Regular Meeting with a Supplemental Budget Hearing

Thursday, September 24, 2026 6:00 PM
The Dalles Middle School - Commons, 1100 East 12th Street, The Dalles, Oregon 97058

1.	**Call Supplemental Budget Hearing to Order and Pledge of Allegiance**	**Presenter:** Betsy Hege, Chair
1.a.	**Public Comment on Supplemental Budget Only**	
2.	**Adjourn Supplemental Budget Hearing**	
3.	**Call Board Meeting to Order**	**Presenter:** Betsy Hege, Chair
4.	**District Mission / Vision / Values**	
5.	**Oath of Office - *Student Representatives to the Board*** • ***Oliver Stevens*** • ***Xitlali Castro Rodriguez***	
6.	**Review / Revision of the Agenda**	
7.	**Public Comment on Agenda Items Only**	
8.	**Building Student Representative Reports:**	
9.	**Community Presentations:**	
9.a.	**Presentation: *Report on Migrant ED Program Washington DC Trip***	**Presenter:** Nubia Contreras Villa and students
10.	**Consent Agenda**	
10.a.	**School Board Meeting Minutes from previous meeting**	
10.b.	Personnel Report - September 2026	
11.	**Student Representatives to the Board - Report:** • ***Oliver Stevens*** • ***Xitlali Castro Rodgriguez***	
12.	**Staff Reports:**	
13.	**New Business:**	
13.a.	**Discussion / Action Items:**	
13.a.1.	**Action Item: *to Approve Increasing the "not to exceed" amount for the contract with Mahlum / HMK from $80,000 to $95,000 to allow for increased scope of work.***	**Presenter:** Dan Pedersen, CFO
13.a.2.	**Action Item: *Approve Adult Lunch Meal Rates***	
13.a.3.	**Action Item: *Approve and Adopt Resolution 26-27-03: Resolution Adopting a Supplemental Budget for Fiscal Year 2026-2027.***	**Presenter:** Dan Pedersen, CFO

13.a.4.	**Action Item**: ***Adopt Policy Protocol***	
13.b.	**Presentations / Reports:**	
13.b.1.	**Superintendent's Report**	**Presenter:** Dr. Carolyn Bernal, Superintendent
13.b.1.a.	**Follow-ups from prior meetings, as needed:**	
13.b.1.b.	**Presentation:** ***Roll out of NWCSD Way***	**Presenter:** Dr. Carolyn Bernal, Superintendent and Allie Ivey, TLA Director
13.b.2.	**Chief Financial Officer's Report**	**Presenter:** Dan Pedersen, CFO
13.b.2.a.	**Financial Statements:**	
13.b.2.b.	**Student Enrollment:**	
13.b.3.	**Board Attorney's Report**	**Presenter:** Jason Corey, Board Attorney
14.	**Comments from the Audience about Non Agenda Items**	
15.	**Board of Directors Operations:**	
15.a.	**Discussion:** ***2026-2027 School Board Goals***	
15.b.	**3rd Reading and Discussion of Policies:** • **BBAA** – *Board Member's Authority and Responsibilities* • **BD** – *Board Meetings, Notices and Communications* • **BD / BDA -** *Board Meetings (**DELETE**)* • **BBAA -** *Individual Board Member's Authority and Responsibilities (**DELETE**)*	
15.c.	**Board Action Calendar - Review**	
15.d.	**Members Reports, to include Committee Reports if applicable:**	
16.	**Adjourn the Regular School Board Meeting**	

CloseUp 2026

Students: Alexa Deras, Brittany Rivas, Kevin Parga, Sofia Camacho & Valeria Ornales
Chaperones: Mr. & Mrs. Bell & Nubia Contreras


CAUTION ⚠ UNEVEN SURFACES











~Experience~

***Got to meet amazing individuals with similar interests as me**

***Acquired knowledge of the 3 branches of the U.S government:legislative,executive,and judicial branch**

***Visited many historical monuments**

~Other fun Stuff~

***Explored the city**

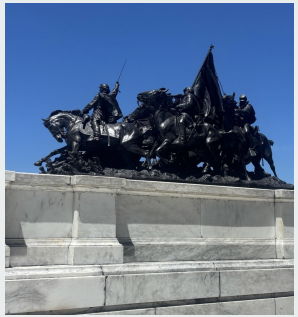
***Got to see propaganda in every corner of the city**

***Got a tour of the Capital Hill where lots of important decisions are made**

***A memorable experience to discuss problems communities are facing with are state senators**

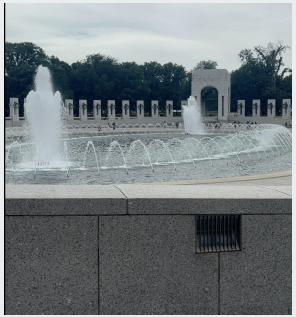
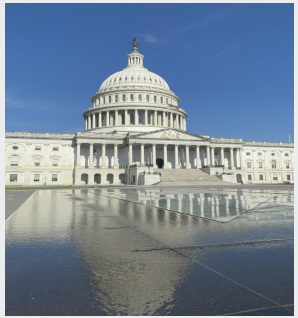
Brittany R.

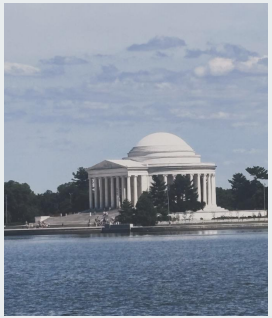
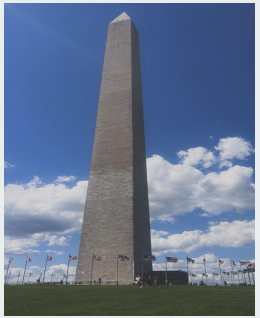
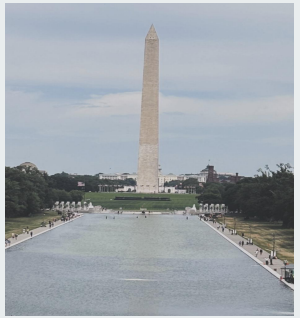
Monuments







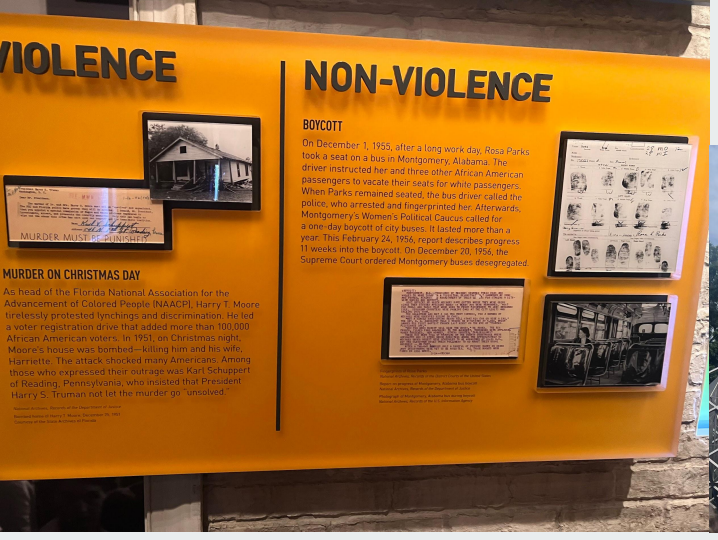
Sites

Being part of the close up trip to Washington didn't only educate me about the U.s government on a deeper level, it provided me connections with individuals all over the country, how to be a leader and have courage in order to make a difference. Closeup provided lots of support towards individuals and made them feel heard, not just as high school students but as leaders striving to make a change. This trip is so far one of the most memorable experiences I've had and I'm honored to be able to say that. This opportunity is one of a kind and with our being said everything I learned has inspired me to step up and make a change in my community at home.

Brittany R.

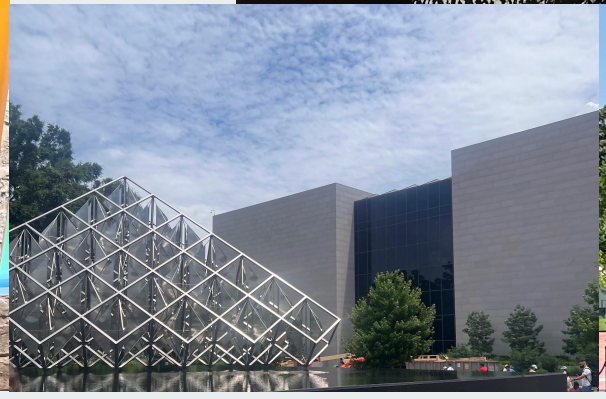
Most out standing for me.











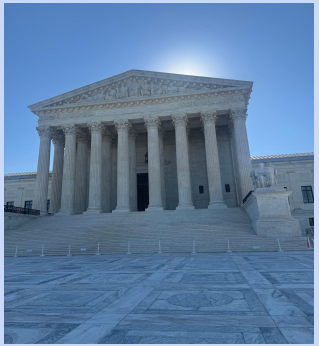


Close up taught me to be open, everyone has an opinion weather it comes from yourself or others.

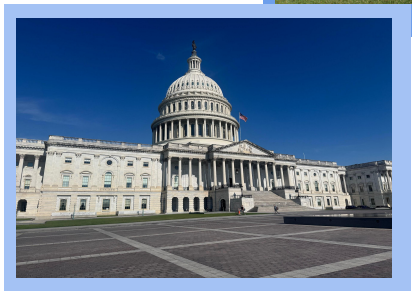
What I took away from close up was the historic value within people and art, the emotions that fled through my mind and body while I was there made me try to understand how the artist and people felt.

I learned how the Government splits up it power and how other organizations work with the government to support it.

Kevin Parga Baez







- During my trip to Washington, D.C., I had the opportunity to visit several important historical and government sites.
- I visited the Lincoln Memorial, Washington Monument, and U.S. Capitol.
- We also had workshops with people from different states and we made new connections and saw their views and perspectives.
  I also enjoyed walking around the National Mall and seeing the different monuments and memorials.
  This trip helped me connect what I have learned in school to real places and events in American history.
- Visiting Washington, D.C. was a meaningful experience that I will remember, and I'm grateful I had the opportunity to learn outside of the classroom.

Sofia Camacho

- Learned about the judicial executive and legislative branches
- Went through an election process
- Knowledge for College Admissions process
- U.S Senate Experience
- New connections with other students

Alexa Deras



Thomas Jefferson Memorial



Bill of Rights



MLK Memorial

What I learned more when at Close Up was about how our government works, how the different branches share power and how they all work together. A big part was learning that the government based on how we vote makes a big difference.

Visiting the memorials and the historic sites, helped me to understand the history behind the. Seeing the monuments along with the artwork in person make everything feel more real when learning and talking about them.

The most important thing that I learned when on the trip was about listening to different opinions and to look at our history and our government from different perspectives.

Valeria

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 – September 24, 2026

Current as of -September 15, 2026

Licensed Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
Charles Johnson	CTE-Computers	TDHS	Begins August 21, 2026
Tiffani Chaffin	Alternative Teacher	IA	Begins August 21, 2026
Kelly Dumire	LRC Teacher	DHE	Begins August 21, 2026
Sergio Lopez-Galvan	Math Teacher (Temporary)	TDMS	Begins August 21, 2026
Brandy Phares	ELA Teacher (Temporary)	TDMS	Begins August 21, 2026
Maria Plesa	Kindergarten Teacher	CWE	Begins August 21, 2026
Jeannine Rossetto	LTCT Teacher	TDHS	Begins September 21, 2026

Licensed Staff – Internal Transfer and or Hires

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
Kirsten Benko	TDMS/ELA Teacher	TDMS/ELD Teacher (Temp)

Licensed Staff – Resignation/Retirements/Separation of Employment

NAME	POSITION	BUILDING	COMMENTS
N/A			

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
Jesse Taijeron	Director of Transportation	Transportation	Resigned September 9, 2026

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
Julie Sprague	Program Asst I-Early Literacy	MCS	Begins August 25, 2026
Anjolina Horzynek	Media Asst-PT	DHE	Begins September 2, 2026
Lydia Evans	Ed Assistant II	DHE	Begins September 23, 2026
Patty Flores	Secretary V	NS	Begins September 8, 2026
Shaelee Powell	Program Coordinator	ASP	Begins September 15, 2026
Peter Miller	Ed Asst IV-LTCT	TDHS	Begins September 21, 2026
Laura Chavarria Martinez	Nutrition Services II	TDMS	Begins September 14, 2026

ESP Staff –Transfers and Internal Hires – No Action Required

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
Genesis Ruiz Chavarria	NS/Nutrition Services I	NS/Nutrition Services II
Skylar Reed	Transportation/Transportation Coordinator	Transportation/Transportation Director

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
Sarah Lawrence	Media Asst-PT	DHE	Resigned August 11, 2026
Dale Kennedy	Bus Driver	Transportation	Resigned August 3, 2026
Lisa House	Nutrition Services II-Lead	NS	Retired August 24, 2026
Amber Hewitt	Media Asst PT	CES	Resigned August 19, 2026
Lindsay Brock	Ed Asst IV-Transition 21	WC	Resigned August 20, 2026
Paola Garcia	Ed Asst IV-SLC	CES	Resigned August 24, 2026
Maria Piza	Nutrition Services I	TDHS	Resigning September 11, 2026
Emily Kerr	Secretary V	IA	Resigning September 15, 2026
Hannah Page	Ed Assistant II	DHE	Resigning September 23, 2026
Esperanza Olivan	DLI Ed Asst II	CES	Retiring September 30, 2026
Annette Walker	ED Asst IV-LTCT	WC	Resigning September 25, 2026

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
Jennifer Whitfield	Accounting Specialist	DO	Resigning August 28, 2026

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
Naomi Blouin	HC Volleyball	TDMS	Begins August 24, 2026
Michaela Warneking	HC Cross Country	TDMS	Begins August 24, 2026
Marisol Meza	Asst Cross Country Coach	TDHS	Begins August 24, 2026
Ethan Huffman	HC Football	TDMS	Begins August 24, 2026
John Grant	Asst Football Coach	TDMS	Begins August 24, 2026
Nathan Bucio	Asst Volleyball Coach	TDMS	Begins August 27, 2026
Fred Benlein	HC Track and Field	TDHS	Begins March 1, 2027
Trace Larson	Asst FB Coach	TDHS	Begins September 14, 2026
Amy Schwartz	Asst VB Coach	TDHS	Begins September 14, 2026

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

NAME	POSITION	BUILDING	COMMENTS
JR Scott	Head Coach-Girls Wrestling	TDHS	Resigned September 10, 2026

Advertised Vacancies

Position	HRS/FTE	Building	Close Date	Comments
Program Coordinator-ASP	Varies	Elementary Schools	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
Nutrition Services I-PT	3.75 Hrs	Dist Wide	Open Until Filled	Advertised
Nutrition Services I	6 HRs	Dist Wide	Open Until Filled	Advertised
Maintenance I-FT	8 Hrs	Facilities	Open Until Filled	Advertised
Secretary V	8 Hrs	IA	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
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 Track and Field Coach 26’-27’	Seasonal	TDHS	Open Until Filled	Advertised
Head Girls Wrestling 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
Asst Flag Football Coach 26’-27’	Seasonal	TDHS	Open Until Filled	Advertised
Asst Boys’ Volleyball Coach 26’-27’	Seasonal	TDHS	Open Until Filled	Advertised
Head Boys’ Volleyball Coach 26’-27’	Seasonal	TDHS	Open Until Filled	Advertised
Head Flag Football Coach 26’-27’	Seasonal	TDHS	Open Until Filled	Advertised
Asst Volleyball Coach 26’-27’	Seasonal	TDMS	Open Until Filled	Advertised
Asst Boys Basketball 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

School District Board of Directors

Board Motion for Action Item

BOARD ACTION

Date: September 24, 2026

Action Requested: Increase the "not to exceed" amount for the contract with Mahlum / HMK by $15,000 to allow for increased scope of work.

Background
On August 20, 2026, the North Wasco County School District 21 Board of Directors approved 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.

As a result of discussions between District leadership and Mahlum / HMK, Dr. Bernal and I recommend increasing the scope of work to include the Chenowith Middle School property, the Columbia View Heights property, and two sports fields that were not included in the original scope of work or proposal. This necessitates increasing the "not to exceed" amount from $80,000 to $95,000, which will require up to $15,000 of General Fund resources.

Recommendation
Administration recommends that the Board approve increasing the "not to exceed" amount from $80,000 to $95,000 to enable the inclusion of the sites mentioned above in our Facilities Assessment and Long Range Facilities Plan.

ACTION

I move that the Board increase the "not to exceed" amount of the contract with Mahlum / HMK from $80,000 to $95,000.

North Wasco County School District #21

School District Board of Directors

Board Motion for Action Item

BOARD ACTION

Date: September 24, 2026 Action Requested: Set the Adult Meal Rates

To stay in compliance with the National School Lunch and Breakfast programs the adult meal rate must be higher than the Total Lunch Equivalency rate which is included below.

Current Year Federal Free Rate of Reimbursement	$4.85
Current Year Value of USDA Entitlement USDA Foods	$0.47
Total Lunch Equivalency Rate	$5.32

Breakfast

Current Year Federal Free Rate of Reimbursement	$3.05
Current Year Value of USDA Entitlement USDA Foods	$0.47
Total Breakfast Equivalency Rate	$3.52

The request to set the rates as follows:

- $5.35 for lunch and
- $3.55 for breakfast.

These amounts are requested for the following reasons:

- To ensure that we meet or exceed the standard,
- to minimize the amount of change that Nutrition Services staff need to manage when staff pay with cash.

ACTION

I move to set the adult lunch meal rate at $5.35 and the Adult Breakfast at $3.55.

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
3632 West 10th Street · The Dalles, Oregon 97058
(541) 506-3420 · Fax (541) 298-6018

Resolution No. 26-27-03

NORTH WASCO COUNTY SCHOOL DISTRICT D21

A RESOLUTION ADOPTING A SUPPLEMENTAL BUDGET FOR FISCAL YEAR 2026-2027

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

WHEREAS, spending in the curriculum fund (107) will exceed what was anticipated at the time the budget was prepared; and that fund lacks the resources to support that spending;

NOW THEREEFORE, BE IT RESOLVED, by the Board of Directors of North Wasco County School District, that the following supplemental budget for fiscal year 2026-2027 is adopted, and the amounts appropriated by the Board of Directors for the General (100) Fund and Curriculum (107) Fund are hereby amended as follows:

APPROPRIATION CATEGORY	ORIGINAL BUDGET	INCREASE (DECREASE)	AMENDED BUDGET
100 Fund Expenditures			
Interfund Transfer	$1,202,000	$50,000	$1,252,000
Contingency	$150,000	($50,000)	$100,000
107 Fund Resources			
Interfund Transfer	$450,000	$50,000	$500,000
107 Fund Expenditures			
Instruction	$438,000	$50,000	$488,000

The above resolution statements were approved and declared adopted on this 24th day of September 2026.

Betsy Hege, Board Chair

Daniel Pedersen, CFO

North Wasco County School District
3632 West 10th Street · The Dalles, Oregon 97058
(541) 506-3420 · Fax (541) 298-6018

Resolution No. 26-27-03

NORTH WASCO COUNTY SCHOOL DISTRICT D21

A RESOLUTION ADOPTING A SUPPLEMENTAL BUDGET FOR FISCAL YEAR 2026-2027

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

WHEREAS, spending in the curriculum fund (107) will exceed what was anticipated at the time the budget was prepared; and that fund lacks the resources to support that spending;

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100 Fund Expenditures			
Interfund Transfer	$1,202,000	$50,000	$1,252,000
Contingency	$150,000	($50,000)	$100,000
107 Fund Resources			
Interfund Transfer	$450,000	$50,000	$500,000
107 Fund Expenditures			
Instruction	$438,000	$50,000	$488,000

The above resolution statements were approved and declared adopted on this 24th day of September 2026.

Betsy Hege, Board Chair

Daniel Pedersen, CFO

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.

NWC SCHOOL DISTRICT 21

The North Wasco Way

Our Instructional Vision and Framework

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

School Board Update | Teaching, Learning & Assessment

Where This Framework Came From

This framework did not start in a district office. It started with listening.

1



Listening Sessions

LAST YEAR

We held listening sessions with staff across every building to hear directly what was working and what students and adults needed most.

2



TLA & Lead Teacher Work

BUILDING THE FRAMEWORK

Throughout the year, TLA partnered with lead teachers to translate what we heard into a shared framework and common language.

3



Staff Feedback

LED BY LEAD TEACHERS

Lead teachers led opportunities for their colleagues to review, question, and shape the framework before it was finalized.

Our Commitments

What adults do: we design the systems and conditions that allow these things to take place.



Belonging

We intentionally build relationships and inclusive environments where everyone feels seen, heard, valued, and connected.



Learning

We design engaging, rigorous learning experiences that spark curiosity and deepen understanding.



Support

We provide the right resources and supports at the right time so every learner can succeed.



Coherence

We align our structures, resources, and practices so teaching and learning are clear, connected, and purposeful.



Improvement

We use evidence, feedback, and reflection to continuously improve outcomes and refine our practice.

Our Foundation

What students experience, in this order, every year.



Known

Every student is known for who they are, where they are, and where they are going.



Challenged

Every student is challenged with meaningful, rigorous learning that builds knowledge, skills, and confidence.



Thriving

Every student thrives academically, socially, and emotionally, reaching their full potential.

Our Learning Cycle

How we improve instruction, on repeat, all year.



Plan

Lead with standards and identify what students need to learn.



Instruct

Engage students in meaningful learning experiences.



Assess

Gather evidence of learning through observation, conversation, and assessment.



Refine

Use evidence to strengthen instruction and improve outcomes.

Refine feeds back into Plan, and the cycle continues.

An Ongoing Feedback Loop

Feedback was not a one-time event. Lead teachers keep it open all year.

1

Lead Teachers Gather Input

Lead teachers continue creating opportunities for their colleagues to weigh in on how the framework is working in their building.

2

TLA Listens and Revises

That input goes back to TLA, where it shapes how the framework is applied, communicated, and supported.

3

The Framework Gets Stronger

Building goals, PD, and design work keep adjusting based on what staff are telling us, not just what was decided last year.

How It Shows Up: Building Goals

This framework is now the organizing structure for every building's goals this year.

Every school sets three goals this year, one for each:

- **Belonging goal**
- **Learning goal**
- **Support goal**

Buildings set specific, local targets, while every school is speaking the same language and working toward the same three outcomes for students.



Belonging Goal

Set locally by each building, tied to that building's own data and context.



Learning Goal

Set locally by each building, tied to that building's own data and context.

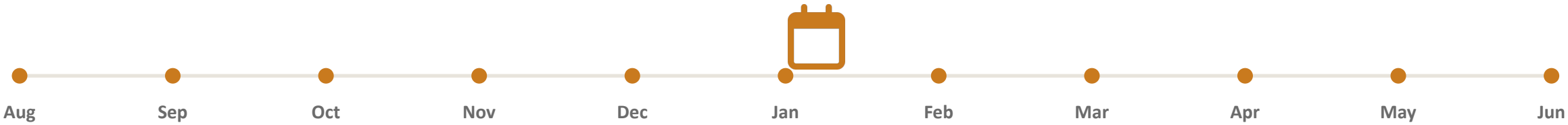


Support Goal

Set locally by each building, tied to that building's own data and context.

How It Shows Up: This Year’s PD Calendar

The framework is the throughline connecting every professional development session this year.



Shared Language

Every session, from welcome-back PD to spring follow-ups, names which commitment it is building toward.

Building on Itself

Sessions connect to one another across the year instead of standing alone as isolated one-off trainings.

Visible to Staff

Staff can see how each PD day fits into the larger vision, not just what topic is on the agenda.

How It Shows Up: Lead Teacher Design Work

Five lead-teacher groups, each anchored to one commitment, working on a problem of practice this year.



Belonging

What do we believe about behavior, and what would it take to respond consistently and relationally across every classroom and building, K–12?



Learning

What would strong core literacy instruction look like so that every student has meaningful access to grade-level literacy learning before additional intervention is needed?



Support

As we strengthen our system of student support, what do teachers need to learn and practice to confidently deliver tiered intervention in their classrooms?



Coherence

What are the most important things for students to learn by the end of each grade level in this subject, and how can we build greater consistency in what students experience across classrooms?



Improvement

How might we use evidence of student learning to improve instruction, provide useful feedback, and communicate learning clearly and equitably?

What Students Across K-12 Are Telling Us

Grades K–12 • Spring 2026 • *"The adults who know us, treat us with respect, and apply rules fairly make school worth showing up to."*

K–2

- Trusted, named adults create a strong foundation for safety and belonging
- Play and choice create joyful conditions for learning
- Students value lunch as an important time to connect, recharge, and be together

Grades 3–5

- Specific teachers are making a meaningful difference in students' trajectories
- Students are attuned to fairness and consistency in adult responses
- Lunch and recess are valued spaces for connection, belonging, and recharge

Grades 6–8

- Connection with friends and hands-on learning are powerful drivers of engagement
- Students respond best to adults who preserve their dignity and sense of belonging
- Students want trusted adults to understand and respond to the anxiety and depression they are experiencing

Grades 9–12

- Relationships are a defining strength across both school communities
- IA's relational culture has helped rebuild trust and connection
- TDHS students express deep pride in their school community and a strong desire for spaces that reflect that pride



Most repeated request across the ENTIRE dataset: Lunch is a highly valued part of the school day, and students consistently asked for more time to eat, connect, and recharge.

Across every group, students named caring, consistent, and respectful adults as the foundation of a great school experience — and those adults are already here.

Source: North Wasco County School District Student Voice Listening Sessions, Spring 2026

The North Wasco Way, in Students' Own Words

OUR COMMITMENTS — what students are telling us adults are doing (and where to sharpen it)

Belonging

Students across every age group can name caring adults who make them feel known and supported, with respectful tone, calm responses, and consistent expectations especially important in sustaining that trust in grades 6–12.

Learning

Students consistently expressed a desire for more hands-on, project-based, and real-world learning experiences that bring learning to life beyond packets and lectures.

Support

Students demonstrate strong awareness of what helps them learn, and want learning environments that are responsive to their individual needs, pacing, and ways of engaging.

Coherence

Students experience differences in how learning tools, time, and expectations are implemented across classrooms and schools, highlighting an opportunity for greater consistency.

Improvement

The data reflects both the successes already happening across our schools and the opportunities students have named for growth, giving us a ready-made feedback loop for our improvement science work.

OUR FOUNDATION — what students say they experience today

Known

Specific caring adults make a lasting difference for students at every age was the strongest theme across the entire dataset, highlighting the profound impact of relationships on students' experiences and success.

Challenged

Students recognize when they are engaged and growing, and want learning that continues to challenge and stretch them, honors their pace toward mastery, and connects meaningfully to real life.

Thriving

Students see many strengths in their school communities while also naming barriers that can get in the way of feeling safe, supported, and included, including anxiety and depression, facilities and accessibility, safety, and equitable access to time and food at lunch.

Source: North Wasco County School District Student Voice Listening Sessions, Spring 2026

How the Board Can Help

The most valuable thing the board can do right now is help this become shared language.



Use the Language

When you are talking with staff, families, or the community, use Known, Challenged, Thriving and the five commitments as shared vocabulary.



Visit and Notice It

When you are in schools, look for how belonging, learning, and support show up, and name what you see.



Reinforce It Publicly

Reference the framework at board meetings and in community-facing communication so staff see it as a shared priority, not just a TLA initiative.

OUR DESTINATION

North Wasco Graduates

Prepared to contribute to their communities and build lives of purpose, opportunity, and joy.

Questions and discussion

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	166,281	$ (6,281)	104%
601 Internal Services	895,576	837,255	$ 58,321	93%
Totals	**64,386,414**	**60,343,303**	**$ 4,043,111**	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	24,217,112	2,240	536,562	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**	**42,143,574**	**4,717**	**1,928,610**	**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	2,630,960	0	310,314	89.45%	89.45%
3000 - Enterprise & Community Services	-			-		
4000 - Capital Outlay				-		
Totals	**4,437,820**	**4,282,449**	**59**	**155,312**	**96.50%**	**96.50%**
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%
	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**	**58,808,208**	**6,415**	**5,571,791**	**91.34%**	**91.35%**
				Prior Period Values	**91.34%**	**91.35%**

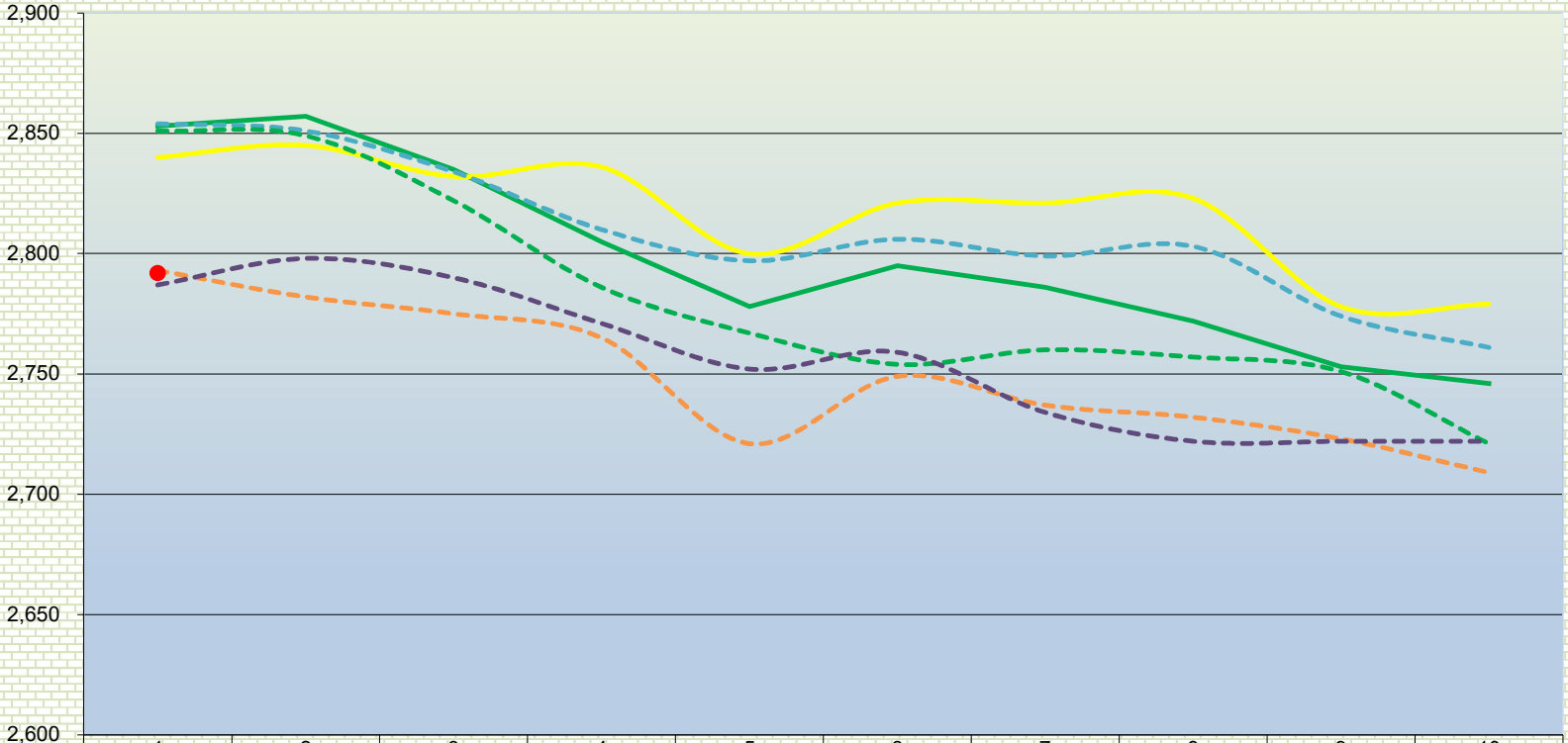
NORTH WASCO COUNTY SCHOOL DISTRICT

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	6,124,831	341,105	60,697	(307,502)	108,191	399,527	(73,688)	7,884	107,201	102,383	6,870,628
Accounts Receivable	1,248,005			514,580			98,614				1,861,199
Inventory/Prepaid expense	6,310			2,288							8,598
Total Assets	**7,379,146**	**341,105**	**60,697**	**209,365**	**108,191**	**399,527**	**24,926**	**7,884**	**107,201**	**102,383**	**8,740,425**
LIABILITIES:											
Accounts Payable	3,666,979	1,885	2,451	2,464			49,710				3,723,489
Payroll Liabilities	2,295,728										2,295,728
Deferred Revenue	592,862				28,574						621,436
Total Liabilities	**6,555,568**	**1,885**	**2,451**	**2,464**	**28,574**	**-**	**49,710**	**-**	**-**	**-**	**6,640,653**
FUND BALANCE:											
Total Fund Balance	**823,577**	**339,220**	**58,246**	**206,901**	**79,616**	**399,527**	**(24,784)**	**7,884**	**107,201**	**102,383**	**2,099,772**
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	166,281	837,255	60,343,303
Year to Date Expenditures	42,143,574	696,339	2,192,926	7,660,875	172,542	249,527	1,942,173	2,675,683	178,216	896,353	58,808,208
Year to Date Net Income (Loss)	1,348,148	50,935	-	119,004	2,734	213,838	(111,317)	(17,213)	(11,935)	(59,098)	1,535,095
Ending Fund Balance	**823,577**	**339,220**	**58,246**	**206,901**	**79,616**	**399,527**	**(24,784)**	**7,884**	**107,201**	**102,383**	**2,099,771**

North Wasco County School District Enrollment by Month



	1	2	3	4	5	6	7	8	9	10
2026-27	2,792									
2025-26	2,853	2,857	2,835	2,805	2,778	2,795	2,786	2,772	2,753	2,746
2024-25	2,840	2,845	2,832	2,836	2,800	2,821	2,821	2,823	2,778	2,779
2023-24	2,854	2,851	2,834	2,810	2,797	2,806	2,799	2,803	2,774	2,761
2022-23	2,851	2,849	2,822	2,786	2,767	2,754	2,760	2,757	2,751	2,721
2021-22	2,793	2,782	2,775	2,765	2,721	2,749	2,737	2,732	2,723	2,709
2020-21	2,787	2,798	2,790	2,771	2,752	2,759	2,734	2,722	2,722	2,722

Enrollment Summary by Building and Grade - September 17, 2026 after 10-day drop

Enrollment Summary by Building and Grade - 09/17/2026 after "no shows".																
School	Name	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals	Average
1093	Chenowith Elementary	57	67	55	71	65	63	16	0	0	0	0	0	0	**394**	56.29
1097	Colonel Wright Elementary	33	40	44	37	48	44	0	0	0	0	0	0	0	**246**	41.00
1098	Dry Hollow Elementary	56	67	53	79	79	80	0	0	0	0	0	0	0	**414**	69.00
5250	Innovations Academy	0	0	0	0	0	0	0	0	0	20	21	31	26	**98**	24.50
5251	Innovations Virtual	1	2	0	4	2	3	5	8	9	10	24	48	92	**208**	17.33
1262	Larkspur	0	0	1	0	2	1	0	0	0	0	0	0	0	**4**	1.33
1095	Mosier Community School	26	20	21	25	25	21	22	20	21	0	0	0	0	**201**	22.33
1101	The Dalles High School	0	0	0	0	0	0	0	0	0	195	190	149	161	**695**	173.75
1100	The Dalles Middle School	0	0	0	0	0	0	186	181	169	0	0	0	0	**536**	178.67
	Totals	173	196	174	216	221	212	229	209	199	225	235	228	279	**2796**	

2026-2027 North Wasco School Board Development Plan

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 the development of the next 5 year strategic plan for the district**. S: Strategic planning will occur in 2027; the board will 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. 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 by 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: Board members attend and or participate in district events that are visible on a shared calendar developed by the Superintendent and Communications Director. M: Board members give reports of events attended at regular board meetings. Building admin may assign particular roles at events. A: Board members can select the events they are able and interested in attending and RSVP to maintain 3 or less at an event. R: Board members immerse in school events to experience school culture and gain visibility and trust. T: 2026-2027 school year then ongoing with any needed plan revisions.	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 "Learning Walks" with the Superintendent 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: Adopt a policy protocol to guide the board and administration in policy work that is required or requested. M: The board will use the policy 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 County School District 21

2nd Reading – Highly Recommended (NEW)

Code: BBAA
Adopted: 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 {[1]}

   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

[1] {Consider how board members obtain legal advice and whether a cost is associated with that. Does the Board want individual board members to be able to contact attorneys at PACE or OSBA (no bill accrued) on their own, or does the Board want them to get Board approval first? Do you want individual Board members to be able to contact attorneys that will bill the district on their own, or do you want them to get board approval first?}

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 approved[2] training at least once during each term of office {[3]}.

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 Services[4] 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

PROPOSED

[2] Approved by the Oregon Government Ethics Commission.

[3] {Training is only required for districts with annual fiscal expenditures of $1M or more. See ORS 192.700.}

[4] (855) 503-SAFE (7233)

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).

PROPOSED

2nd Reading – Highly Recommended

North Wasco County School District 21

Code: BD
Adopted: 8/20/26

Board Meetings, Notices and Communications

PROPOSED

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 Board[1] 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 [~~three~~ four{[2]}] 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 [~~three~~ four{[3]}] 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

[2] {ORS 332.055 establishes the quorum as a majority. If the Board has five members, three constitute a quorum. If the Board has seven members, four constitute a quorum. If the Board has nine members, five constitute a quorum.}

[3] {ORS 332.055 provides "the affirmative vote of the majority of members of the board is required to transact any business." If the Board has five members, three votes are required. If the Board has seven members, four votes. If the Board has nine members, five votes.}

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 law[4]. 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.{[5]}]

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

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[4] 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.

[5] {Districts are encouraged to evaluate translation needs and resources prior to adding this language. A district may decide that translating the agenda, minutes or other documents, or public comment is sufficient.}

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.{[6]}]

Public Notice Requirements

The district posts public notice{[7]} of its meetings on the district's website.

The public notice shall identify the following:

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.

PROPOSED

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[6] {ORS 166.670(1)(a) prohibits the possession of firearms or "any other instrument used as a dangerous weapon" on school grounds and in facilities occupied by the district, unless an exception applies. ORS 166.370(3)(g) provides an exception for persons "licensed under ORS 166.291 and 166.292 to carry a concealed handgun." ORS 166.377 allows districts to adopt a policy stating that this defense (the exception in ORS 166.670(3)(g)) does not apply "on the grounds of the schools controlled by the board." Some districts have adopted policy KGBB to do so.}

[7] {The public notice must be displayed conspicuously on the district's website. If the district does not maintain a publicly accessible website, the district shall satisfy the public notice requirements through other means such as posting on the Oregon Transparency Website, community postings, bulletin boards, newspaper notice, or any other means reasonably calculated to provide actual notice to the general public. Modify this sentence to communicate how the district publishes its public notices.}

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.

[{[8]}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*.

PROPOSED

[8] {Training is only required for districts with annual fiscal expenditures of $1M or more. See ORS 192.700.}