Programs	2,998,871	397,223	\$ (2,601,648)	13%
220 State Grant Funds	4,559,646	1,706,048	\$ (2,853,598)	37%
230 Local Grant Programs	228,450	178,450	\$ (50,000)	78%
240 Vocational Education Fund	27,000	938	\$ (26,062)	3%
242 Enterprise Zone Funds	291,000	609	\$ (290,391)	0%
251 Student Investment Account	4,437,820	1,128,361	\$ (3,309,459)	25%
252 High School Success Account	897,244	444,801	\$ (452,443)	50%
295 Bus Replacement Fund	310,000	11,080	\$ (298,920)	4%
299 Nutrition Services Fund	1,880,458	508,864	\$ (1,371,594)	27%
303 OSBA PERS Bonds	2,115,764	1,142,723	\$ (973,041)	54%
304 Full Faith & Credit Obligation	380,000	364,967	\$ (15,033)	96%
305 Bus Purchase Fund	185,000	-	\$ (185,000)	0%
401 Capital Improvements	160,000	62,461	\$ (97,539)	39%
601 Internal Services	895,576	210,170	\$ (685,406)	23%
<b>Totals</b>	<b>64,289,231</b>	<b>29,953,750</b>	<b>\$ (34,335,481)</b>	<b>47%</b>

# NORTH WASCO COUNTY SCHOOL DISTRICT

## Expenditure Status Report

For the five months ending November 30, 2025

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expended
<b>100 General Fund</b>					
1000 - Instruction	24,755,914	6,967,319	16,177,106	1,611,489	28.14%
2000 - Support Services	16,805,988	6,190,223	8,573,264	2,042,502	36.83%
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%
<b>Totals</b>	<b>44,076,902</b>	<b>14,247,542</b>	<b>24,750,370</b>	<b>5,078,990</b>	<b>32.32%</b>
<b>105 Technology Fund</b>					
2000 - Support Services	354,000	71,074	105,634	177,292	20.08%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	-
<b>Totals</b>	<b>354,000</b>	<b>71,074</b>	<b>105,634</b>	<b>177,292</b>	<b>20.08%</b>
<b>107 - Textbook Replacement Fund</b>					
1000 - Instruction	449,500	361,789	14,909	72,803	80.49%
2000 - Support Services	12,000	11,994	-	6	99.95%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	-
<b>Totals</b>	<b>461,500</b>	<b>373,783</b>	<b>14,909</b>	<b>72,809</b>	<b>80.99%</b>
<b>110 - Vehicle Replacement Fund</b>					
2000 - Support Services	30,000	24,621	-	5,379	82.07%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	-
<b>Totals</b>	<b>30,000</b>	<b>24,621</b>	<b>-</b>	<b>5,379</b>	<b>82.07%</b>
<b>210 - Federal Programs Fund</b>					
1000 - Instruction	2,103,412	501,381	1,157,214	444,816	23.84%
2000 - Support Services	366,459	56,108	10,398	299,953	15.31%
3000 - Enterprise & Community Services	29,000	14,093	-	14,907	48.60%
4000 - Capital Outlay	500,000	2,285	-	497,715	0.46%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%
<b>Totals</b>	<b>2,998,871</b>	<b>573,868</b>	<b>1,167,612</b>	<b>1,257,391</b>	<b>19.14%</b>
<b>220 - State Grant Funds</b>					
1000 - Instruction	1,703,477	598,999	471,337	633,140	35.16%
2000 - Support Services	440,799	98,230	27,282	315,287	22.28%
3000 - Enterprise & Community Services	57,452	34,236	-	23,216	59.59%
4000 - Capital Outlay	2,357,918	1,140,600	-	1,217,318	48.37%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%
<b>Totals</b>	<b>4,559,646</b>	<b>1,872,065</b>	<b>498,619</b>	<b>2,188,962</b>	<b>41.06%</b>
<b>230 - Local Grants</b>					
1000 - Instruction	29,000	5,055	-	23,945	17.43%
2000 - Support Services	197,450	135,887	1,991	59,572	68.82%
3000 - Enterprise & Community Services	1,000	2,550	21,704	(23,253)	254.99%
4000 - Capital Outlay	1,000	-	-	1,000	0.00%
5000 - Debt Service & Fund Transfers	-	-	-	-	-
<b>Totals</b>	<b>228,450</b>	<b>143,492</b>	<b>23,694</b>	<b>61,263</b>	<b>62.81%</b>
<b>240 - Vocational Education Fund</b>					
1000 - Instruction	27,000	-	-	27,000	0.00%
<b>Totals</b>	<b>27,000</b>	<b>-</b>	<b>-</b>	<b>27,000</b>	<b>0.00%</b>

## NORTH WASCO COUNTY SCHOOL DISTRICT

### Expenditure Status Report (continued)

For the five months ending November 30, 2025

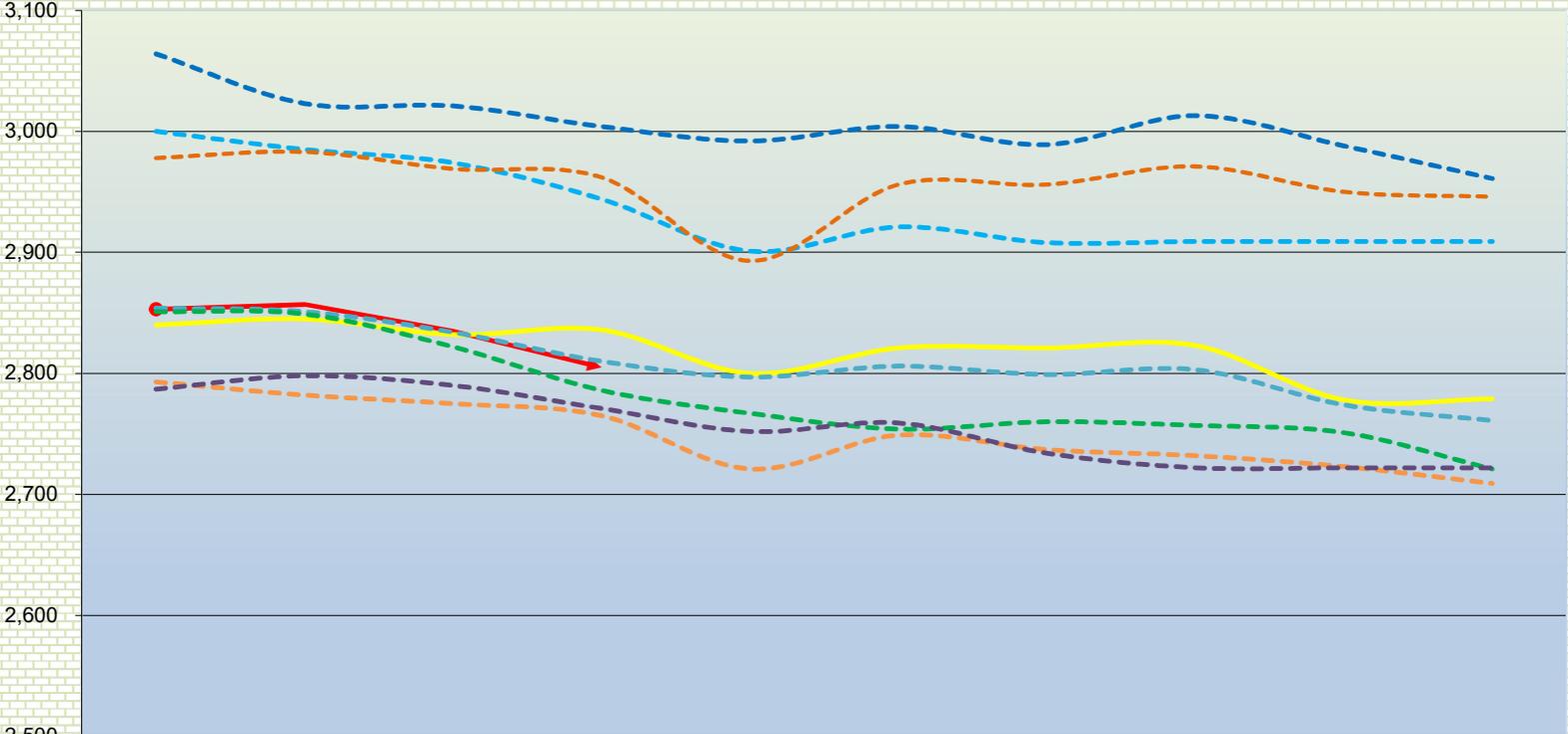
DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expended
<b>242 - Enterprise Zone Funds</b>					
1000 - Instruction	-	-	-	-	
2000 - Support Services			-	-	
4000 - Capital Outlay	291,000	47,979	-	243,022	16.49%
<b>Totals</b>	<b>291,000</b>	<b>47,979</b>	<b>-</b>	<b>243,022</b>	<b>16.49%</b>
<b>251 - Student Investment Account</b>					
1000 - Instruction	1,516,409	415,655	1,004,304	96,450	27.41%
2000 - Support Services	2,921,411	943,315	1,949,399	28,697	32.29%
3000 - Enterprise & Community Services	-			-	
4000 - Capital Outlay				-	
<b>Totals</b>	<b>4,437,820</b>	<b>1,358,970</b>	<b>2,953,703</b>	<b>125,147</b>	<b>30.62%</b>
<b>252 - High School Success Account</b>					
1000 - Instruction	442,809	86,983	341,618	14,208	19.64%
2000 - Support Services	454,435	79,597	181,502	193,336	17.52%
4000 - Capital Outlay				-	
<b>Totals</b>	<b>897,244</b>	<b>166,580</b>	<b>523,120</b>	<b>207,544</b>	<b>18.57%</b>
<b>295 - Bus Replacement Fund</b>					
2000 - Support Services	310,000		-	310,000	0.00%
3000 - Enterprise & Community Services	-		-	-	
<b>Totals</b>	<b>310,000</b>	<b>-</b>	<b>-</b>	<b>310,000</b>	<b>0.00%</b>
<b>299 - Nutrition Services Fund</b>					
2000 - Support Services	0	-		0	0.00%
3000 - Enterprise & Community Services	1,880,458	536,260	735,484	608,714	28.52%
<b>Totals</b>	<b>1,880,458</b>	<b>536,260</b>	<b>735,484</b>	<b>608,714</b>	<b>28.52%</b>
<b>303 - OSBA PERS Bonds</b>					
5000 - Debt Service & Fund Transfers	2,115,764			2,115,764	0.00%
7000 - Unappropriated Ending Fund Balance	-	-		-	
<b>Totals</b>	<b>2,115,764</b>	<b>-</b>	<b>-</b>	<b>2,115,764</b>	<b>0.00%</b>
<b>304 - Full Faith &amp; Credit Obligation</b>					
5000 - Debt Service & Fund Transfers	377,063	63,531	-	313,532	16.85%
7000 - Unappropriated Ending Fund Balance	2,937			2,937	0.00%
<b>Totals</b>	<b>380,000</b>	<b>63,531</b>	<b>-</b>	<b>316,469</b>	<b>16.72%</b>
<b>305 - Bus Purchase Fund</b>					
5000 - Short term debt service	182,856	182,856		-	100.00%
7000 - Unappropriated Ending Fund Balance	2,144			2,144	
<b>Totals</b>	<b>185,000</b>	<b>182,856</b>	<b>-</b>	<b>2,144</b>	<b>98.84%</b>
<b>401 - Capital Improvements</b>					
2000 - Support Services	0		-	0	0.00%
4000 - Capital Outlay	160,000	141,764	-	18,236	88.60%
<b>Totals</b>	<b>160,000</b>	<b>141,764</b>	<b>-</b>	<b>18,236</b>	<b>88.60%</b>
<b>601 - Internal Services</b>					
2000 - Support Services	410,576	121,556	183,066	105,955	29.61%
5000 - Debt Service & Fund Transfers	485,000			485,000	0.00%
<b>Totals</b>	<b>895,576</b>	<b>121,556</b>	<b>183,066</b>	<b>590,955</b>	<b>13.57%</b>
<b>Total All Funds</b>	<b>64,289,231</b>	<b>19,925,941</b>	<b>30,956,210</b>	<b>13,407,080</b>	

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 3	406	274	427	190	533	738	94	173	5	2840	20 ↓
December 2	401	272	422	191	520	730	91	178	6	2811	29 ↓
January 5											
February 2											
March 2											
April 1											
May 1											
June 1											
Average	406.25	275.25	429.00	190.00	531.25	739.00	96.00	174.25	4.25	2845.25	
Peak	409	278	436	191	537	747	100	178	6	2870	

AFTER "no show" drops

AFTER continued "no show" drops

North Wasco County School District Enrollment by Month



	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
2025-26	2,853	2,857	2,835	2,805						
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 County School District 21

Code: IKF  
Adopted: 5/26/04  
Revised/Readopted: 3/10/11; 5/10/12; 7/10/14;  
6/16/16; 6/15/17; 8/24/17;  
1/30/18; 3/22/18; 8/23/18;  
6/13/19; 2/23/23  
Orig. Code: IKF

## Graduation Requirements\*\*

The Board ~~will~~ **establishes** graduation requirements for the awarding of a regular high school diploma, modified diploma, extended diploma and ~~alternative a~~ certificate **of attendance** which meet or exceed state standards.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is ~~received~~ **given** by the student's parent or guardian, or by the student if the student is 18 years of age or older or emancipated.

~~Students and their parents will be notified annually of the requirements for all high school diplomas. See the graduation requirements in the high school student handbook for specific instructions.~~

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. ~~A~~ **In foster care child**<sup>1</sup>;
2. **Experiencing houselessness** <sup>2</sup> ~~Homeless~~;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; ~~or~~
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;  
**or**
7. <sup>3</sup>**Enrolled in an approved recovery school under ORS 336.680.**

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<sup>1</sup> "Foster child" is ~~As~~ defined in ORS 30.297.

<sup>2</sup> See OAR 581-022-2000 for additional information.

<sup>3</sup> Applies to high school diplomas awarded on or after January 1, 2026.

For any student identified above, the district shall accept any credits earned by the student, in an educational program<sup>4</sup> in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

## Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits of language arts<sup>5</sup> (shall include the equivalent of one unit in written composition);
3. Three credits of science;
4. Three credits of social sciences (including shall include 0.5 units of US history, civics<sup>6</sup> credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, and economics. and<sup>7</sup> financial literacy including personal finance);
5. <sup>8</sup>One-half credit of higher education and career path skills;
6. <sup>9</sup> One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education;
9. Three credits in career technology education, the arts or world language<sup>10</sup> (units shall be earned in any one or a combination).
10. Five credits of elective courses; and

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<sup>4</sup> “Educational program in this state” means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.962~~961~~ or a hospital identified in ORS 343.261.

<sup>5</sup> “Language arts” includes reading, writing and other communications in any language, including English.

<sup>6</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

<sup>7</sup> This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

<sup>8</sup> Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>9</sup> Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>10</sup> “World languages” includes sign language, heritage languages and languages other than a student’s primary language.

11. Schools may require community service hours to be completed during the four year duration of high school.

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements, as outlined in ~~OAR 581-022-2000~~ above, a student must<sup>11</sup>:

1. <sup>12</sup>Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. ~~Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collections(s)); and~~
4. Participate in career-related learning experiences.

### Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has ~~Have~~ a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits ~~which shall~~ with at least 13 of those credits to include:

3. Two credits of mathematics;
4. Three credits of language arts;
5. Two credits of science;

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<sup>11</sup> ~~The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).~~

<sup>12</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

6. Two credits of social sciences (which may include history, civics, geography and economics); ~~including personal finance~~);
7. <sup>13</sup>One-half credit in personal financial education;
8. <sup>14</sup>One-half credit in higher education and career path skills;
9. One credit in health education;
10. One credit in physical education; ~~and~~
11. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination); ~~and~~
12. Eleven credits in elective courses.

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. <sup>15</sup>Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. ~~Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).~~

Districts may make modifications to the assessment for a student who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in ~~learning expectations~~ **the achievement level**, construct, or ~~content that is to be measured, grade level standard~~ or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard; **The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;**
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed, and in the year in

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<sup>13</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

<sup>14</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

<sup>15</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified ~~Smarter-Balanced~~ statewide assessment.

A student's school team (~~which must include an adult student, parent/guardian of the student~~) shall decide ~~that if a student should~~ will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

~~Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.~~

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

## Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a [high school](#) diploma while receiving [reasonable](#) modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than ~~six~~ 6 credits in a self-contained special education classroom, and will include:
  - a. Two credits of [in](#) mathematics;
  - b. Two credits of [in](#) language arts;
  - c. Two credits of [in](#) science;
  - d. Three credits of [in](#) history, geography, economics or civics;
  - e. One credit of [in](#) health;
  - f. One credit of [in](#) physical education; and
  - g. One credit of [in](#) the arts or a world language; and

2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievements; or
  - c. A change in the student’s ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

~~Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.~~ For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### **Alternative Certificate**

~~Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.~~

~~Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.~~

### **Certificate of Attendance**

A certificate of attendance<sup>16</sup> will be awarded to students who:

1. Have maintained regular full-time attendance<sup>17</sup> for at least four years beginning in grade nine;
- 2 Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and

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<sup>16</sup> A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

<sup>17</sup> {There is no established definition of “regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided.}

“Regular full-time attendance” means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences are considered absences for this purpose. ~~will not be counted against a student.~~

“Regular full-time attendance” means not having eight or more unexcused absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.

3. Have a documented history<sup>18</sup>.

For students with a documented history<sup>19</sup>, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

4. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and
5. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve a high school diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student who has the documented history listed under the above modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative a certificate of attendance in either the later of 4 four years after starting the ninth grade 9, or until the student reaches the age of 21 years, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy complete the requirements for a modified diploma, an extended diploma or an alternative a certificate of attendance in less than 4 four years but not less than 3 three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative a certificate of attendance in less than 4 four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

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<sup>18</sup> "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

<sup>19</sup> "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or ~~an alternative~~ a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or ~~an alternative~~ a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. ~~and when~~ When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that ~~are~~ is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an individualized education program (IEP) completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education ("FAPE") until the age of 21, even if they have earned a modified diploma, an extended diploma, ~~an alternate~~ a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities ~~who receives~~ for a modified diploma, extended diploma or ~~alternative~~ certificate of attendance is contingent on the IEP team determining the student's continued eligibility and ~~need for~~ special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out of the ~~Smarter Balanced or alternate Oregon Extended Assessment~~ Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form<sup>20</sup> and submitting the form to the district.

The district will issue a high school diploma, ~~upon request and pursuant to Oregon law (ORS 332.114)~~, to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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<sup>20</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

**Legal Reference(s):**

[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 336.585](#)  
[ORS 336.590](#)

[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)  
  
[OAR 581-021-0009](#)  
[OAR 581-022-0102](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.

*Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992*, published by the OREGON DEPARTMENT OF EDUCATION.

**Cross Reference(s):**

IKFA - Early and Delayed Graduation Requirements

DRAFT