

Regular Meeting

Thursday, August 20, 2026 6:00 PM

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

1. **Call Meeting to Order and Pledge of Allegiance** **Presenter:** Betsy Hege, Chair
2. **District Mission / Vision / Values**
3. **Review / Revision of the Agenda**
4. **Public Comment on Agenda Items Only**
5. **Staff Recognition**
- 5.a. **Presentation: Summer Facilities Report** **Presenter:** Ryan Allinger, Facilities Director
6. **Consent Agenda**
 - 6.a. School Board Meeting Minutes from previous meeting
 - 6.b. Personnel Report
 - 6.c. 2nd Reading & Adoption of Policies
 - 6.c.1. **Policy BBAA: Individual Board Member's Authority and Responsibilities (DELETE)**
 - 6.c.2. **Policy BBAA: Board Member's Authority and Responsibilities (Highly Recommended - NEW)**
 - 6.c.3. **Policy BD/BDA: Board Meetings (DELETE)**
 - 6.c.4. **Policy BD: Board Meetings, Notices and Communications (Highly Recommended - NEW)**
 - 6.c.5. **Policy BDDG: Recordings and Minutes of Board Meetings (Highly Recommended - NEW)**
 - 6.c.6. **Policy CBG: Evaluation of the Superintendent (Update - REQUIRED)**
 - 6.c.7. **Policy EBB: Integrated Pest Management (REQUIRED)**
 - 6.c.8. **Policy GBA: Equal Employment Opportunity (Update REQUIRED)**
 - 6.c.9. **Policy GBN/JBA & JBA/GBN: Sexual Harassment (Update REQUIRED)**
7. **Discussion / Action Items:**
 - 7.a. **Action Item: Approve IA/IVA/NORCOR Institution ID Name Change** **Presenter:** Donna Sholtis, Principal
 - 7.b. **Action Item: Approve Out-of-State Travel to attend the National Athletic Director's Meeting in Arizona in December.** **Presenter:** Jim Taylor, AD
 - 7.c. **Action Item: Approve Bus Purchasing Financing** **Presenter:** Dan Pedersen, CFO
 - 7.d. **Action Item: Approve the Provider of a Sites & Facilities Assessment and a Long Range**

Facilities Plan

8. New Business:

8.a. Presentations / Reports:

8.a.1. Superintendent's Report

Presenter: Dr.
Carolyn Bernal,
Superintendent

8.a.1.a. Present 2026-2027 Superintendent Goals

**8.a.1.a.1. Action Item: Approve 2026-2027
Superintendent Goals**

**8.a.1.b. Follow-ups from prior meetings, as
needed:**

**8.a.1.c. Presentation: Date Report (High Dosage
Tutoring, Attendance, YouthTruth)**

Presenter: Dr.
Carolyn Bernal,
Superintendent and
Allie Ivey, TLA
Director

8.a.2. Chief Financial Officer's Report

Presenter: Dan
Pedersen, CFO

8.a.2.a. Financial Statements:

8.a.3. Board Attorney's Report

Presenter: Jason
Corey, Board Attorney

**9. 1st Reading on School Board Policies
(informational only):**

**9.a. Policy KNA - Immigration Enforcement on
District Property (Required - NEW)**

10. Informational Only: Administrative Regulations

**10.a. KNA-AR(1) - Interactions with Immigration
Enforcement - (Highly Recommended - NEW)**

**10.b. KNA-AR(2) - Federal Immigration
Enforcement Request Log - (Optional - NEW)**

**10.c. KMC-AR: Fund-raising by School Related
Groups Request (Updated)**

**10.d. IDGF-AR: Student Fund-raising Activity
Request (Updated)**

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

12. Board of Directors Operations:

**12.a. Announce Director Polehn's Move from Zone
4 to Zone 2.**

**12.b. Discuss and Adopt the School Board's
2026-2027 Goals**

**12.c. Discussion and Potential Action Item:
Policy Protocol**

12.c.1. Discussion on Creating a Policy Committee

12.d. Board Action Calendar - Review

**12.e. Members Reports, to include Committee
Reports if applicable:**

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

NWASCO Summer Projects and Cleaning

*"A clean space, a safe place:
learning grows where caring
shows."*



TDHS

The Projects

1. Installed new classroom floor in 113

2. Painted walls

3. Fixed wall in room 114

4. The gym floor

5. Cleaned and wax floors

Stadium Lights Football

Installed new meeting room

The team that worked at TDHS did a outstanding job in getting the school ready for new year. The effort and attention to detail was above and beyond expectations

Kurtz Gym Floor



Classroom
113
New floor

Photos of
TDHS
Projects



Stadium Lights



CES

The CES crew work extremely hard to make the school look great. They were able to clean and wax the school this summer.

The projects the completed at CES

1. New bulletin Board by the main office

2. Moving classrooms

3. The big project was fixing the sewer pump

CES Classroom



CES Bulletin Board



Wahtonka

The team worked hard in cleaning the school.

Installed new cafeteria lights

Fixed split units

Wahtonka Cafeteria Lights





CWE



The staff did excellent job in cleaning the school.

Built new paper storage closet

Installed new bulletin board in upper hallway

Fixed floor in cafeteria

Installed new library storage

CWE Hallway Bulletin boards

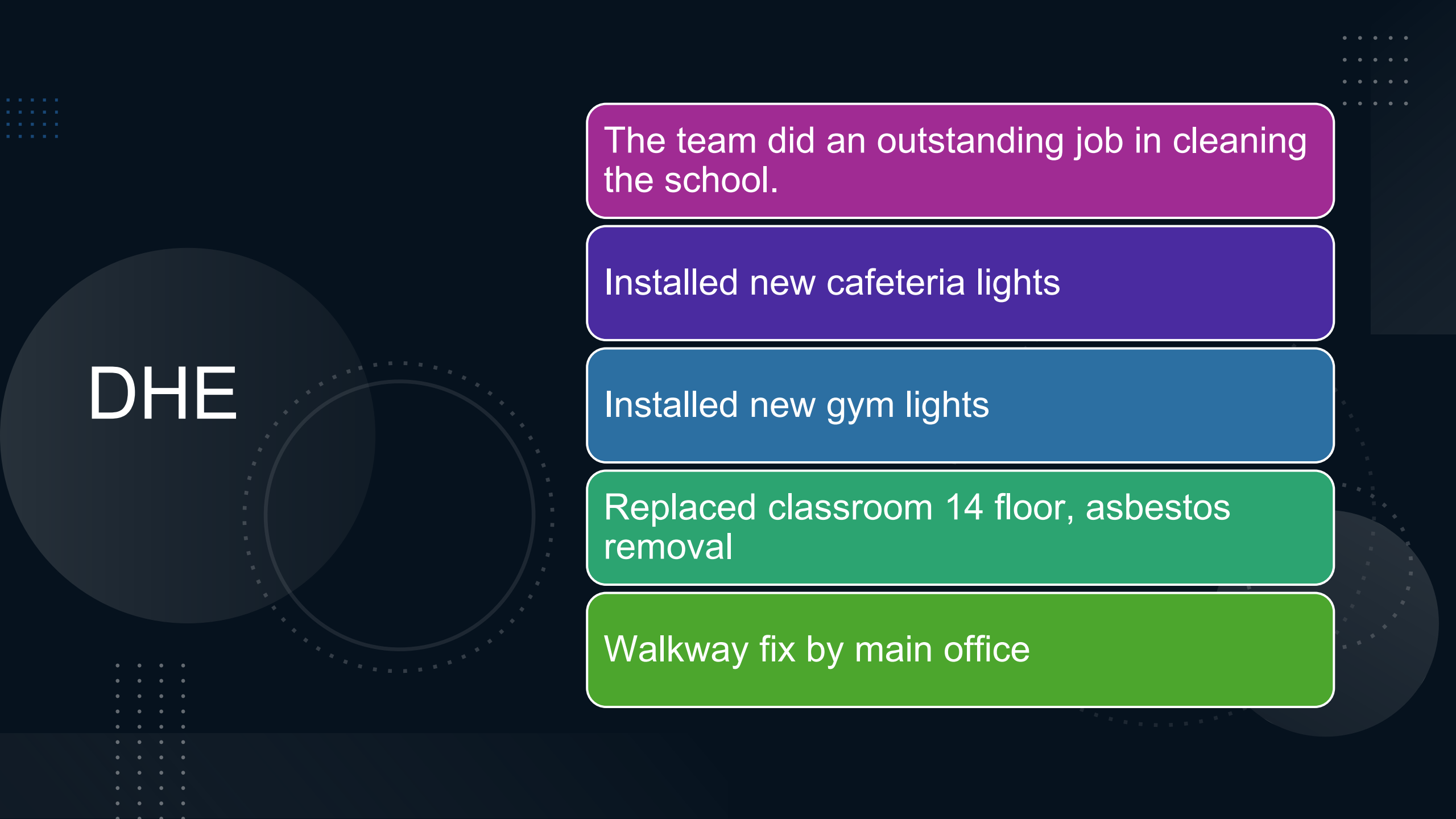


CWE Paper Storage



CWE Classroom





DHE

The team did an outstanding job in cleaning the school.

Installed new cafeteria lights

Installed new gym lights

Replaced classroom 14 floor, asbestos removal

Walkway fix by main office

DHE Cafeteria Lights



DHE Classroom



TDMS

- The teams came together to clean the school after summer school. The team was able to strip down the hallways, lobbies and commons area for wax. This was great teamwork in coming together.
- Worked on flagpole
- Worked clean up of the GYM

TDMS Hallway



District Grounds

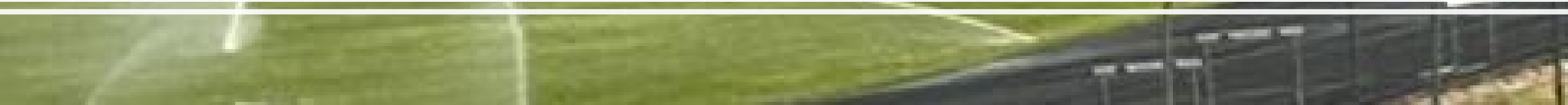
- The team worked hard in keeping up with fire break areas. They mowed and weed-eated areas throughout the district.
- The team worked on getting the fall sports fields ready for the season.
- The team worked on sprinkler systems throughout the district
- They gave support to maintenance team on the gym floor and other projects going on.



DHE Fire Break



Fall Sport Feild



Conclusion

I wanted to take a moment to express my sincere appreciation for the outstanding work this team consistently delivers. Their dedication, attention to detail, and commitment to excellence does not go unnoticed. Their contributions have played a pivotal role in our student success. Thank you all for the hard work.

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 – August 20, 2026

Current as of -August 11, 2026

Licensed Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
Jordan Mills	CTE-Welding/Fabrication	TDHS	Begins August 21, 2026
Anna Cornwell	Gr 4/5 Teacher	CES	Begins August 21, 2026

Licensed Staff – Internal Transfer and or Hires

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
Holly Westin	CES/Grade 4	WC/LTCT Elementary Teacher

Licensed Staff – Resignation/Retirements/Separation of Employment

NAME	POSITION	BUILDING	COMMENTS
Jaylene Vegas-Kentner	SS Teacher	IA	Resigning September 14, 2026 unless filled prior.
Elizabeth Crews	SPED Facilitator	DW	Resigned August 5, 20226

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
Jennifer Richardson	Bus Driver	Transportation	Begins August 24, 2026
Alondra Mendoza Ramos	DLI Assistant II	CES	Begins August 24, 2026

ESP Staff –Transfers and Internal Hires – No Action Required

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
Corenne Stewart	MCS/Program Literacy Assistant II	WC/Ed Asst IV-LTCT

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
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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
Mandie Williams	Head Coach-Cross Country	TDHS	Begins August 17, 2026

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

NAME	POSITION	BUILDING	COMMENTS
Mandie Williams	Asst Coach Cross Country	TDHS	Resigned July 29, 2026
Melissa Alvarado	Asst Volleyball Coach	TDMS	Resigned August 11, 2026

Advertised Vacancies

Position	HRS/FTE	Building	Close Date	Comments
ELD Teacher(s) TEMPORARY 26'-27' SY	8 Hrs	CES	Open Until Filled	Advertised
Program Coordinator-ASP	Varies	CES	Open Until Filled	Advertised
ELD Assistant II 26'-27' SY	7.5 Hrs	CWE	Open Until Filled	Advertised
ED Assistant II 26'-27' SY	7.5 Hrs	CWE	Open Until Filled	Advertised
Nutrition Services II-Lead	8 Hrs	Dist Wide	Open Until Filled	Advertised
Speech Language Pathologist Asst 26'-27' SY	8 Hrs	Dist Wide	Open Until Filled	Advertised
School Psychologist-Hybrid Optional 26'-27' SY	8 Hrs	Dist Wide	Open Until Filled	Advertised
Ed Asst(s)IV-Mental Health Program (Secondary Level)	7.5 Hrs	Dist Wide	Open Until Filled	Advertised
Ed Assistant II 26'-27' SY	7.5 Hrs	DHE	Open Until Filled	Advertised
Maintenance I-FT	8 Hrs	Facilities	Open Until Filled	Advertised
HS Alternative Teacher Mult Subjects Temporary 26'-27' SY	8 Hrs	IA	Open Until Filled	Advertised
Juvenile Detention Teacher	8 Hrs	NORCOR	Open Until Filled	Advertised
Program Asst I-Early Literacy	7.5 Hrs	MCS	Open Until Filled	Advertised
Secretary V	8 Hrs	Nutrition Services	Open Until Filled	Advertised
SPED Facilitator 26'-27' SY	8 Hrs	Student Services	Open Until Filled	Advertised
Learning Specialist Teacher(s) SLC and Resource Room	8 Hrs	Student Services	Open Until Filled	Advertised
Physical Therapy Assistant	8 Hrs	Student Services	Open Until Filled	Advertised
Ed Asst IV-SPED Assist(s) Resource and SLC 26'-27' SY	7.5 Hrs	Student Services	Open Until Filled	Advertised
ELD Assistant 26'-27' SY	7.5 Hrs	TDHS	Open Until Filled	Advertised
LTCT Mental Health Program Teacher 26'-27' SY	8 Hrs	TDHS	Open Until Filled	Advertised
Math Teacher 26'-27' SY	8 Hrs	TDMS	Open Until Filled	Advertised
ELD Teacher Temporary 26'-27' SY	8 Hrs	TDMS	Open Until Filled	Advertised
Bus Driver-Regular Route	6 Hrs	Transportation	Open Until Filled	Advertised
Substitute Driver (Pool)	TBD	Transportation	Open Until Filled	Advertised
Substitute SPED Bus Aide	TBD	Transportation	Open Until Filled	Advertised
Asst Cross Country Coach 26'-27'	Seasonal	TDHS	Open Until Filled	Advertised
Head Track and Field Coach 26'-27'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Track and Field Coach 26'-27'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Football Coach 26'-27'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Baseball Coach 26'-27'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Soccer Girls Coach 26'-27'	Seasonal	TDHS	Open Until Filled	Advertised
Head Football Coach 26'-27'	Seasonal	TDMS	Open Until Filled	Advertised
Asst Football Coach 26'-27'	Seasonal	TDMS	Open Until Filled	Advertised
Head Volleyball Coach 26'-27'	Seasonal	TDMS	Open Until Filled	Advertised

Head Cross Country Coach 26'-27'	Seasonal	TDMS	Open Until Filled	Advertised
Asst Cross Country Coach 26'-27'	Seasonal	TDMS	Open Until Filled	Advertised
Asst Track Coach 26'-27'	Seasonal	TDMS	Open Until Filled	Advertised

North Wasco County School District 21

Code: BBAA
Adopted: 6/27/96
Revised/Readopted: 1/14/04; 10/22/15; 5/23/19;
11/18/21
Orig. Code: BBAA

Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

A Board member has the right to express personal opinions in public. When expressing such opinions in public, the Board member must clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Information

Any individual Board member who desires a copy of a written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information which require additional expense to the district must be submitted to the Board for consideration.

2. Requests for Legal Opinions

Any Board member may request a legal opinion. Such request, however, shall be made through the Board chair to the superintendent. Legal counsel is responsible to the Board.

Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the

appropriate complaint policy (Board Policy KL – Public Complaints). Such information will be conveyed to the superintendent.

4. Board Member’s Relationship to Administration

Individual Board members will be informed about the district’s educational program, may visit schools or other facilities to gain information and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements Made by Individual Board Members

Contracts or agreements made by individual Board members without the Board’s authority are invalid.

END OF POLICY

Legal Reference(s):

[ORS 332.045](#)
[ORS 332.055](#)

[ORS 332.057](#)
[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)
S. Benton Educ. Ass’n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Cross Reference(s):

DFEA - Free Admissions

Code:
Adopted:

BBAA
8/20/26

Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in a meeting which is being held in accordance with Oregon's Public Meetings Law. A Board member has the authority to act in the name of the Board only when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business.

When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

Board members may speak on behalf of the Board or district only when specifically authorized to do so. Any other statements do not represent the position of the Board or district. When expressing personal opinions in public, Board members are encouraged to clearly identify the opinions as their own.

All Board members shall maintain awareness of relevant district information and participate in Board functions and professional Board development activities.

All members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Records

Any individual Board member who desires a copy of an existing record may make such a request to the superintendent. Requests involving confidential records or significant staff time will be referred to the Board for approval.

2. Requests for Legal Opinions

Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to a Board Member

When a Board member receives complaints or requests for action from staff, students or members of the public, the Board member will direct the staff, students, members of the public to the public complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent. An individual Board member is not authorized to independently act on complaints.

4. Board Member's Communication with Administration

No individual Board member may direct the superintendent or other staff to action without Board authorization. No Board member will intervene in the administration of the district or its schools.

5. Contracts or Agreements

All district contracts must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

6. Visits to Schools

A Board members may visit schools in accordance with Board policy BG – Board–Staff Communications.

7. Public Meetings Law

All Board members will comply with Public Meetings Law, including participating in an approved¹ training at least once during each term of office.

8. Mandatory Reporting

A Board member having reasonable cause to believe that any child with whom the Board member comes in contact has suffered abuse or that any person with whom the Board member comes in contact has abused a child shall immediately make an oral report or cause an oral report be made to Department of Human Services² or local law enforcement.

9. Oregon Ethics Laws

All Board members will adhere to Oregon Government Ethics laws, including filing the statement of economic interest as required by Oregon Revised Statute (ORS) 244.

10. Confidential Information

All Board members will not disclose confidential information received as part of Board service.

11. Other Laws, Policies, Agreements and Procedures

All Board members will follow all laws, Board policies, working agreements, and any other procedures established by the district.

END OF POLICY

Legal Reference(s):

[ORS 192.311 – 192.478](#)
[ORS 192.610 – 192.705](#)
[ORS Chapter 244](#)

[ORS 332.045](#)
[ORS 332.055](#)
[ORS 332.057](#)

[ORS 332.075](#)
[ORS 332.107](#)
[ORS 419B.010](#)

38 OR. ATTY. GEN. OP. 1995 (1978)
S. Benton Educ. Ass’n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

¹ Approved by the Oregon Government Ethics Commission.

² (855) 503-SAFE (7233)

North Wasco County School District 21

Code: BD/BDA
Adopted: 11/18/21
Revised/Readopted: 11/16/23

Board Meetings

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening¹ of a quorum of the Board as the district’s governing body to make a decision² or to deliberate³ toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the Board, i.e. a work session. “Meeting” does not include any on-site inspection of any project or program the attendance of members of the Board at any national, regional or state association to which the Board or its members belong.

The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. For information how to give or submit public comment it is outlined in Board policy BDDH - Public Comment at Board Meetings¹⁴ and/or posted on the district’s website.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law⁵. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination

¹ “Convening” means: (a) Gathering in a physical location; (b) Using electronic, video or telephonic technology to be able to communicate contemporaneously among participants; (c) Using serial electronic written communications among participants; or (d) Using an intermediary to communicate among participants.

² “Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of a governing body is required, at any meeting at which a quorum is present.

³ “Deliberation” means discussion or communication that is part of a decision-making process.

⁴ When telephone or other electronic means of communication is used during a meeting open to the public, the Board shall make at least one place available to the public where, or at least one electronic means by which, the public can listen during the meeting. At all meetings of the Board open to the public, the public will be provided an opportunity, to the extent reasonably possible, to access and attend the meeting by telephone, video or other electronic or virtual means. If in-person oral testimony (or public comment) is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit oral testimony during the meeting, at the designated portion of the agenda, by telephone, video or other electronic or other means. If in-person written testimony is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit written testimony including by email or other electronic means, so that the Board is able to consider the submitted testimony in a timely manner.

⁵ ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including the news media which have requested notice, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they are not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for hearing-impaired persons. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice.

If requested to do so at least 72 hours before a meeting held in public, the Board will make a reasonable effort to provide translation services.

All meetings held in public shall comply with the Oregon Indoor Clean Air Act.

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

1. Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month. The regular meeting schedule will be established at the annual organizational meeting and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold the annual organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd numbered years), the first meeting will be held no later than July 31.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may be scheduled if less than a quorum is present at a meeting, additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district or other reasons. At least 24 hours' notice must be provided to all Board members, the news media; which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district

business. This includes electronic, video or telephonic communications, serial electronic communications among participants and using an intermediary to communicate among participants. Such communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

Communications outside of a Board meeting may contain:

- a. Communications to, between or among members of a governing body that are:
 - (1) Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board (including agendas and information concerning agenda items);
 - (2) Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
 - (3) Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters; or
- b. Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to other Board members will have the following notice:

Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by public meetings law.

3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by public meetings law.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with state law on public meetings, including notice and minutes. The Board is discouraged from making official decisions during a work session. Generally, Boards do not take official action during work sessions, although there is no legal prohibition to do so.

5. Executive Sessions

Executive sessions may be held as an agenda item during regular, special or emergency meetings for a reason permitted by law. (See Board policy BDC - Executive Sessions)

Complaints regarding public meetings laws can be filed with the Board in accordance with Board Policy KL – Public Complaints. The Board will respond and provide a copy of the complaint and response to the Oregon Government Ethics Commission within 21 days in accordance with state law.⁷

Mandatory Training

Every member of the Board shall attend or view a training on public meetings law prepared or approved by the Oregon Government Ethics Commission (OGE) at least once during the Board member's term of office and shall verify attendance in accordance with OGE procedures.

END OF POLICY

Legal Reference(s):

ORS Chapter 192

ORS 255.335

ORS 433.835 - 433.875

ORS 332.040 - 332.061

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

OR. ATTY. GEN. Public Records and Meetings Manual.

House Bill 2805 (2023).

Cross Reference(s):

BDC - Executive Sessions

⁷ See House Bill 2805 (2023) Section 5(2) for requirements of the response.

Code: BD
Adopted: 8/20/26

Board Meetings, Notices and Communications

Definitions

“Communication” means the expression or transmission of information from one person to another through verbal, non-verbal, written, or electronic means. Non-verbal means include gestures, such as thumbs-up and thumbs-down, as well as sign language.

“Convening” means gathering in a physical location, using electronic, video or telephonic technology to be able to communicate contemporaneously among participants, using serial electronic written communication among participants, or using an intermediary to communicate among participants.

“Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of the Board¹ is required, at any meeting at which a quorum is present.

“Decision-making process” means the process the Board engages in to make a decision, such as: (a) identifying or selecting the nature of the decision to be made; (b) gathering information related to the decision to be made; (c) identifying and assessing alternatives; (d) weighing information; and (e) making a decision.

“Deliberation” means discussion or communication that is part of a decision-making process.

“Executive session” means any meeting or part of a meeting of the Board that is closed to certain persons for deliberation on certain matters.

“Intermediary” means a person who is used to facilitate communications among members of the Board about a matter subject to deliberation or decision by the Board, by sharing information received from a member of the Board with other members of the Board. The term “intermediary” can include a member of the Board.

“Meeting” means the convening of the Board for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. Meeting does not include any on-site inspection of any project or program or the attendance of members of the Board at any national, regional or state association to which the Board or the members belong.

“Public Meetings Law” means Oregon Revised Statutes (ORS) 192.610 – 192.705 and Oregon Administrative Rules (OAR) 199-040 and 199-050.

¹ This policy is written to apply to the Board. Other bodies, including Board committees, may be subject to public meeting laws. This policy may help other bodies understand what is required, but is intended as direction for the Board.

“Quorum” means the minimum number of members of the Board required to legally transact business. For the Board, a quorum is four Board members.

“Work session” or “workshop” means meetings held for the purpose of either presenting information to the Board to prepare for a regular or special meeting, or to allow the Board to engage in preliminary discussions or deliberations.

Board Authority at Meetings

The Board has the authority to act only when a quorum is present at a properly noticed regular, special or emergency meeting. The affirmative vote of four members of the Board is required to transact any business.

Types of Meetings

The Public Meetings Law applies to all regular, special, emergency, executive session and work session meetings of the Board.

1. Regular Meetings

The regular meeting schedule will be established at the annual organizational meeting each year and may be changed by the Board with public notice. The purpose of each regular meeting will be to conduct the regular Board business.

2. Special Meetings

A special meeting may be scheduled when less than a quorum is present at a regular meeting and therefore no business may be conducted, additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district, or other reasons. Special meetings may be convened by the Board chair, upon request of three Board members, or by common consent of the Board.

3. Emergency Meetings

Emergency meetings may be called in the case of an actual emergency upon appropriate notice under the circumstances. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with Public Meetings Law. The Board may make official decisions during a work session.

5. Executive Sessions

Executive sessions may be held during regular, special or emergency meetings for a reason permitted by law. (See Board policy BDC – Executive Sessions).

Communications Outside of a Board Meeting (Serial Meetings Prohibited)

Private meetings where a quorum of the Board engages in discussions or communications that are part of the Board's decision-making process on matters within the authority of the Board violate Public Meetings Law, except as part of an executive session.

A quorum of Board members shall not, outside of a meeting conducted in compliance with Public Meetings Laws, use a series of communications of any kind, directly or through intermediates, for the purpose of deliberating or deciding on any matter that is within the jurisdiction of the Board. This prohibition applies to using any one or a combination of the following methods of communication:

1. In-person;
2. Telephone calls;
3. Videos, videoconferencing, or electronic video applications;
4. Written communication, including electronic written communications, such as email, texts, and other electronic applications;
5. Use of one or more intermediaries to convey information among members; and
6. Any other means of conveying information.

Communications outside of a Board meeting may contain communications between or among members of the Board, including a quorum, that are:

1. Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board;
2. Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
3. Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters.

E-mails sent to other Board members are encouraged to have the following notice:

Important: Please do not reply or forward this communication if this communication could constitute a decision or deliberation toward a decision between and among members of the district board. Board member electronic communications on district business are subject to Public Meetings and Public Records Law.

A quorum of Board members may attend social meetings or gatherings so long as no discussions or deliberations are had.

Meeting Location, Public Accommodations and Logistical Requirements

All meetings will be open to the public except as provided by law.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law². The Board may attend training sessions outside the district boundaries but may not deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced. Meeting locations shall be accessible to persons with disabilities.

Any Board meeting may be held in person, through the use of electronic or telephonic means, or in some combination of in-person, electronic or telephonic means.

Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. For Board meetings (excluding executive session) held by telephone or other electronic means of communication, the district shall make available a place or an electronic means by which the public can listen to or view the meetings in real time. The place provided may be a place where no Board member is present.

For executive sessions where the media are statutorily authorized to be present, if any person, including any Board member, is attending the executive session by telephone, video, or other electronic means, the district shall provide members of the media the same attendance option. The district may establish reasonable security measures to ensure the media's attendance by telephone, video, or other electronic means is conducted through a secure connection or method.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for persons who are deaf or hard of hearing. The request should include the name of the requester, sign language preference and any other relevant information requested. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate aids and services may be provided upon request and appropriate advance notice.

If requested to do so at least 72 hours before a meeting held in public, the Board will make a reasonable effort to provide translation services.

Recordings or minutes will be kept for all meetings in accordance with state law and Board policy BDDG – Recordings or Minutes of Board Meetings.

All meetings shall comply with applicable provisions of the Oregon Indoor Clean Air Act.

The possession of a firearm, deadly weapon or any other instrument used as a dangerous weapon is prohibited at Board meetings, except as authorized by law.

Public Notice Requirements

The district posts public notice of its meetings on the district's website.

The public notice shall identify the following:

² ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

1. The time, date, location of the meeting, and, to the extent reasonably possible, will include the electronic link or telephone access information to allow members of the public to attend the meeting by telephone or electronic means;
2. The agenda or list of the principal subjects anticipated to be considered at the meeting and will be specific enough to permit the public to recognize matters in which they are interested. The Board may amend the agenda or may add or remove items from the list of principal subjects prior to or during a meeting. See Board policy BDDC – Board Meeting Agenda for additional meeting agenda information; and
3. The name, telephone number, and email address of a person at the district office to contact to request an interpreter or other communication aids or a statement that the district will provide a sign language interpreter or other communication aids at the meeting.

The district will provide notice to interested persons and news representatives who have requested notice through means reasonably calculated to provide actual notice to interested persons known to the Board.

For all regular meetings, the meeting notice shall be provided with as much advance notice as reasonably possible, but no less than 48 hours' advance notice.

For all special meetings, the meeting notice shall be provided with no less than 24 hours' advance notice.

For an emergency meeting, public notice shall be provided with as much advance notice as reasonably possible given the emergency circumstances. The district shall attempt to contact the media and other interested persons to inform them of the emergency meeting by telephone, email, social media, or other method reasonably calculated to provide actual notice. If reasonably possible under the emergency circumstances, the emergency meeting notice shall be conspicuously displayed on the district's website or on a publicly accessible website hosted by a third-party hosted and linked to the district's website.

If a meeting will include an executive session, the notice shall comply with the above notice requirements and the notice shall also identify the specific statutory citation and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization. Example:

“The Board will meet in executive session under ORS 192.660(2)(a) to consider the employment of a public officer, employee, staff member or individual agent.”

If an executive session is to be part of an open regular, special, or emergency meeting, the notice shall comply with the above notice requirements and prior to entering the executive session, the Board chair shall make a public announcement and identify in open session the specific statutory provision and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization (See Board policy BDC – Executive Sessions for additional information on executive sessions.)

Complaints

Complaints regarding Public Meetings Laws can be filed in accordance with Public Meetings Law complaint procedures outlined in Board policy KL – Public Complaints. Complaints must be filed within 30 days of the alleged violation.

Mandatory Training

Every member of the Board shall attend or view a training on Public Meetings Law as required by ORS 192.700 and Board policy BBAA – Board Member’s Authority and Responsibilities.

END OF POLICY

Legal Reference(s):

[ORS Chapter 192](#)
[ORS 332.040 - 332.061](#)

[ORS 332.107](#)
[ORS 433.835 - 433.875](#)

[OAR 199-050-0005 – 199-050-0085](#)

OR. ATTY. GEN. *Public Records and Meetings Manual*.

North Wasco County School District 21

Code: BDDG
Adopted: 8/20/26

Recordings and Minutes of Board Meetings

The Board will ensure a video recording is made of all of its meetings and portions of meetings that are not held in executive session. These recordings will be posted on the district's website or social media site within seven days following the meeting.

A video or audio recording of a meeting can be kept as the official record as long as all required content is included and it is kept in an allowable format¹. Alternatively, the district may create written minutes. Written minutes do not need to be a verbatim transcript and can be kept in hard copy or electronic form².

The official record must give a true reflection of the matters discussed at the meeting and the views of the participants, and must include the following information:

1. All members of the Board present;
2. All motions, proposals, resolutions, orders, ordinances and measures proposed and their disposition;
3. The results of all votes and the vote of each member by name for all actions taken³;
4. The substance of any discussion on any matter; and
5. A reference to any document discussed at the meeting.

If written minutes are created for meetings which do not take place in executive session, those minutes shall be available to the public within a reasonable time after the meeting. These minutes will be published to the district website and may be requested from the district office.

Recordings or minutes⁴ of executive sessions will be kept in the same manner as other meetings of the Board. If disclosure of material from executive session recordings or minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure. Executive session minutes of a hearing held under ORS

¹ Oregon Administrator Rule (OAR) 166-017-0045(4) requires moving images or audio recordings be kept in MP2, MP3, MP4, or WAVE formats.

² Oregon Administrator Rule (OAR) 166-017-0045(4) requires textual data or still images be kept in XML, ODT, TXT, PDF, RTF, PREG, JFIF, PNG, or TIFF formats.

³ If minutes are kept in a recorded form, all voting will use a roll call vote and if minutes are kept in written form the minutes will identify the vote of each member by name under each board action.

⁴ "...a record of any executive session may be kept in the form of a sound or video tape or digital recording, which need not be transcribed unless otherwise provided by law." ORS 192.650(2)

332.061 shall contain only material not excluded under ORS 332.061(2) and information⁵ will not be disclosed in accordance with ORS 332.061.

Either the recording or minutes of Board meetings will be kept permanently. If written minutes are created for any meetings of the Board, any recordings will be kept for at least one year after the minutes are created.

END OF POLICY

Legal Reference(s):

[ORS 192.610 - 192.705](#)
[ORS 332.061](#)

[OAR 166-017-0005 - 0095](#)
[OAR 166-400-0010\(9\)](#)

[OAR 199-050-0060](#)

Attorney General's PUBLIC RECORDS AND MEETINGS MANUAL.

⁵ORS 332.061 prohibits the disclosure of:

1. The name of the minor student;
2. The issue, including a student's confidential records;
3. The discussion; and
4. The school board member's vote on the issue.

North Wasco County School District 21

Code: CBG
Adopted: 2/12/98
Revised/Readopted: 2/11/04; 12/17/15; 7/06/17;
7/25/24; 8/20/26
Orig. Code: CBG

Evaluation of the Superintendent

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

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

The Board's discussion and conferences with and about the superintendent and their performance will be **conducted** in an executive session, unless the superintendent requests a session open to the public.¹ Such an executive session will not include a general evaluation of any district goal, objective or operation **or of any directive to personnel concerning district goals, objectives, operations or programs**. Results of the evaluation will be written and placed in the superintendent's personnel file.

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

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\), \(8\)](#)
[ORS 332.107](#)
[ORS 332.505](#)

[ORS 199-040-0027](#)
[ORS 199-040-0030](#)

[OAR 581-022-2405](#)

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

¹ Notice must be provided to the superintendent in accordance with OAR 199-0040-0030. The superintendent must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- Identification of the Board;
- The time, date and location of the meeting;
- The purpose for which the Board proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the Board will be reviewing and evaluating the performance of the superintendent; and
- Information on how the superintendent may make a request for an open hearing.

North Wasco County School District 21

Code: **EBB**

Adopted: 2/11/16

Revised: 8/20/26

Integrated Pest Management

To ensure the health and safety concerns of student, staff and community members, the ~~district~~ Board shall adopt an integrated pest management plan (IPM) which emphasizes the least possible risk to students, staff and community members and shall adopt a list¹ of low-impact pesticides for use with the IPM plan. The IPM plan and list shall be available to the public through the district's website.²

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:
 - a. Protect the health and safety of students and staff;
 - b. Protect the integrity of district buildings and grounds;
 - c. Maintain a productive learning environment; and
 - d. Protect local ecosystem health.
2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;
3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;
4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;
5. Evaluates the need for pest control by identifying acceptable pest population density levels;
6. Monitors and evaluates the effectiveness of pest control measures;
7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;
8. Excludes the application of pesticides for purely aesthetic purposes;
9. Includes school staff education about sanitation, monitoring, inspection and pest control measures;

¹ See ORS 634.705(5).

² Inclusion of the list and IPM in the district's Healthy and Safe Schools Plan satisfies this requirement as long as it is posted on the district's website.

10. Gives preference to the use of nonchemical pest control measures;
11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and
12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The ~~district shall designate the~~ operations director ~~is designated~~ as the Integrated Pest Management Plan Coordinator ~~give them~~ and ~~has~~ the authority for overall implementation and evaluation of the IPM plan.

Integrated Pest Management Plan Coordinator

The IPM Plan Coordinator shall:

1. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;
2. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;
3. Oversee pest prevention efforts;
4. Ensure identification and evaluation of pest situation;
5. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property and the environment;
6. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;
7. Evaluate pest management results; ~~and~~
8. Keep for at least four years following the application date, records of applied pesticides that include:
 - a. A copy of the label;
 - b. A copy of the Safety Data Sheet (SDS);
 - c. The brand name and USEPA² registration number of the product;
 - d. ~~The pest condition that prompted the application~~
 - e. The approximate amount and concentration of pesticide applied;
 - f. The location ~~and description of the area~~ where the pesticide was applied;
 - g. The type of application and whether the application was effective;
 - h. The name(s) of the person(s) applying the pesticide;
 - i. The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;
 - j. The dates and times for the placement and removal of warning signs; and
 - k. Copies of all required notices given, including the dates the IPM Coordinator gave the notices.
9. Respond to inquiries about the IPM plan and refer complainants to Board policy KL - Public

Complaints; and

10. Conduct outreach to district staff about the district's IPM plan.

At least once every five years, the Board shall review the IPM plan, make any necessary updates and readopt the IPM plan.³ The final IPM plan shall include the day, month and year the Board adopted or readopted the plan.

END OF POLICY

Legal Reference(s):

[ORS 634.116](#)
[ORS 634.700](#) to ~~-750~~ [634.750](#)

~~Cross Reference(s):~~

~~EB—Safety Program~~
~~GBE—Staff Health and Safety~~

³ For IPMs adopted prior to January 1, 2026, the Board shall review, update and readopt the IPM no later than January 1, 2027, or five years from the date of the most recent approval of the plan, whichever is later.

Code: GBA
 Adopted: 12/9/99
 Revised/Readopted: 9/11/08; 11/18/10; 4/13/17;
 1/15/20; 12/16/21; 8/20/26
 Orig. Code: GBA

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race¹, color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition², age, veterans' status³, service in a uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability⁴ if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The district administers preference in hiring or promotion decisions in accordance with Oregon law for applicants claiming preference as a veteran, disabled veteran, state servicemember or former state servicemember.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act and the Americans with Disabilities Act Amendments Act (ADA) and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided communicated to all students, parents of students and employees through handbooks and will be published on the district website.

The superintendent will develop other specific recruiting recruitment, interviewing and evaluation procedures as are necessary to implement this policy. These procedures will seek to provide an equal employment opportunity and eliminate the effects of past and present discrimination, intended or unintended, on the basis of race, religion, national origin, age, sex, marital status or physical or mental disabilities.

END OF POLICY

¹ Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

² This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.

³ The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

⁴ This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

Legal Reference(s):

<u>ORS 174.100</u>	<u>ORS 659A.009</u>	<u>ORS 659A.409</u>
<u>ORS 243.317 – 243.323</u>	<u>ORS 659A.029</u>	<u>ORS 659A.820</u>
<u>ORS 326.051</u>	<u>ORS 659A.030</u>	<u>OAR 581-021-0045</u>
<u>ORS 332.505</u>	<u>ORS 659A.040</u>	<u>OAR 581-022-2405</u>
<u>ORS 342.934</u>	<u>ORS 659A.082</u>	<u>OAR 839-003-0000</u>
<u>ORS 408.225 – 408.237</u>	<u>ORS 659A.109</u>	<u>OAR 839-006-0435 - 0480</u>
<u>ORS 408.230</u>	<u>ORS 659A.112</u>	<u>OAR 839-006-0440</u>
<u>ORS 408.235</u>	<u>ORS 659A.147</u>	<u>OAR 839-006-0450</u>
<u>ORS 652.210 – 652.220</u>	<u>ORS 659A.233</u>	<u>OAR 839-006-0455</u>
<u>ORS 659.850</u>	<u>ORS 659A.236</u>	<u>OAR 839-006-0460</u>
<u>ORS 659A.003</u>	<u>ORS 659A.309</u>	<u>OAR 839-006-0465</u>
<u>ORS 659A.006</u>	<u>ORS 659A.321</u>	

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2018~~2024).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (~~2018~~2024).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (~~2018~~2024); 29 C.F.R Part 1626 (~~2019~~2025).

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

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (~~2018~~2024).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (~~2018~~2024); 34 C.F.R. Part 104 (~~2019~~2025).

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 (2020).

Americans with Disabilities Act ~~of 1990~~ [Americans with Disabilities Act Amendments Act](#), 42 U.S.C. §§ 12101-12213 (~~2018~~2024); 29 C.F.R. Part 1630 (~~2019~~2025); 28 C.F.R. Part 35 (~~2019~~2025).

~~[Wygant v. Jackson Bd. of Educ., 476 U.S. 267 \(1989\).](#)~~

~~[Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 \(2018\).](#)~~

The Vietnam Era Veterans’ Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (~~2018~~2024).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (~~2018~~2024).

~~[Chevron USA Inc. v. Echazabal, 536 U.S. 736 \(2002\).](#)~~

Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303, [4311](#) (~~2018~~2024).

~~[House Bill 2935 \(2021\)](#)~~

~~[House Bill 3041 \(2021\)](#)~~

Cross Reference(s):

AC - Nondiscrimination

Code: GBN/JBA
Adopted: 6/08/00
Revised/Readopted: 3/31/04; 12/15/16; 8/23/18; 6/18/20;
10/22/20; 5/23/24; 8/20/26
Orig. Code: GBN/JBA

Sexual Harassment

The district is committed to ~~the elimination of~~ eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties¹ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive, or hostile environment.

¹ "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

3. Assault when sexual contact occurs without consent².

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

Position	Phone	Email
Director of Human Resources	541-506-3420	HR@nwasco.k12.or.us

The director of human resources is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. The director of human resources is also designated as the Title IX Coordinator. *See* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

² "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act. |

Any student or staff member who feels they are a victim of sexual harassment are encouraged to **immediately** report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notices

When a person³ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁴:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;

³ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

⁴ Remember confidentiality laws when providing any information.

3. Information about the internal complaint processes available through the school or district that the student, student's parents, staff member, person or person's parent who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

~~Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.~~

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

~~Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person's parents, when an investigation is initiated and when it is concluded. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.~~

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity⁵;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

⁵ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. §106.44(a))

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

The Director of Human Resources is designated as the Title IX Coordinator and can be contacted at 541-506-3420. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁶ The district shall treat complainants and respondents equitably by providing supportive measures to the complainant and by following a grievance procedure⁷ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.⁸

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.⁹ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

⁶ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

⁷ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, see GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

⁸ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

⁹ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary¹⁰, or both.

No Retaliation

Neither the district or any person may retaliate¹¹ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the school student handbook and district staff handbook and on the school and district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

¹⁰ Of the United States Department of Education.

¹¹ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Legal Reference(s):

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

[Davis v. Monroe County Bd. Of Educ., 526 U.S. 629 \(1999\).](#)

[Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 \(1998\).](#)

Cross Reference(s):

AC - Nondiscrimination

GBNA - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff

JBA/GBN - Sexual Harassment

JFCF - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying/Teen Dating Violence, or Domestic Violence – Student

JHFE - Reporting of Suspected Abuse of a Child

JHFF - Reporting Requirements Regarding Sexual Conduct with Students

Code: JBA/GBN
Adopted: 6/08/00
Revised/Readopted: 6/09/04; 12/15/16; 8/23/18; 6/18/20;
10/22/20; 5/23/24; 8/20/26
Orig. Code: JBA/GBN

Sexual Harassment

The district is committed to ~~the elimination of~~ eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties¹ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive, or hostile environment.

¹ "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

3. Assault when sexual contact occurs without consent².

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

Position	Phone	Email
Director of Human Resources	541-506-3420	HR@nwasco.k12.or.us

The director of human resources is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. The director of human resources is also designated as the Title IX Coordinator. *See* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

² "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act. |

Any student or staff member who feels they are a victim of sexual harassment are encouraged to **immediately** report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notices

When a person³ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁴:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;

³ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

⁴ Remember confidentiality laws when providing any information.

3. Information about the internal complaint processes available through the school or district that the student, student's parents, staff member, person or person's parent who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

~~Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.~~

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

~~Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person's parents, when an investigation is initiated and when it is completed. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.~~

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity⁵;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

⁵ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. §106.44(a))

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Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

The Director of Human Resources is designated as the Title IX Coordinator and can be contacted at 541-506-3420. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁶ The district shall treat complainants and respondents equitably by providing supportive measures to the complainant and by following a grievance procedure⁷ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.⁸

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.⁹ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

⁶ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

⁷ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, see GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

⁸ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

⁹ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary¹⁰, or both.

No Retaliation

Neither the district or any person may retaliate¹¹ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

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This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the school student handbook and district staff handbook and on the school and district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

¹⁰ Of the United States Department of Education.

¹¹ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Legal Reference(s):

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)

[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

[Bartsch v Elkton School District, FDA-13-011 \(March 27, 2014\)](#).

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

Cross Reference(s):

GBN/JBA - Sexual Harassment

GBNA - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff

JFCF - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying/Teen Dating Violence, or Domestic Violence – Student

JHFE - Reporting of Suspected Abuse of a Child

JHFF - Reporting Requirements Regarding Sexual Conduct with Students

Oregon Department of Education

Accountability Reporting

255 Capitol Street NE

Salem, Oregon 97310

ode.institutions-request@ode.oregon.gov

Fax: 503.378.5156

Institution Request Form

Form 581-1380-A

Instructions for submitting institutional changes with the Oregon Department of Education: This form is used to request a variety of institutional changes. Find the type of request that your institution is making and fill out the indicated fields for that type of request. **See [Appendix B](#) for supplemental material to be submitted with this form.** All Institution Request Forms must be physically signed and dated to be processed. New institution requests, institution splits, and grade changes are due by September 15 of the school year the change will take effect. For questions and submission, please email ode.institutions-request@ode.oregon.gov.

Registered Private Schools, Registered Private Alternative Programs, and Approved Private Special Education Providers in the state of Oregon must provide information to the Oregon Department of Education prior to receiving an Institution ID. Information about these schools changes frequently. For the latest applications and listings, visit the appropriate web pages at <http://www.oregon.gov/ode> (Search for Private Schools, Private Alternative Programs, Special Education Service, or Charter Schools).

Non-Accountable Institution Requests

Entities that are required to have an ID that are not Oregon Public Schools must complete their requests on the appropriate online form. Below are the appropriate forms for specific ODE Application access.

- [Electronic Grant Management System \(EGMS\) Requests](#)
- [Fingerprinting Requests](#)
- [School Bus Driver Portal Requests](#)
- [Sexual Misconduct Verification System \(SMVS\) Requests](#)

Institution Classification:

Select your [Virtual School Status](#) (only required for public schools):

☐ Full Virtual ☐ Focus Virtual ☐ Supplemental Virtual ☒ Not Virtual

Sector: (Select only one)

☒ Public
☐ Private
☐ Private Non-Profit

Primary Function: (Select only one)

☐ School ☒ Program
☐ University ☐ Community College
☐ College ☐ Organization/Other
☐ Child Nutrition Program Site

Complete this section only if this institution is a primary educational provider (i.e. accountable for educational services).

Instructional Type: (Institutions which do not have a regular instruction type must follow additional rules and statutes as designated by ODE.)

☒ Regular ☐ Alternative
☐ Charter ☐ Career/Technical
☐ Special Ed. ☐ Recovery School

Program Type: (Only complete if the function type is "Program". Not applicable for schools.)

☐ ACEP ☐ CTE ☒ JDEP ☐ LTCT
☐ PNF ☐ YCEP ☐ YDD
☐ Head Start ☐ Even Start ☐ EI/ECSE
☐ Tribal ☐ Hospital ☐ Special Ed.
☐ Private Alternative
☐ Regional Program (Special Ed.)

Type of Request (check one):

Note: If the change affects more than one institution, please complete a separate form for each institution.

- ☐ New Institution (Non-EGMS)(Effective 7/1 of the approved school year)
Complete sections: [All information above](#), [A](#), [C](#), [E](#), [F](#), [G](#), [H](#), [J](#), [N](#), [O](#), [Appendix A](#)
- ☐ Merging of Two Institutions into one institution
Complete sections: [All information above](#), [A](#), [B](#), [C](#), [D](#), [E](#), [F](#), [G](#), [H](#), [I](#), [J](#), [N](#), [O](#), [Appendix A](#)
- ☐ Splitting of One Institution into two institutions
Complete sections: [All information above](#), [A](#), [B](#), [C](#), [D](#), [E](#), [F](#), [G](#), [H](#), [I](#), [J](#), [N](#), [O](#), [Appendix A](#)
- ☐ Institution Close (Effective 6/30 of the approved school year)
Complete sections: [All information above](#), [A](#), [G](#), [N](#), [O](#)
- ☒ Other Information Changes
- ☐ Address Change (Complete Sections: [All information above](#), [A](#), [C](#), [N](#), [O](#))
- ☐ Grade Level Change (Complete Sections: [All information above](#), [A](#), [G](#), [I](#), [N](#), [O](#), [Appendix A](#) (if major grade change)
- ☐ Parent Administration Change (Complete Sections: [All information above](#), [A](#), [C](#), [J](#), [N](#), [O](#))
- ☐ Type Change (Complete Sections: [All information above](#), [A](#), [C](#), [J](#), [N](#), [O](#), [Appendix A](#))
- ☒ Name Change (Complete Sections: [All information above](#), [A](#), [N](#), [O](#),)
- ☐ Directory/Staff Changes
Complete sections: [All information above](#), [A](#), [N](#), [O](#)
- ☐ Child Nutrition Program
Complete sections: [All information above](#), [A](#), [C](#), [E](#), [F](#), [G*](#), [H](#), [K**](#), [L](#), [N](#), [O](#)
- ☐ New YDD Data Manager (YDD – Only) Institution
Complete sections: [Sector](#) (above), [Program Type](#) (above), [A](#), [C](#), [E](#), [F](#), [J](#), [K](#), [M](#), [N](#), [O](#)

* Optional

** Complete if the child nutrition program site has a grant through EGMS as well

A: Institution Identifiers: (If merging/splitting, put the name of the single institution that will be merged into/split from. Only use the 'New' name fields for name changes. If you are unsure of your ID, you can search for it on the [Institution Lookup Tool](#) – it is **required**.)

Institution ID# (Leave blank for new institution requests and mergers): 3129

Current Name (Doing business as): NORCOR JDEP

New Name (Doing Business as): Phoenix Academy

Current Legal Name (Name that is on contract, charter, IRS documentation—if different from above): NORCOR
Education Detention Center

New Legal Name (Name that is on contract, charter, IRS documentation—if different from above): Phoenix Academy

B: Merging/Splitting Institution Identifiers:

Institution A ID#: (Leave blank if splitting - this # will be assigned by ODE)

Institution A Legal Name:

Institution B ID#: (Leave blank if splitting - this # will be assigned by ODE)

Institution B Legal Name:

C: Demographic Information: (For address changes, give the new information. For merges, this address should reflect the final location.)

Street address (include City, State, and Zip+4):

Mailing address (include City, State, and Zip+4):

County:

Wasco

Primary web address:

Primary email address:

Primary Phone: Primary Fax:

D: Institution Merge/Split Addresses: (Use the same institution (A & B) as in Section B.)

Institution A Name:

Institution A Address:

Institution A Phone: Web: Email:

Institution B Name:

Institution B Address:

Institution B Phone: Web: Email:

E. Federal Identification Numbers: (If you use a Social Security Number for your Taxpayer Identification Number, **DO NOT WRITE IT ON THIS FORM**, instead write "Using SSN" in the U.S. Employer ID# (Federal Tax ID#): field.)

U.S. Employer ID# (Federal Tax ID#):

F. Institution Administrator Information:

☐ District Superintendent ☐ School Principal ☐ Head Administrator or Director

Name:

Phone: Email:

G. Effective Date: (For grade changes, please type in the date the grade change will be going/ went into effect.)

Open Date: and/or Close Date: and/or Split/Merge Date:

H. Grade Range Offered: (If splitting/merging, this is the single institution that the two are splitting from/merging into.)

Low: High: ☐ PreK ☐ Elementary ☐ Jr. High ☐ Middle ☐ High ☐ District

I. Splitting/Merging/Change Grade Range Offered: (These are the two institutions that the single institution is splitting into or merging from. Use the same institution # (1 and 2) as in Section B. For grade level requests, give the current in Inst. A and change to in Inst. B. Provide a number value in the "Low" and "High" fields and select the appropriate grade range box.)

Inst. A: Low: High: ☐ Elementary ☐ Jr. High ☐ Middle ☐ High ☐ District

Inst. B: Low: High: ☐ Elementary ☐ Jr. High ☐ Middle ☐ High ☐ District

J. Administrative/Fiscal Parent:**Administration Parent:**

(The entity responsible for your operation. For public schools, this is a district or an ESD. For private schools or programs, there is no ID, and for ODE contracted programs, there is a state operated ID number. For YDD sites, that are not Jurisdictional leads, list the parent YDD site here.)

Institution Name: ID#:

Fiscal Parent:

(The entity which receives state funding on your behalf. Charter and private schools may be their own fiscal agents.)

Institution Name: ID#:

K. Electronic Grants Management System (EGMS) and YDD Administration:**Fiscal Agent Name:**

Email: **Telephone:**

Business Manager (if different) Name:

Email: **Telephone:**

Please submit your W-9 form and the EGMS Access Request Form to ode.EGMS@ode.oregon.gov at the time of submitting this request to be set up in the State's payment system for EGMS Only (Not Required for YDD).

L. Child Nutrition Programs:

☐ Sponsor ☐ Site (May check both if applicable)

Sponsor Name:

Site Name:

CNP Sponsor Agreement Number*:

CNP Site Number*:

Programs: (Check all that apply) ☐ SNP

☐ CACFP

☐ SFSP

*These numbers can be found in CNPweb.

M. YDD Programs:

Administration:

Governance Type:

☐ DM Jurisdictional Lead

☐ City Government

☐ Committee

☐ Tribal Agency

☐ School District

☐ County Agency

☐ School District

☐ Service Provider

☐ State Agency

N. Submitted By: (A **physical** signature is required.)

Name: Donna Sholtis **Title:** Principal

Email: sholtisd@nwasco.k12.or.us

Signature:



Date:

8/14/26

O. Additional Information: (Optional space to provide further information about the institution request or if you are requesting a New EGMS Only request, list the grant that you have received and/or the staff member at ODE with whom you are working.)

Email Institution Request Forms and other supporting documentation (see page 9 for possible required supporting documentation) required for the request to:
Institutions Specialist

ode.institutions-request@ode.oregon.gov



North Wasco County School District #21

School District Board of Directors

Board Motion for Action Item

BOARD ACTION

Date: August 20, 2026 Action Requested: Approval of Bus Purchasing Financing

The District is scheduled to receive a new school bus in October 2026, in part to increase our ability to transport students to Mosier Community School. The total cost of the bus is \$187,738. We intend to enter into a three-year municipal lease-purchase agreement to finance this acquisition. There will be no down payment; our first payment will be due November 20, 2026. Payments will be provided by legally available District Funds, subject to annual appropriations.

ACTION

I move to authorize the District to proceed with lease-purchase financing through Santander Bank for the acquisition of one 2027 Blue Bird Vision 48 passenger school bus.

3632 West 10th 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 #21

School District Board of Directors

Board Motion for Action Item

BOARD ACTION

Date: August 20, 2026

Action Requested: Approve selection of Provider for Sites & Facilities Report and Long-Range Facilities Plan

Background

On July 16, 2026, North Wasco County School District 21 issued a Request for Proposals for Facility Assessment and Long-Range Facility Planning Consultant services. The District sought an ODE TAP-qualified consultant to complete facility assessments of eight District facilities and develop a District-wide Long-Range Facility Plan.

Proposals were due July 31, 2026. The District received **eight proposals**. A six-member evaluation committee reviewed and scored the proposals using the evaluation criteria established in the RFP, including relevant Oregon school facility experience, facility planning and community engagement experience, fee structure, qualifications of key staff, references, and ability to meet the required project timeline.

Following completion of the evaluation process, Mahlum / HMK received the highest overall evaluation/ranking and was determined by the evaluation committee to provide the proposal most advantageous to the District. The proposed contract amount totals \$79,300, consisting of \$39,600 for the Facility Assessment and \$39,700 for the Long-Range Facility Plan. The District currently has two TAP grants, totaling \$80,000, to pay for these services.

The District issued a Notice of Intent to Award to Mahlum / HMK on August 14, 2026. Contract execution will occur following completion of the applicable protest period and resolution of any timely protest.

Recommendation

Administration recommends that the Board approve the selection of Mahlum / HMK to provide Facility Assessment and Long-Range Facility Planning services and authorize the Superintendent or Chief Financial Officer to negotiate and execute the professional services contract substantially consistent with the RFP and the firm's proposal, in an amount not to exceed \$80,000, following expiration of the applicable protest period and resolution of any protest.

ACTION

I move that the Board approve the selection of Mahlum / HMK for Facility Assessment and Long-Range Facility Planning services and authorize the Superintendent or Chief Financial Officer to negotiate and execute a contract in an amount not to exceed \$80,000, subject to completion of the procurement protest period and resolution of any timely protest.

2026–27 Superintendent Goal 1: Belonging & Attendance

Every student known. Every student challenged. Every student thriving.

THE GOAL

By the end of the 2026–27 school year, North Wasco County School District will increase regular attendance from **60.5% to at least 62%** by strengthening early identification, relationship-centered family outreach, and school-based supports that help every student feel known, connected, and supported.

WHY THIS MATTERS

Regular attendance is foundational to student learning, relationships, and belonging. Improving attendance requires more than monitoring absences or contacting families after students have missed too much school. It requires schools to understand **why students are missing school, identify concerns early, build strong relationships with students and families, and respond with the right support at the right time.**

This year, every school will strengthen its attendance practices through a common improvement process while allowing teams to respond to the specific attendance patterns and needs of their students and families.

CONNECTION TO THE NORTH WASCO WAY

KNOWN

We will know students and families beyond their attendance numbers by understanding individual attendance patterns, listening to student and family perspectives, and using personal outreach to understand barriers and build connection.

CHALLENGED

We will use attendance data alongside academic, behavioral, and engagement data to identify students who may need additional challenge, connection, or support to fully engage in school.

THRIVING

We will create the conditions for students to attend regularly and access the relationships, learning, and opportunities they need to thrive.

KEY STRATEGIES

1. Launch and strengthen site-based attendance teams

Every school will participate in a **six-week Attendance Team Launch** designed to establish a common improvement process while identifying each school's specific attendance challenge.

During the six weeks, teams will:

- **Understand the problem** through attendance data and root-cause analysis.
- **Identify a focused aim** for a specific student population or attendance concern.
- **Develop a proactive outreach plan** across Tier 1, Tier 2, and Tier 3 supports.
- **Identify and test a change idea** connected to the team's identified root cause.

- **Collect evidence of implementation and student response.**
- **Study the results and adjust supports** based on what the team learns.

By the end of the launch, every school will have a defined attendance problem of practice, an aim statement, an outreach/support plan, and at least one tested change idea.

2. Build a consistent early-response system

Schools will establish clear thresholds for identifying students who are beginning to show attendance concerns and a consistent process for responding.

Attendance teams will monitor:

- students approaching chronic absenteeism;
- students with rapidly increasing absences;
- patterns by grade, day, period, or student group;
- students returning from extended absences; and
- students whose attendance concerns overlap with academic, behavioral, or engagement concerns.

The goal is to **intervene before chronic absenteeism becomes entrenched.**

3. Strengthen relationship-centered outreach

Schools will use personal, two-way communication to understand what is contributing to absences and determine what support may help.

Outreach documentation will capture more than whether a call was made. Teams will track:

- whether contact was successful;
- student/family-reported barriers;
- supports or resources offered;
- next steps;
- responsible staff member; and
- subsequent attendance.

Home visits will be used strategically when they are likely to strengthen the relationship, better understand barriers, or connect families with support.

4. Use student and family voice as attendance data

Attendance teams will gather student and/or family feedback throughout the year to better understand the relationship between attendance, belonging, and school experience.

At minimum, schools will collect feedback in the fall and spring around:

- whether students feel known by adults at school;
- whether students feel they belong;
- whether students have an adult they can turn to;
- what makes them want to come to school;
- barriers that make attendance difficult; and
- what would make school more welcoming or engaging.

This information will be reviewed alongside attendance data rather than treated as a separate initiative.

5. Establish a sustainable attendance improvement cycle

After the six-week launch, attendance teams will continue meeting regularly to:

- review current attendance data;
- monitor students receiving support;
- determine whether interventions are working;
- identify students who need a different level of support;
- examine patterns and emerging barriers;
- share successful practices; and
- test and refine additional changes.

WAYS TO TRACK & MEASURE

Measure	Baseline	2026–27 Target	Collection
District regular attendance rate	60.5%	≥62%	Monthly/Quarterly
District chronic absenteeism rate	Establish fall baseline (October)	Decrease from baseline	Monthly/Quarterly
School-level regular attendance rate	Establish fall baseline (October)	Increase at every site	Monthly
Students identified for attendance support	Establish baseline (October)	Monitor monthly	Attendance team/SIS
Students identified for support who receive documented outreach	Establish baseline (October)	≥90% within 5 school days	Monthly
Successful live, two-way family contacts	Establish baseline (October)	Increase over baseline	Monthly
Attendance barriers identified through outreach	Establish baseline (October)	Track by category	Monthly
Students receiving an attendance intervention with documented follow-up	Establish baseline (October)	≥90%	Monthly
Students receiving intervention whose attendance improves	Establish baseline (October)	Increase over baseline	Quarterly
Students progressing between attendance support tiers	Establish baseline (October)	Monitor movement	Quarterly

Student belonging/connection indicator	Fall survey baseline (October)	Increase by spring	Fall/Spring
Students reporting a trusted adult at school	Fall survey baseline (October)	Increase by spring	Fall/Spring
Family perception of attendance outreach	Establish fall baseline (October)	≥80% positive	Fall/Spring

North Wasco County School District 21 | Our Destination: North Wasco Graduates prepared to contribute to their communities and build lives of purpose, opportunity, and joy.

END OF YEAR SUCCESS

By June 2027, success will mean more than reaching an attendance number. We will have:

- Increased district regular attendance from **60.5% to at least 62%**.
- Reduced chronic absenteeism.
- Established functioning attendance teams at every school.
- Created a consistent early identification and response process.
- Increased meaningful, two-way engagement with students and families.
- Built a clearer understanding of the barriers contributing to absenteeism.
- Tested and refined attendance strategies based on local data.
- Increased student-reported belonging and connection to school.
- Established a sustainable system for continuing to monitor, respond, and improve attendance beyond the initial six-week launch.

The measure of success is a district that notices students earlier, understands them more deeply, partners with families, and responds in ways that help every student feel known, connected, supported, and ready to be at school.



ATTENDANCE *Improvement Cycle:* A CONTINUOUS PROCESS

Attendance improvement is not a one-time intervention — it is an ongoing cycle of learning, responding, and adjusting.

Teams will continue to use attendance data to identify needs, provide support, monitor impact, and improve systems.



ONGOING ATTENDANCE TEAM CYCLE

Each week, the attendance team will:



REVIEW ATTENDANCE DATA

- Identify trends and students needing support.
- Monitor students receiving interventions.



RESPOND WITH APPROPRIATE SUPPORTS

- Strengthen Tier 1 systems for all students.
- Provide targeted Tier 2 supports.
- Coordinate intensive Tier 3 supports when needed.



STUDY RESULTS

- Review attendance outcomes.
- Gather student, family, and staff feedback.
- Identify successes and barriers.



ADJUST THE SYSTEM

- Celebrate progress.
- Transition students out of supports when goals are met.
- Adjust or intensify supports when needed.



The goal is not simply to respond when students are absent — it is to continuously improve the systems, relationships, and supports that help students *attend* and *engage* in school.



2026–27 Superintendent Goal 2: Learning & Tier I Instruction

Every student known. Every student challenged. Every student thriving.

THE GOAL

By the end of the 2026–27 school year, North Wasco County School District will strengthen Tier I instruction, in partnership with ORTII, so that more students successfully access grade-level learning before additional intervention is needed, through shared instructional expectations, stronger data-informed decision-making, and a coherent response when students are not yet learning.

WHY THIS MATTERS

Tier I instruction is where we have the greatest opportunity to ensure that every student experiences strong, engaging, grade-level learning.

When students are not learning, we need a shared answer to three questions:

- **What are we noticing?**
- **What do we think is getting in the way?**
- **What will we do next?**

This year, the district will work with **ORTII** to strengthen both sides of that equation: the quality of core instruction and the systems educators use to respond when students need something different or additional.

The goal is not to create another initiative or prescribe one way of teaching. It is to build greater clarity, shared practice, and collective responsibility for student learning.

CONNECTION TO THE NORTH WASCO WAY

KNOWN

Every student deserves access to strong, engaging, grade-level instruction. Strengthening Tier I means improving the learning experience students receive every day—not waiting until students struggle to provide support.

CHALLENGED

A clear response-to-intervention process helps educators determine what students need next and ensures additional support is connected to what has already been taught.

THRIVING

Shared expectations for Tier I instruction and a common process for responding when students are not learning create greater consistency across classrooms and schools while still allowing educators to exercise professional judgment.

KEY STRATEGIES

1. Define what strong Tier I instruction looks like in North Wasco

In partnership with educators and ORTII, the district will identify a small set of **high-leverage, observable practices** that describe strong Tier I instruction.

These expectations will be used to support, not evaluate, professional learning, coaching, collaborative inquiry, and instructional rounds.

By the end of the first semester, schools will have opportunities to examine current practice, identify strengths and areas for growth, and determine which instructional practices should be prioritized.

2. Build a shared response when students are not learning

The district will develop and implement a common RTI decision-making framework that helps teams move from data to action.

Teams will be able to answer:

- What evidence do we have that a student is not yet learning?
- What has the student experienced in Tier I?
- What might be contributing to the difficulty?
- What change in instruction or support will we try?
- How will we know whether it worked?
- When will we revisit the decision?

The framework will be developed and refined through the ORTII partnership and tested through school-based practice.

3. Strengthen collaborative data use

PLC and data-team cycles will focus on **student learning and instructional response**, rather than simply reviewing assessment results.

Teams will use multiple sources of evidence—including universal screening, formative assessment, classroom work, observation, and student experience—to identify patterns and determine instructional next steps.

Each cycle will include:

Notice → Interpret → Respond → Monitor → Adjust

4. Develop collective efficacy through learning alongside one another

Attendance teams will gather student and/or family feedback throughout the year to better understand the relationship between attendance, belonging, and school experience.

At minimum, schools will collect feedback in the fall and spring around:

- whether students feel known by adults at school;
- whether students feel they belong;
- whether students have an adult they can turn to;
- what makes them want to come to school;
- barriers that make attendance difficult; and

- what would make school more welcoming or engaging.

This information will be reviewed alongside attendance data rather than treated as a separate initiative.

5. Develop collective efficacy through learning alongside one another

Professional learning, coaching, instructional rounds, and ORTII support will give educators opportunities to examine student evidence, learn from one another, test changes in practice, and see the impact of their collective work.

The aim is to strengthen the belief that **we can improve outcomes for students through our collective actions.**

WAYS TO TRACK & MEASURE

The district will monitor both **student outcomes** and the **adult practices and systems that contribute to those outcomes.**

Measure	Baseline	2026-27 Target	Collection	Measure
Students meeting benchmark through Tier I only	Establish fall baseline (November)	Increase from baseline	Universal screener / local assessment	Fall/Winter/Spring
Students meeting grade-level expectations	Establish baseline (November)	Increase from baseline	iReady / OSAS / local assessment	Quarterly/Annual
Tier I instructional practice	Establish fall baseline (November)	Increase in identified high-leverage practices	Instructional rounds / learning walks	Fall/Winter/Spring
Students receiving grade-level core instruction	Establish baseline (November)	Increase/maintain ≥95%	Scheduling / instructional review	Quarterly
RTI decision-making framework	Not documented (November)	Implemented districtwide	ORTII/district documentation	Q2-Q4
Data/PLC cycles using Notice → Interpret → Respond → Monitor → Adjust	Establish baseline (November)	≥3 documented cycles/site	PLC/data team artifacts	Quarterly

Students receiving intervention with documented Tier I response	Establish baseline (November)	Increase from baseline	RTI documentation	Quarterly
Students whose instructional response results in improved learning	Establish baseline (November)	Increase from baseline	Assessment + intervention data	Quarterly
Staff collective efficacy	Fall baseline (November)	Increase by spring	Collective efficacy survey	Fall/Spring
Educator confidence using data to determine next steps	Fall baseline (November)	Increase by spring	Staff survey	Fall/Spring
ORTII coaching/learning cycles completed	Establish baseline (November)	Agreed-upon annual target	ORTII partnership logs	Quarterly

North Wasco County School District 21 | Our Destination: North Wasco Graduates prepared to contribute to their communities and build lives of purpose, opportunity, and joy.

END OF YEAR SUCCESS

By June 2027, success will mean:

- More students are successfully accessing grade-level learning through strong Tier I instruction.
- Tier I instructional expectations are clear, observable, and being used to support professional learning and improvement.
- Every school has a common process for determining what to do when students are not learning.
- PLCs and data teams are routinely using multiple sources of evidence to determine instructional next steps.
- Educators report increased confidence and collective efficacy around improving student learning.
- The district can identify which instructional and intervention practices are producing stronger outcomes for students.
- The ORTII partnership has strengthened district capacity to sustain this work beyond 2026–27.

The ultimate measure of success is not simply that we have stronger systems. It is that those systems result in more students experiencing strong instruction, getting the support they need, and successfully learning at high levels.

2026–27 Superintendent Goal 3: Support & Student Connectedness

Every student known. Every student challenged. Every student thriving.

THE GOAL

By the end of the 2026–27 school year, North Wasco County School District will increase student-reported connectedness and support, as measured by YouthTruth, with growth from 2025–26 baseline results in students' access to trusted adults, perceptions of fair and equitable treatment, and experiences of engaging, challenging, and joyful learning.

WHY THIS MATTERS

Students are more likely to engage in learning when they feel known, supported, and connected to the adults and community around them.

Creating that experience is not the responsibility of one program or department. It is the result of everyday interactions, classroom experiences, relationships, discipline practices, and the systems we create to notice and respond when students need support.

This year, the district will use student voice to better understand those experiences and will use that information to identify where we can make meaningful changes in practice.

CONNECTION TO THE NORTH WASCO WAY

KNOWN

Every student should have an adult at school who knows them, notices them, and cares about their experience. We will intentionally strengthen opportunities for students to build meaningful relationships with trusted adults.

CHALLENGED

Students should experience school as a place where expectations are clear, discipline is fair and equitable, and adults respond to their needs with care and consistency.

THRIVING

Students should experience classrooms as places where learning is engaging, appropriately challenging, and joyful. Belonging is not separate from learning—it is part of the conditions that allow students to thrive.

KEY STRATEGIES

1. Use student voice to identify where connection and support are strongest—and where they are not

YouthTruth will provide the districtwide baseline and outcome measure for student experience.

Schools and district leaders will examine results by:

- school;
- grade level;
- student group;
- survey item;
- and other available student experience indicators.

Rather than focusing only on the overall score, teams will identify **specific experience gaps** and select one or two areas where adult practice can make a meaningful difference.

2. Strengthen trusted-adult connections

Each school will develop intentional opportunities for students to build and maintain relationships with adults who know them well.

Schools may use existing structures such as:

- advisory;
- mentoring;
- check-ins;
- student success teams;
- homeroom;
- extracurricular activities; and
- relationship-centered attendance and support practices.

The district will focus on whether these structures result in students actually experiencing a stronger connection, not simply whether a program exists.

3. Examine discipline through a belonging and equity lens

Schools will use discipline data and student voice together to examine:

- who is being referred for discipline;
- who is receiving exclusionary consequences;
- patterns across student groups;
- the reasons students are being referred;
- whether responses are consistent and proportional; and
- whether students experience discipline as fair and respectful.

Schools will identify opportunities to strengthen restorative, instructional, and relationship-centered responses while maintaining clear expectations for student behavior.

4. Strengthen classroom experiences

Student experience data will be used alongside instructional data to examine whether students experience classrooms as:

- engaging;
- appropriately challenging;
- joyful;

- respectful; and
- places where they feel safe taking intellectual risks.

This work will connect directly to the district's **Learning & Tier I Instruction** goal so that student connectedness is not treated as separate from instructional quality.

5. Create short-cycle opportunities to listen and respond

YouthTruth provides valuable annual data, but the district should not wait a year to learn whether students are experiencing change.

During the year, schools will use brief student voice strategies, such as pulse surveys, listening sessions, student focus groups, or classroom feedback, to answer focused questions connected to their identified area of improvement.

Teams will use this information to test, adjust, and refine their strategies.

WAYS TO TRACK & MEASURE

The district will use student experience, implementation, and outcome data to monitor progress.

Measure	Baseline	2026–27 Target	Data Source	Collection
Students reporting access to a trusted adult at school	53% Elementary 41% Secondary	Increase from baseline	YouthTruth	Annual
Students reporting that discipline is fair and equitable	60% Elementary 33% Secondary	Increase from baseline	YouthTruth	Annual
Students reporting that classes are engaging and challenging	45% Elementary 50% Secondary	Increase from baseline	YouthTruth	Annual
Students reporting that school is a joyful place to be	33% Elementary 40% Secondary	Increase from baseline	YouthTruth	Annual
YouthTruth student participation rate	78% Districtwide	Maintain or increase	YouthTruth administration data	Annual
Student Voice/Perception Groups	Establish fall baseline (November)	Maintain or increase	Student voice groups data	Bi-Annually

Discipline referrals and exclusionary consequences	25–26 baseline (November)	Decrease disproportionate patterns	SIS/discipline data	Monthly/Quarterly
Student group discipline disparities	25–26 baseline (November)	Reduction in identified disparities	SIS/discipline data	Quarterly

North Wasco County School District 21 | *Our Destination: North Wasco Graduates prepared to contribute to their communities and build lives of purpose, opportunity, and joy.*

END OF YEAR SUCCESS

By June 2027, success will mean:

- Students report stronger access to trusted adults and greater connection to school.
- YouthTruth results show growth from the 2025–26 baseline in the identified connectedness and support measures.
- Schools have established meaningful, ongoing structures for students to build relationships with trusted adults.
- Schools are using student voice, not just adult perception, to understand belonging and connectedness.
- Discipline data show stronger consistency and progress toward reducing identified disparities.
- Schools are using student experience data to identify and respond to specific areas of need.
- Student connectedness work is connected to, rather than separate from, learning, attendance, and instructional improvement.

The ultimate measure of success is that students experience North Wasco as a place where they are known by adults, treated fairly, supported when they need it, and engaged in learning that challenges and brings them joy.

NORTH WASCO COUNTY SCHOOL DISTRICT

Revenue Status Report

For the year ending June 30, 2026

DESCRIPTION	Budget	Year to Date Revenues	Balance	% Budget Received
100 General Fund	44,076,902	43,491,722	\$ 585,180	99%
105 Technology Fund	354,000	331,891	\$ 22,109	94%
107 Textbook Replacement Fund	461,500	390,298	\$ 71,202	85%
110 Vehicle Replacment Fund	30,000	25,085	\$ 4,915	84%
210 Federal Programs	2,998,871	2,192,926	\$ 805,945	73%
220 State Grant Funds	4,656,829	2,607,828	\$ 2,049,001	56%
230 Local Grant Programs	228,450	175,276	\$ 53,174	77%
240 Vocational Education Fund	27,000	464	\$ 26,536	2%
242 Enterprise Zone Funds	291,000	240,231	\$ 50,769	83%
251 Student Investment Account	4,437,820	4,282,449	\$ 155,371	96%
252 High School Success Account	897,244	889,602	\$ 7,642	99%
295 Bus Replacement Fund	310,000	222,670	\$ 87,330	72%
299 Nutrition Services Fund	1,880,458	1,830,856	\$ 49,602	97%
303 OSBA PERS Bonds	2,115,764	2,109,045	\$ 6,719	100%
304 Full Faith & Credit Obligation	380,000	364,424	\$ 15,576	96%
305 Bus Purchase Fund	185,000	185,000	\$ -	100%
401 Capital Improvements	160,000	145,828	\$ 14,172	91%
601 Internal Services	895,576	837,255	\$ 58,321	93%
Totals	64,386,414	60,322,849	\$ 4,063,565	94%

NORTH WASCO COUNTY SCHOOL DISTRICT

Expenditure Status Report For the year ending June 30, 2026

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expended	% Expended/ Encumbered
100 General Fund						
1000 - Instruction	24,755,914	24,217,058	2,240	536,616	97.82%	97.83%
2000 - Support Services	16,805,988	16,796,883	2,477	6,628	99.95%	99.96%
5000 - Debt Service & Fund Transfers	1,140,000	1,129,579	-	10,421	99.09%	99.09%
6000 - Contingency	875,000	-	-	875,000	0.00%	0.00%
7000 - Unappropriated Ending Fund Balance	500,000	-	-	500,000	0.00%	0.00%
Totals	44,076,902	42,143,520	4,717	1,928,664	95.61%	95.62%
105 Technology Fund						
2000 - Support Services	354,000	286,046	-	67,954	80.80%	80.80%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	-	-
Totals	354,000	286,046	-	67,954	80.80%	80.80%
107 - Textbook Replacement Fund						
1000 - Instruction	449,500	373,677	1,639	74,184	83.13%	83.50%
2000 - Support Services	12,000	11,994	-	6	99.95%	99.95%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	-	-
Totals	461,500	385,671	1,639	74,190	83.57%	83.92%
110 - Vehicle Replacement Fund						
2000 - Support Services	30,000	24,621	-	5,379	82.07%	82.07%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	-	-
Totals	30,000	24,621	-	5,379	82.07%	82.07%
210 - Federal Programs Fund						
1000 - Instruction	2,103,412	1,930,442	0	172,969	91.78%	91.78%
2000 - Support Services	366,459	232,130	-	134,329	63.34%	63.34%
3000 - Enterprise & Community Services	29,000	30,354	-	(1,354)	104.67%	104.67%
4000 - Capital Outlay	500,000	-	-	500,000	0.00%	0.00%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%	-
Totals	2,998,871	2,192,926	0	805,945	73.13%	73.13%
220 - State Grant Funds						
1000 - Instruction	1,800,660	1,199,915	-	600,745	66.64%	66.64%
2000 - Support Services	440,799	251,413	-	189,386	57.04%	57.04%
3000 - Enterprise & Community Services	57,452	34,236	-	23,216	59.59%	59.59%
4000 - Capital Outlay	2,357,918	1,116,938	-	1,240,980	47.37%	47.37%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%	-
Totals	4,656,829	2,602,502	-	2,054,327	55.89%	55.89%
230 - Local Grants						
1000 - Instruction	29,000	27,330	-	1,670	94.24%	94.24%
2000 - Support Services	167,450	144,876	-	22,574	86.52%	86.52%
3000 - Enterprise & Community Services	31,000	336	-	30,664	1.08%	1.08%
4000 - Capital Outlay	1,000	-	-	1,000	0.00%	0.00%
5000 - Debt Service & Fund Transfers	-	-	-	-	-	-
Totals	228,450	172,542	-	55,908	75.53%	75.53%
240 - Vocational Education Fund						
1000 - Instruction	27,000	-	-	27,000	0.00%	0.00%
Totals	27,000	-	-	27,000	0.00%	0.00%

NORTH WASCO COUNTY SCHOOL DISTRICT

Expenditure Status Report (continued)

For the year ending June 30, 2026

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expended	% Expended/ Encumbered
242 - Enterprise Zone Funds						
1000 - Instruction	-	-	-	-		
2000 - Support Services			-	-		
4000 - Capital Outlay	291,000	249,527	-	41,473	85.75%	85.75%
Totals	291,000	249,527	-	41,473	85.75%	85.75%
251 - Student Investment Account						
1000 - Instruction	1,496,546	1,651,489	59	(155,002)	110.35%	110.36%
2000 - Support Services	2,941,274	2,631,447	0	309,827	89.47%	89.47%
3000 - Enterprise & Community Services	-			-		
4000 - Capital Outlay				-		
Totals	4,437,820	4,282,936	59	154,825	96.51%	96.51%
252 - High School Success Account						
1000 - Instruction	492,809	485,478	-	7,332	98.51%	98.51%
2000 - Support Services	404,435	290,447	-	113,987	71.82%	71.82%
4000 - Capital Outlay				-		
Totals	897,244	775,925	-	121,319	86.48%	86.48%
295 - Bus Replacement Fund						
2000 - Support Services	310,000		-	310,000	0.00%	0.00%
3000 - Enterprise & Community Services	-		-	-		
Totals	310,000	-	-	310,000	0.00%	0.00%
299 - Nutrition Services Fund						
2000 - Support Services	0	-		0	0.00%	0.00%
3000 - Enterprise & Community Services	1,880,458	1,942,173	-	(61,715)	103.28%	103.28%
Totals	1,880,458	1,942,173	-	(61,715)	103.28%	103.28%
303 - OSBA PERS Bonds						
5000 - Debt Service & Fund Transfers	2,115,764	2,115,764		-	100.00%	100.00%
7000 - Unappropriated Ending Fund Balance	-	-		-		
Totals	2,115,764	2,115,764	-	-	100.00%	100.00%
304 - Full Faith & Credit Obligation						
5000 - Debt Service & Fund Transfers	377,063	377,063	-	1	100.00%	100.00%
7000 - Unappropriated Ending Fund Balance	2,937			2,937	0.00%	0.00%
Totals	380,000	377,063	-	2,938	99.23%	99.23%
305 - Bus Purchase Fund						
5000 - Short term debt service	182,856	182,856		-	100.00%	100.00%
7000 - Unappropriated Ending Fund Balance	2,144			2,144		0.00%
Totals	185,000	182,856	-	2,144	98.84%	98.84%
401 - Capital Improvements						
2000 - Support Services	0		-	0	0.00%	0.00%
4000 - Capital Outlay	160,000	178,216	-	(18,216)	111.39%	111.39%
Totals	160,000	178,216	-	(18,216)	111.38%	111.38%
601 - Internal Services						
2000 - Support Services	410,576	411,353	-	(777)	100.19%	100.19%
5000 - Debt Service & Fund Transfers	485,000	485,000		-	100.00%	100.00%
Totals	895,576	896,353	-	(777)	100.09%	100.09%
Total All Funds	64,386,414	58,808,642	6,415	5,571,358	91.34%	91.35%
<i>Prior Period Values</i>					87.85%	87.87%

NORTH WASCO COUNTY SCHOOL DISTRICT

Balance Sheet

For the year ending June 30, 2026

Balance Sheet	General Fund	Reserve Funds	Federal Grants Fund	All State Grant Funds	Local Grants Fund	Special Revenue Funds	Nutrition Services Fund	Debt Service Funds	Capital Projects Fund	Internal Services Fund	District Totals
ASSETS:											
Cash & Investments	6,145,284	341,105	60,697	208,878	108,191	399,527	(73,688)	7,884	86,748	102,383	7,387,008
Accounts Receivable	1,227,551						98,614				1,326,165
Inventory/Prepaid expense	6,310										6,310
Total Assets	7,379,146	341,105	60,697	208,878	108,191	399,527	24,926	7,884	86,748	102,383	8,719,484
LIABILITIES:											
Accounts Payable	3,666,925	1,885	2,451	2,464			49,710				3,723,435
Payroll Liabilities	2,295,728										2,295,728
Deferred Revenue	592,862				28,574						621,436
Total Liabilities	6,555,514	1,885	2,451	2,464	28,574	-	49,710	-	-	-	6,640,599
FUND BALANCE:											
Total Fund Balance	823,631	339,220	58,246	206,413	79,616	399,527	(24,784)	7,884	86,748	102,383	2,078,884
Revenues & Expenditures: 2025-26 Year to Date											
Beginning Fund Balance	(524,570)	288,285	58,246	87,897	76,882	185,689	86,533	25,097	119,136	161,481	564,676
Year to Date Revenues	43,491,722	747,274	2,192,926	7,779,879	175,276	463,365	1,830,856	2,658,469	145,828	837,255	60,322,849
Year to Date Expenditures	42,143,520	696,339	2,192,926	7,661,363	172,542	249,527	1,942,173	2,675,683	178,216	896,353	58,808,642
Year to Date Net Income (Loss)	1,348,201	50,935	-	118,517	2,734	213,838	(111,317)	(17,213)	(32,388)	(59,098)	1,514,208
Ending Fund Balance	823,631	339,220	58,246	206,413	79,616	399,527	(24,784)	7,884	86,747	102,383	2,078,884

North Wasco County School District 21

Code: KNA
Adopted:

Immigration Enforcement on District Property

{House Bill 4079 (2026) requires districts to “adopt a policy for providing notice when a federal immigration authority is confirmed to have entered school property for immigration enforcement.” This policy must be “consistent with applicable model policies published by the Attorney General as provided by ORS 180.810.”}

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement. Absent a judicially authorized subpoena, warrant or court order, district staff must not allow federal immigration authorities access to the district’s records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any subpoena, warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General’s Model Public School Policies.¹ The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.

This policy will be made available in the student handbook and on the district’s website². The district will ensure a copy of the Oregon Attorney General’s Model Public School Policies³ and this policy and accompanying administrative regulations are provided to staff.

Designation of Primary Point of Contact

The Superintendent is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district (“immigration liaison”). The Communications Director shall serve as an alternative point of contact during the immigration liaison’s absence or unavailability (“alternate immigration liaison”).

The immigration liaison’s responsibilities include:

1. Serving as the district’s representative during encounters with federal immigration authorities;

¹ <https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

² Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board. {The district is encouraged to evaluate language needs in the district in order to effectively communicate with all parents and guardians.}

³ <https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;
3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;
4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;
5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;
6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;
7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:
 - a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades K and above;
 - b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
 - c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
 - d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting the Communications Director.
2. Notice must include:
 - a. The general location of the federal immigration authority; and
 - b. Whether classes or school operations were affected by the presence of the federal immigration authority. Districts may include resources available to those impacted by immigration enforcement actions.

3. Notice must not disclose:

- a. Personally identifiable information;
- b. Other information that may not be legally disclosed; or
- c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expediently as possible using existing methods used for providing electronic communications.

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent or guardian of a student, when the district has provided information related to the student to a federal immigration authority.

Confidentiality of School Records

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws. Protected information includes information relating to a person's:

1. Address;
2. Workplace or hours of work;
3. School or school hours;
4. Contact information, including telephone number, electronic mail address or social media account information;
5. Known associates or relatives; and
6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

Oregon law also prohibits sharing any of the above information about a person's relatives or known associates with federal authorities for immigration enforcement purposes.

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information⁴ that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);
2. The disclosure is required by a judicially authorized warrant, order, or subpoena;

⁴ Citizenship or immigration status or country of birth information is any information concerning:

1. Where a person was born; or
2. Whether a person is a citizen of the United States; or
3. Whether a person has lawful authority to be present in the United States.

3. The information being shared with a person concerns only that person or their dependents; or
4. The information is aggregated and not personally identifiable.

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. The district's policies with respect to student records can be found in Board policies JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information and JOB – Personally Identifiable Information. To ensure compliance with applicable federal and state law, the district's staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.

Training

The district will provide the immigration liaison and alternate immigration liaison with training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and
2. The training must be provided at the time of designation and at least once every two years thereafter.

{⁵} Upon the adoption of this policy and not less than once every two years thereafter, the district will provide training to all current district staff of one hour or more regarding federal and state laws, and the district's policies, relating to interacting with federal immigration authorities and responding to immigration enforcement efforts. The district will provide the required training to all new staff within 30 days of beginning employment.

END OF POLICY

Legal Reference(s):

ORS 180.810

ORS 180.805

ORS 181.826

OAR 581-021-0371

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Oregon Attorney General's K12 School Model Policy

Senate Bill 1538 (2026).

Senate Bill 1594 (2026).

House Bill 4079 (2026).

⁵ {This language is included in the Attorney General's *K12 School Model Policy*. House Bill (HB) 4079 (2026) requires that districts adopt policies that are "consistent with applicable model policies published by the Attorney General as provided by ORS 180.810."}

North Wasco County School District 21

Code: KNA-AR(1)
Revised/Reviewed:

Interactions with Immigration Enforcement

The Superintendent is designated as the “immigration liaison.”

1. Staff, contractors and volunteers shall adhere to all district policies when interacting with federal immigration authorities and the following administrative regulations:
 - a. Unless expressly authorized by the superintendent or designee, or by the immigration liaison on behalf of the superintendent or designee, staff shall not:
 - (1) Provide federal immigration authorities with records or information about students, staff, or volunteers;
 - (2) Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
 - (3) Allow access to non-public areas of the district’s facilities or property;
 - (4) Sign documents presented by federal immigration authorities; or
 - (5) Give consent to any immigration enforcement action.
 - b. Staff may not interfere with lawful immigration enforcement actions or physically obstruct federal immigration authorities in any manner. However, staff should immediately report to the immigration liaison if they observe any conduct or enforcement activities by federal immigration authorities that violate state or federal law, or district policies, or that otherwise present a security threat or potential danger to students, staff, volunteers, or visitors.
 - c. Staff who receive a request related to immigration enforcement must immediately notify the immigration liaison. The immigration liaison is responsible for interacting with the federal immigration authorities until the matter is concluded or the federal immigration authorities have been referred to the superintendent or designee.
 - d. The immigration liaison or alternate immigration liaison should meet the federal immigration authorities at the school door or other area designated by the superintendent or designee for this purpose.
 - e. The immigration liaison shall provide federal immigration authorities with a copy of this policy and explain that school staff are required to follow these steps in this policy. The immigration liaison should inform the immigration authorities that school staff must contact the office of the superintendent or designee for guidance before providing access to school facilities, records, or other information.
 - f. The immigration liaison should direct another staff member to contact the superintendent or designee while the immigration liaison remains with the federal immigration authorities.
 - g. The immigration liaison must document the request from federal immigration authorities to the fullest extent possible under the circumstances. At a minimum, the documentation shall include the following information, if available:
 - (1) The name, badge number, and agency of the law enforcement officer making the request;

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- (2) The number of officers present;
- (3) Time, date, and location of the request;
- (4) The nature of the request;
- (5) The source of authority for the request, including whether the request is administratively or judicially authorized;
- (6) Whether the request requires an immediate response;
- (7) The identification of witnesses present; and
- (8) How the encounter concluded.

- h. The immigration liaison shall direct another staff member to transmit copies, photos, or other documentation provided by federal immigration authorities to the superintendent or designee, along with other information documented pursuant to this policy. The superintendent or designee must approve any response to a law enforcement request related to immigration enforcement as provided in Section 3 of this administrative regulation.

2. Determination of Validity of Judicial Warrant, Subpoena or Order

- a. If presented with a warrant, subpoena or order by federal immigration authorities, the immigration liaison shall verify the validity of the warrant, subpoena or order by determining whether the warrant, subpoena or order is judicially authorized. An administrative warrant, subpoena, order or other legal process that has not been authorized by a judicial officer does not authorize the district to provide law enforcement with access to records or information, or facilities for purposes of immigration enforcement.

A judicially authorized warrant, subpoena or order contains the following key features:

- (1) A caption, near the top of the document, identifying the court that issued the order (typically the federal district court for the District of Oregon);
- (2) A signature block, near the end of the document, including the name of the person who signed the order, and identifying that individual as a judge, magistrate, clerk of court, or other person signing on behalf of a judge or magistrate, and the date of the signature; and
- (3) An indication that the warrant, subpoena or order has not expired.

Examples of warrants and subpoenas are available in the Attorney General's model policies¹.

- b. The immigration liaison shall notify the superintendent or designee of the warrant, subpoena or order and whether the warrant, subpoena or order appears on its face to be judicially authorized.
- c. The immigration liaison should request a copy of the warrant, subpoena or order and transmit a copy of the warrant, subpoena or order for review by the superintendent or designee, or legal counsel.
- d. The superintendent or designee shall make the final determination regarding the validity of any warrant, subpoena or order and whether, and to what extent, federal immigration will have access to district records or information, or facilities. If the superintendent or designee is uncertain as to the validity or scope of the warrant, subpoena or order, the superintendent or

¹ <https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

designee should immediately consult legal counsel or a statewide or regional education organization.

3. Approval of Response by Superintendent

- a. The immigration liaison shall notify the superintendent or designee of a request related to immigration enforcement prior to responding to the request. The superintendent or designee will only honor requests from immigration enforcement officers or other agencies enforcing federal immigration laws if the request is judicially authorized. If the superintendent or designee is uncertain as to the lawfulness or scope of the request, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization prior to approving a response.
- b. If the superintendent or designee determines that a response is not authorized by a judicial subpoena issued as part of a court proceeding or by another compulsory court-issued legal process, such as a warrant, the superintendent or designee shall direct the immigration liaison to decline the request.

Upon direction of the superintendent or designee, the immigration liaison shall decline the request, refer the federal immigration enforcement authorities to the superintendent or designee, and request that they leave the premises.

The immigration liaison shall ensure that the information documented pursuant to this administrative regulation is submitted to the Oregon Criminal Justice Commission as provided in ORS 181A.826.

- c. If the request is accompanied by a subpoena, warrant or order that appears on its face to be judicially authorized, the superintendent or designee must review and approve the immigration liaison of district's response to the request.

The superintendent or designee shall ensure that the district's response provides no greater access to records or information, or facilities, than that required by the subpoena, warrant or order.

- d. If the request involves a warrant that appears to be valid and authorizes the arrest of a particular person, the superintendent shall direct the immigration liaison to request that the arrest be conducted in a manner that is the least disruptive to the school environment and to the person's wellbeing, which may include bringing the arrestee to the federal immigration authorities.

4. School-Sponsored Events

If federal immigration authorities appear at a school-sponsored event open to the general public (e.g., field trip, athletic event, band event), staff should document their observations, notify the immigration liaison and follow any guidance provided by the immigration liaison.

5. School Transportation/Buses

If federal immigration authorities request to board a school bus or other vehicle transportation, the driver should ask them to wait outside the bus/vehicle, close the doors, and immediately call the immigration liaison and follow any guidance provided by the immigration liaison.

6. Volunteers

The district will determine which volunteers need to receive training or materials regarding this administrative regulation.

North Wasco County School District 21

Code: KNA-AR(2)
Revised/Reviewed:

Federal Immigration Enforcement Request Log

School site: _____

Person Receiving Request: _____ Title: _____

1. Requesting Officer Information

Officer name: _____ Badge #: _____

Agency: _____

Contact information: _____

2. Number of officers present: _____

3. Time, date and location of request: _____

4. Nature of the request:

- | | |
|---|---|
| ☐ Request to enter school property | ☐ Request to access school facilities or buildings |
| ☐ Request to interview a student | ☐ Request to interview staff member |
| ☐ Request to locate a student | ☐ Request to obtain student records |
| ☐ Request to detain or take custody of an individual | |
| ☐ Other (describe): _____ | |

5. Source of Authority for the request

Authority cited by officer(s):

- | | |
|---|--|
| ☐ Administrative Warrant | ☐ Administrative Subpoena |
| ☐ Judicial Warrant | ☐ Judicial Subpoena |
| ☐ Court Order | ☐ Other Authority (describe): _____ |

Document Presented? ☐ Yes ☐ No

If yes, identify the document and any identifying numbers: _____

Copy obtained? ☐ Yes ☐ No

6. Does the request require an immediate response? ☐ Yes ☐ No

Superintendent or Designee Review and Approval

The superintendent or designee must review the request and approve any response to a law enforcement request related to immigration enforcement.

Review Conducted By:

☐ Superintendent

☐ Superintendent's Designee

Name: _____

Title: _____

Date and Time of Review: _____

Response Authorized:

☐ Yes

☐ No

☐ Additional Legal Review Required

☐ Pending Further Information

Witnesses Present

Name

Title or Role

Contact Information

Name

Title or Role

Contact Information

Name

Title or Role

Contact Information

How the Encounter Concluded

☐ Access to school property granted

☐ Referred to School Administrator

☐ Access denied pending legal review

☐ Officers left without further action

☐ Referred to Superintendent or Designee

☐ Other (describe): _____

Detailed summary of outcome:

P

R

Additional notes:

O

P

Follow-Up Actions

- ☐ Legal counsel notified
- ☐ Superintendent notified and copies, photographs, or other documentation transmitted to the superintendent or designee.
- ☐ Law enforcement documentation copied and retained

O

S

Completed By: _____ (print name)

Title: _____

Signature: _____

Date: _____

Time Completed: _____

E

D

North Wasco County School District 21

Code: **KMC-AR**

Adopted: 10/27/16

Revised: 8/20/26

Fund-Raising by School-Related Groups Request

All fund-raising activities must have prior approval of the superintendent or designee (Board policy IGDF).

_____ is requesting permission for a fund-raising activity.
(Name of Club/Activity)

Detailed description of the proposed fund-raising activity:

Fund-raiser proceeds will be used for:

Printed Name of Supervising Advisor: _____

Email: _____

Signature _____ **Date** _____

Printed Name of Building Principal: _____

Signature _____ **Date** _____

This statement must be added to all flyers, news releases, posters and information related to school events.

Persons having questions about or requests for special needs and accommodation should contact the North Wasco County School District Office, 3632 West 10th, The Dalles, Oregon, 541-506-3420 or TDD/TRS 1-800-735-2900. Contact should be made 48 hours in advance of the event.

Forward request to district office for review and final approval. Fund-raising activities may not begin until this written request has been processed through the district office.

Letter of Introduction

The North Wasco County School District 21 does hereby authorize the above named club/activity to hold a fund-raiser on the district's behalf as outlined above. All fund-raising proceeds must be deposited to the ASB account at your individual school building.

Any questions regarding this fund-raising activity should be directed to the building principal or supervising advisor.

Comments:

Superintendent's Signature: _____ **Date:** _____

c: Building Principal
District Fund-raising file
Supervising Advisor

North Wasco County School District 21

Code: **IGDF-AR**

Adopted: 6/8/00; 5/26/04; 2/8/07; 6/15/17; 3/18/21

Revised: 8/20/26

Student Fund-Raising Activity Request

All fund-raising activities must have prior approval of the superintendent or designee - Board policy IGDF – Student Fund-Raising Activities.

_____ is requesting permission for a fund-raising activity.
(Name of Club/Activity)

Detailed description of the proposed fund-raising activity:

Fund-raiser proceeds will be used for:

Printed Name of Supervising Advisor: _____

Email: _____

Signature _____ **Date** _____

Printed Name of Building Principal: _____

Signature _____ **Date** _____

This statement must be added to all flyers, news releases, posters and information related to school events.

Persons having questions about or requests for special needs and accommodation should contact the North Wasco County School District Office, 3632 West 10th, The Dalles, Oregon, 541-506-3420 or TDD/TRS 1-800-735-2900. Contact should be made 48 hours in advance of the event.

Forward request to district office for review and final approval. Fund-raising activities ***may not*** begin until this written request has been processed through the district office.

Letter of Introduction

The North Wasco County School District 21 does hereby authorize the above named club/activity to hold a fund-raiser on the district's behalf as outlined above. All fund-raising proceeds must be deposited to the ASB account at your individual school building.

Any questions regarding this fund-raising activity should be directed to the building principal or supervising advisor.

Comments:

Superintendent's Signature: _____ **Date:** _____

c: Building Principal
District Fund-raising file
Supervising Advisor

North Wasco School Board Development Plan (2026–27)

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

Focus Area	BG Standards	SMART Goal Summary	Timeline
Vision Directed Planning	1-11 All	Prepare for and participate as directed in the development of the next 5 year strategic plan for the district. S: Strategic planning will occur in 2027; the board will designate 1-2 members to participate with the administration and other invited parties. M: The board will be able to adopt the new 5 year strategic plan before the end of the operating year. A: Board members commit to attendance and reading or watching preparatory materials supplied by staff and reports by board members. Dates calendarized by staff early. R: Creates district vision and aligned goals and objectives for the District. T: Completed in the spring of 2027.	Winter/Spring 2027
Effective Leadership, Culture & Climate, Board Member Conduct, Ethics & Relationship to the Superintendent;	3,7 & 11	Build board function and trust through adherence to roles, communication and teamwork. S: With the support of and participation in annual governance training, make our Operating Agreement standards part of our board DNA. Board members have a copy of the OA and consult it before each board meeting as a refresher. M: Board reduces missteps in governance and build trust and respect with each other, the community, administration and students. A: Achieved through commitment and awareness by each board member. R: School boards directly influence students – work to ensure this board makes a positive impact T: This work is based on continuing improvement and does not stop.	Always
Community Engagement, Effective Leadership, Using Data for Continuous Improvement and Accountability, Cultural Responsiveness	2,3, 5, & 6	Engage in a community engagement plan that also provides culturally sensitive engagement. S: Direct Administration to put board members into specific roles at events. M: Board members accept the volunteer role and show up. Board members adhere to their role and policy governance at events. A: Depends on openness and creativity of the Administration to engage the board. R: Board Members have a community engagement purpose, visibility and role. T: Starts school year 2026-2027 with the goal of continuing year to year.	2026-27
School & Systems Engagement	1,5,6 & 9	Board members will participate in “Learning Walks” at district facilities. S: Board members will be invited to participate in quarterly or more “Learning Walks” with one of two Superintendent’s teams at district facilities. M: Reports shared among board members per agenda item “#13 Informational Only” at regular board meetings. A: As only three board members can attend a “walk”, ensure all have access to the “walks” during the year. “Walks” should be planned and calendarized by staff for early planning with a system for RSVP. R: Enhances program and system understanding – both strengths and opportunities. T: 2026-2027 school year – quarterly.	Quarterly in 2025 – 2026
Vision Directed Planning, Effective Leadership, Using Data for Continuous Improvement and Accountability, Systems Thinking	1, 3,5,9	Adopt a Policy Protocol. S: Discuss and adopt a policy protocol to guide the board and administration in policy work that is required, requested, or transformational. M: The board will work with the Superintendent as the policy advisor to use the policy protocol to successfully prioritize, authorize, consider evidence, and give direction to draft and revise policy. A: Board members add policy competence to the board by working within the protocol. Policy is regularly reviewed, revised or adopted. R: Good policy will improve student outcomes and be aligned with district goals. T: Adopt and start using the protocol in 2026.	Fall 2026

North Wasco Policy Protocol - DRAFT

Purpose

This protocol supplements the Board Operating Agreement by establishing a clear process for proposing, developing, adopting and reviewing board policy.

It is intended to:

- Clarify the respective roles of the board and administration.
- Prevent surprises to board members, the superintendent and staff.
- Provide an appropriate pathway for policy ideas and concerns.
- Match the level of research and engagement to the significance of the proposed policy.
- Maintain a current and usable policy manual.

POLICY DEVELOPMENT ROLES

The Board

The board governs through policy and acts as a body.

The board:

- Identifies policy priorities, desired outcomes and governing boundaries.
- Authorizes significant policy-development work.
- Considers staff recommendations, evidence and community perspectives.
- Provides collective direction for drafting and revision.
- Adopts, amends, reaffirms or repeals policy.
- Monitors the effect of significant policy.

Individual board members may identify concerns, suggest desired outcomes and request that an issue be considered through the established process. They do not direct staff, initiate policy work independently or present self-developed policy for immediate board action.

Board members bring forward the **issue, its significance and the outcome they hope the board will consider**, rather than a finished policy proposal.

The Superintendent and Staff

The superintendent serves as the board's principal policy adviser and directs the development and implementation of policy.

The superintendent and staff:

- Identify policies requiring adoption, revision, repeal or review.
- Advise whether an issue is best addressed through policy, administrative regulation, procedure or another district process.
- Research applicable law, existing policy, district practice and relevant data.
- Prepare and revise policy language based on collective board direction.
- Identify significant legal, financial, operational, personnel, labor and equity implications.
- Recommend a course of action.
- Implement adopted policy and report on results as appropriate.

OSBA Policy Services and legal counsel may provide model language, technical assistance and legal review.

HOW POLICY PROPOSALS ENTER THE PROCESS

Policy work may originate from:

- Changes in law or administrative rule.
- OSBA policy updates.
- Legal advice, audits or regulatory findings.
- District goals, data or program evaluation.
- Superintendent or staff recommendations.
- Board member concerns or proposals.
- Student, family, employee or community input.
- Experience implementing existing policy.
- A significant event or identified systemwide problem.

Policy proposals are referred to the board chair and superintendent for initial screening.

They consider:

- Does existing policy already address the issue?
- Is this a policy matter, an administrative matter or an individual complaint?
- Is additional staff, OSBA or legal review needed?
- Should the proposal follow the routine or transformational pathway?
- Does the full board need to authorize further work?

Following screening, the matter may be addressed through an existing process, scheduled for board discussion or advanced through the appropriate policy pathway.

Receipt of a proposal does not obligate the board to develop or adopt policy.

POLICY DEVELOPMENT PATHWAYS

Routine Policy Pathway

The routine pathway is used for legally required changes, OSBA-recommended updates, technical corrections, clarification of existing direction, repeal of obsolete policy and other changes that do not materially alter district services, rights, responsibilities or resources.

1. Staff Review and Drafting

Staff reviews the proposed change and prepares the draft policy, supporting explanation and recommendation.

2. First Reading

The board receives the proposal, asks questions, identifies areas of local discretion and provides collective direction.

3. Revision

Staff revises the proposal in response to board direction and obtains additional OSBA or legal review when needed.

4. Subsequent Reading and Action

The board reviews the revised proposal and adopts, amends, returns or rejects it. Additional readings may be used when significant questions remain.

5. Implementation and Board Oversight

Staff updates the policy manual, related regulations and procedures, and communicates the change. The board receives follow-up information when the change warrants oversight.

Transformational or Engaged Policy Pathway

The engaged pathway is used when a proposal would establish significant new direction; materially affect services, access, rights, responsibilities or resources; address a strategic or persistent systemwide issue; or substantially change how the district serves children and families.

1. Board Framing and Authorization

The board establishes the context for the work by identifying the issue, desired outcome, affected groups, guiding principles and proposed scope. The board then determines whether to authorize policy development.

2. Development and Engagement Plan

The superintendent proposes a plan for research, staff responsibility, legal and OSBA review, community engagement, board decision points and timeline.

3. Research and Board Direction

Staff gathers relevant evidence and stakeholder perspectives. The board reviews what has been learned and provides collective direction regarding the policy outcome, governing boundaries and significant choices.

4. Drafting and Readings

Staff prepares policy language based on board direction. The board reviews the draft, considers implications and engagement findings, and provides revision direction through as many readings as needed.

5. Adoption, Implementation and Monitoring

The board adopts the policy when it understands the intended outcome, requirements and implementation implications. The superintendent implements the policy, and the board establishes appropriate follow-up to review implementation and impact.

PERIODIC POLICY REVIEW

The board and superintendent will maintain a regular policy-review cycle.

Each policy should be reviewed at least once every **five years**, or sooner when:

- Law or OSBA guidance changes.
- District programs, goals or structures change.
- Implementation reveals confusion, conflict or unintended consequences.
- Data or community input indicates that review is needed.
- The policy has become obsolete or conflicts with another policy.

Review may result in reaffirming, revising, replacing or repealing the policy.

The board and superintendent will periodically review this protocol and revise it as needed.

North Wasco County School District 21

Code: BCE/BCF
Adopted: 11/19/20
Revised/Readopted: 7/27/23
Orig. Code(s): BCE

Board Committees

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

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

Committee assignments for standing sub committees will be made at the Board's organizational meeting.

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

General Guidance

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

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

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

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

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

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

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

Educational Equity Advisory Committee^{1,2}

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

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

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

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

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

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

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

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

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

Committee of the Whole

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

Standing Subcommittees

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

Ad Hoc Committees

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

Advisory Committees

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

Liaison to Nondistrict and District Committees

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

END OF POLICY

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

Legal Reference(s):

[ORS 192](#).610 - 192.690

[ORS 332](#).045

[ORS 332](#).105

Cross Reference(s):

BCF - Advisory Committees to the Board