Regular Meeting

Thursday, October 22, 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.	**Building Student Representative Reports:**	
6.	**Student Representatives to the Board - Report:** • ***Oliver Stevens*** • ***Xitlali Castro Rodriguez***	
7.	**Staff Reports:**	
8.	**Consent Agenda**	
8.a.	**Regular School Board Meeting Minutes —** *September 24th, 2026*	
8.b.	**Board Work Session Minutes —** *October 8th, 2026*	
8.c.	Personnel Report	
9.	**Discussion / Action Items:**	
9.a.	**Action Item**: ***Approve the Track Collective with Dufur for the 2026-2027 School Year.***	**Presenter:** Jim Taylor, AD
9.b.	**Action Item**: ***Approve Out-of-State Travel Request for Ethan Smith, Athletic Trainer.***	**Presenter:** Jim Taylor, AD
9.c.	**Action Item**: ***Approve Strategic Planning Contract***	**Presenter:** Dr. Carolyn Bernal, Superintendent
9.d.	**Action Item**: ***Vote to Adopt OSBA Resolution 1 — to Amend the 2024 OSBA Bylaws***	
10.	**New Business:**	
10.a.	**Presentations / Reports:**	
10.a.1.	**Mosier Community School Annual Report**	**Presenter:** Michelle Dawkins, Principal and Kristin Whitley, Principal
10.a.2.	**Superintendent's Report**	**Presenter:** Dr. Carolyn Bernal, Superintendent
10.a.2.a.	**Follow-ups from prior meetings, as needed:**	
10.a.2.b.	**Informational Item:** ***Institution ID Request for adding 6th grade to Chenowith Elementary School***	**Presenter:** Dr. Carolyn Bernal, Superintendent

10.a.2.c. **Presentation**: ***Division 22 Report***	**Presenter:** Dr. Carolyn Bernal, Superintendent
10.a.2.d. **Presentation**: ***Summer Learning Programming and Recognition***	**Presenter:** Allie Ivey, TLA Director
10.a.3. **Chief Financial Officer's Report**	**Presenter:** Dan Pedersen, CFO
10.a.3.a. **Presentation**: ***PERS Side Accounts***	**Presenter:** Dan Pedersen, CFO
10.a.3.b. **Financial Statements:**	
10.a.3.c. **Student Enrollment:**	
10.a.4. **Board Attorney's Report**	**Presenter:** Jason Corey, Board Attorney
11. **Informational Only:**	
11.a. **New Administrative Regulation** • **ING-AR:** ***Animals in District Facilities***	
12. **Comments from the Audience about Non Agenda Items**	
13. **Board of Directors Operations:**	
13.a. **Board Action Calendar - Review**	
13.b. **Members Reports, to include Committee Reports if applicable:**	
14. **Adjourn the Regular School Board Meeting**	

North Wasco County School District

Human Resource Office ● Sandra Harris - Director
3632 West 10th Street ● The Dalles, Oregon 97058 ● (541) 506-3420

PERSONNEL CHANGES AND VACANCIES
School Board Meeting – October 22, 2026
Current as of -October 13, 2026

Licensed Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
Tracy Long	ELD Teacher-Temporary 26-27	CES	Began October 1, 2026

Licensed Staff – Internal Transfer and or Hires

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

Licensed Staff – Resignation/Retirements/Separation of Employment

NAME	POSITION	BUILDING	COMMENTS
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
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
Kacie Griffith	Ed Asst IV-LTCT	TDHS	Began September 23, 2062
Luis Garcia Carreon	ELD Assistant II-Temporary	CWE	Began October 5, 2026
Cecilia Ortiz-Romero	Nutrition Svcs I	NS	Began September 30, 2026
Lisa Schatz	ELD Assistant I-Temporary	CWE	Began October 5, 2026
Elizabeth Morales Davila	Secretary V	IA	Begins October 13, 2026
Brett Johnson	Bus Driver	Transportation	Begins October 5, 2026

Soledad Medina	Nutrition Svcs II-Lead	District Wide	Begins October 19, 2026
Blanca Morales	Program Asst II-DLI	CES	Began October 13, 2026
Mindy Eddy	Ed Asst IV-SLC	CES	Began October 13, 2026

ESP Staff –Transfers and Internal Hires – No Action Required

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

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

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

NAME	POSITION	BUILDING	COMMENTS
Loyd Miller	Bus Driver	Transportation	Resigned September 15, 2026
Kelsie Sollman	SELA	CWE	Resigning November 20, 2026
Joseph Martin	Ed Asst II	IA/NORCOR	Retired September 30, 2026
Genesis Ruiz Chavarria	Nutrition Svcs II-Lead	NS	Resigning October 21, 2026

Confidential Staff – New Hires – No Action Required

NAME	POSITION	BUILDING	COMMENTS
Melinda Banner	Accounting Specialist	DO	Began September 28, 2026

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
N/A			

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

NAME	POSITION	BUILDING	COMMENTS

Advertised Vacancies

Position	HRS/FTE	Building	Close Date	Comments
Media Asst-PT Temporary 26'-27' SY	3.75 Hrs	CES	Open Until Filled	Advertised
ED Assistant IV-SELA- 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
Program Coordinator-ASP	Varies	Elementary Schools	Open Until Filled	Advertised
Maintenance I-FT	8 Hrs	Facilities	Open Until Filled	Advertised
ED Assistant II-Temporary 26'-27' SY	7.5 Hrs	IA	Open Until Filled	Advertised
LTCT Mental Health Program Teacher 26'-27' SY	8 Hrs	NDI	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
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 Boys Basketball Country Coach 26'-27'	Seasonal	TDMS	Open Until Filled	Advertised
Asst Track Coach 26'-27'	Seasonal	TDMS	Open Until Filled	Advertised
Ed Asst IV-Mental Health Program Elementary	7.5 Hrs	WC	Open Until Filled	Advertised

Online Collective Sponsorship Application Form

? Help

Form Actions

Collective Sponsorship Application Form Status and Pr

? Help **Awaiting Your Digital Signature - Please Review and Sign At the Bottom**

WORK ▸ ▸ ▸ SUBT ▸ ▸ ▸ D

Awaiting your approval and digital signature.

Instructions

You've been given access to this online Collective Sponsorship Application form in order to indicate your approval by adding your digital signature. If you have any questions, please reach out to your school administrator who sent you the link to this form or contact OSAA Associate Director Melissa Kennedy, melissak@osaa.org or (503) 682-6722 x234.

Next Steps

1. Review the information on this form.
2. Input your digital signature near the bottom of the page.

Collective Information - Dufur and The Dalles

Activities: Boys Track & Field and Girls Track & Field

Duration: 1 year **School Years:** 2026-27 through 2026-27

Reason: Dufur does not have a track and both schools will benefit from combining coaches for athletes of both schools, because we can't get enough coaches
This is the reason for creating this collective sponsorship.

Coaching Staff: Both schools will share and combine their coaching resources
This is how coaching resources will be allocated for this collective.

Training and Practice Facilities: The Dalles will provide the primary practice and training facilities
This is who will provide training/practice facilities.

Transportation: Both schools will provide their own transportation
This is who will provide transportation for the participants.

1st School

Dufur
Classification: 1A, ADM: 57
League: 1A-6 Big Sky League

BTF - 1A-SD3
GTF - 1A-SD3

2nd School

The Dalles
Classification: 4A, ADM: 527
League: 4A-2 Tri-Valley Conference

BTF - 4A-2
GTF - 4A-2

2nd School's Information - The Dalles

Superintendent Approval

Superintendent Name: Carolyn Bernal *
Please type in your name.

Signature: /s/ *
Indicate your approval and digitally sign this form by typing in your full legal name. Confirm your signature by clicking outside of the text box.

School Board Approval - North Wasco County School District 21

Date School Board Approved: *
This is the date that the school board for The Dalles approved this collective sponsorship. A copy of your school board's approval must be available at the request of the OSAA.

The school can input this date or you as Superintendent can enter this date.

North Wasco County School District #21

School District Board of Directors

Board Motion for Action Item

BOARD ACTION

Date: October 23, 2026 **Action Requested:** Approve Strategic Planning Consultant Funding

DESCRIPTION:

The district's 2027 strategic plan will expire on June 30, 2027. Having a strong strategic plan in place is an integral part of future planning and goal setting for the district. In order to envision the next 5 years of work and planning in North Wasco, the district would like to reengage in the strategic planning process to create the NWCSD 2032 Strategic Plan.

The district has been in discussion with potential consultants to help facilitate this process. The district would like to start this process in November 2026, so in keeping with this timeline, district staff are requesting to hire a consultant by the end of October.

The full cost of hiring a consultant to facilitate this work is not yet settled, however, it will not exceed $50,000 and will be paid for with Intensive Program Grant Funds.

ACTION

I move to approve and authorize the Superintendent to spend up to $50,000 of Intensive Program Grant funds to enter into a contract with a consultant to facilitate completing a districtwide 2032 strategic plan.

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."

2025-2026 ANNUAL REPORT

Mosier COMMUNITY SCHOOL

A K-8 Public Charter School



www.mosier.k12.or.us

Table of Contents

STATE OF MOSIER COMMUNITY SCHOOL	3
CORE VALUES	5
STRATEGIC PLAN	7
ENROLLMENT	8
ABOUT MOSIER COMMUNITY SCHOOL	9
ACADEMICS AND ACHIEVEMENT	12
ASSESSMENT	15
CLUBS AND ACTIVITIES	17
SCHOOL AND COMMUNITY GARDEN	18
MOSIER COMMUNITY SCHOOL STAFF	19
GOVERNANCE	20
FINANCIALS	21



2026 State of Mosier Community School

State of the School: 2025–2026 Summary
Marie Mourou - MCS Board Secretary

[Link to Foundation Board Meeting May 14, 2026]

The 2025–2026 school year was one of continued stability, growth, and innovation at Mosier Community School. As we prepare for the 2026–2027 school year, MCS remains committed to providing high-quality educational opportunities while strengthening our school community and organizational practices.

Enrollment and School Growth

MCS maintained an average enrollment of 185 students in grades K–8, with nine students enrolled in Preschool. Enrollment is projected to increase for the 2026-27 school year to over 200 K-8 students and more than ten preschool students. Families from The Dalles, Mosier, Rowena, and Hood River continue to choose MCS for its personalized and community-centered approach to education.

Strategic Planning and Continuous Improvement

The Strategic Planning Committee continued implementing actionable goals developed during the 2024–2025 planning process. This work supports alignment between school operations, instructional practices, and long-term organizational priorities, reinforcing MCS's culture of continuous improvement.

Academic Growth and Student Success

This year, MCS expanded its use of data-driven practices by implementing MAP Growth assessments and the YouthTruth Survey to better understand student academic, social, and emotional needs. Professional development and instructional coaching opportunities were also expanded through partnerships with educational consultants and the Educational Excellence team.

Midyear MAP results indicated encouraging student growth across reading, mathematics, and science, with growth measures exceeding 50% in all subject areas. MCS remains focused on improving achievement outcomes while supporting the whole child.

Preparing for a Four-Day School Week
A major milestone for the coming year is the implementation of a four-day school week beginning in 2026–2027. Students will attend school Monday through Thursday from 8:20 a.m. to 3:50 p.m., with 17 Friday enrichment opportunities offered at no additional cost to families. Planning teams continue to develop engaging programming that will enhance student learning and family flexibility.

Financial Stability
MCS remains in strong financial standing, with the 2025–2026 budget projected to finish on target. Continued improvements to financial controls, accountability systems, and budgeting processes have strengthened the school's fiscal health and positioned MCS for future growth.

Supporting Staff and Building Capacity
While many Oregon schools faced staffing reductions, MCS maintained staffing levels and continued to attract highly qualified candidates for open positions. The school remains committed to offering competitive compensation and fostering a supportive workplace culture. This year also marked the beginning of contract negotiations with newly organized classified staff and continued collaboration with teaching staff.

Facilities Improvements
Significant investments in facilities have enhanced the learning environment for students and staff. Major projects completed or underway include:

- HVAC upgrades to cleaner air and improved climate control.
- New windows and insulation in the historic main building.
- Renovation of the music classroom, creating a dedicated and modern learning space.
- Improvements to the middle school campus, including landscaping, new sod, and a basketball court.
- Planned summer kitchen upgrades and asbestos abatement.
- Continued development of the Solar Pavilion project, which will provide outdoor learning space, renewable energy generation, and community gathering opportunities.

Enrichment, Clubs, and Community Partnerships
Students participated in a variety of enrichment opportunities, including Drama Club, Oregon Battle of the Books (OBOB), Science Club, Life Skills Club, and Girls Who Code. Numerous field trips provided experiential learning opportunities throughout the Columbia River Gorge and beyond.



MCS also strengthened partnerships with the Columbia Gorge Discovery Center and Ecology in the Classroom and Outdoors (ECO), bringing place-based science education directly to students. Continued collaboration with the North Wasco County School District and Columbia Gorge ESD expanded services and helped secure a three-year Oregon Department of Education Summer Learning Grant.

Attendance and Student Engagement
Improving attendance remained a key priority. Through targeted outreach and family support efforts, chronic absenteeism decreased from 33.5% to 26%, representing a 20% improvement from the previous year. MCS recognizes the strong connection between attendance, academic success, and long-term student outcomes and will continue this important work in the coming year.

Volunteerism and Family Engagement
The Tiger's Den PTO continued to play a vital role in supporting students, families, and staff. Through events such as the Jog-a-Thon, Read-a-Thon, Holiday Fair, Book Fairs, Teacher Appreciation Week, and Skate Nights, the PTO strengthened community connections and raised support for school programs.

The SMART Reading Program served 45 students through the efforts of 13 volunteer readers, while the Backpack Program provided weekly food assistance to 19 families and 26 students. These programs exemplify the generosity and commitment of the MCS community.

Looking Ahead

As MCS prepares for the 2026–2027 school year, the Board of Directors, staff, and families remain focused on ensuring every student leaves MCS with a strong academic foundation, a sense of belonging, and the skills needed to thrive. Through continued growth, innovation, and community partnership, MCS is well-positioned for another successful year serving students and families throughout the Columbia River Gorge.

2026 State of Mosier Community School

- **Design a comprehensive school curriculum that emphasizes critical thinking skills, the creative arts, and outdoor, place-based learning.**
- **Increase reading, math, and science achievement and engagement across all grade levels.**
- **Create a school culture where everyone feels a sense of voice, a love of learning, a sense of belonging, and a feeling of safety.**
- **Maintain strong financial health by developing and implementing effective operational policies and procedures.**
- **Develop a long-range facility/campus plan that prioritizes human and environmental health.**
- **Be the hub for community engagement, connection, and lifelong learning.**



CORE VALUES of MOSIER COMMUNITY SCHOOL

Adopted by the MCS Board of Directors on December 4, 2019

1. Focus on the whole child (holistic approach)—At The Mosier Community School, we believe it is important to focus on the whole child. This focus entails attuning to different learning styles and abilities, having students work both collaboratively and individually, and considering their social, emotional, and physical well-being alongside their academic growth.

This includes:

Relationships: We foster supportive relationships to enhance engagement and performance. Creating and maintaining strong, positive relationships within our class, team, and community is a central focus of our time and energy. We believe in collaboration and compromise to reach a consensus. Respecting and promoting confidentiality, civility, and individual dignity are essential for creating positive relationships.

Relevance: Multidisciplinary learning allows students to create connections, find significance, and prepare for future challenges. Integrated learning enables students to make connections between multiple subjects, encompassing both the arts and sciences. Inquiry-based learning and/or Thematic units create relevance for students and encourage differentiated learning. We believe in learning subjects in depth, which enhances success in educational challenges.

Wellness: We cultivate strong, healthy minds and bodies. We choose to model and promote healthy behaviors within the school's community. Good nutrition and exercise are essential values for students and adults, which we believe form a foundation for educational success. We support the health of our community and the world.

Celebration of Success: We value and honor the celebration of educational excellence in achievement as a vehicle to acknowledge and motivate learners. Celebration is a step toward developing intrinsic learning patterns.

2. Developing and sustaining a focus on community (valuing community)—As a community school, we place high value on the role of community. This involves inviting the larger community into our school, serving as a community hub, and utilizing the Mosier community and its surroundings as a primary topic of study for a school with a Place-Based focus.

This includes:



Supportive Community: We seek to work collaboratively and respectfully with the school community. We willingly put time and effort into Mosier Community School. We embrace the Core Values and use them to guide and support our educational practice, learning, and growth as individuals and as a community.

High Expectations and Growth for All Students: We set high expectations and standards to foster academic excellence and reach maximum potential. We constantly monitor and adjust educational expectations and standards to incorporate new learning. We use a continuous improvement model to allow our educators to use ongoing data and small, manageable changes to better meet student needs over time.

Multi-Age Learning Environment: We believe that students access information differently, regardless of their age. Students in multi-age environments can visualize a path of progression, allowing them to explore their next learning steps. This leads to an ever-expanding horizon not limited to age or grade expectations.

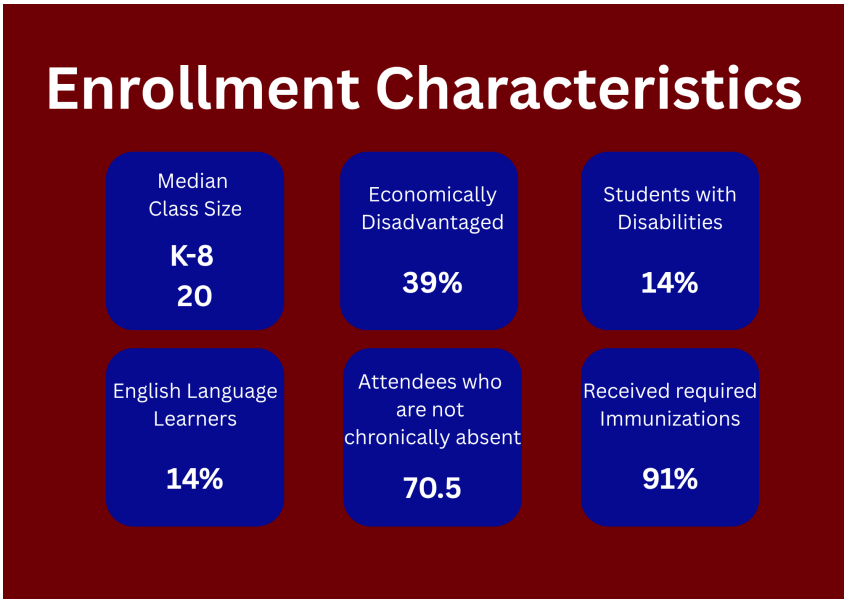
Flexible Skill Level Core Instruction: We support the value of differing environments for different learners. We assess student abilities on an ongoing basis to determine continued growth and ensure that current placement is appropriate.



ENROLLMENT

Class Size - June 2026

Grade	KG	1	2	3	4	5	6	7	8	Total
Students	19	16	19	26	22	20	23	21	14	180



These population dynamics reflect a student population that continues to trend more racially diverse each year, which aligns more closely with the district-wide population characteristics. Forty-nine percent (49%) of our students are from Mosier, and fifty-one percent (51%) are from The Dalles and the Hood River area. This is a change from prior years.



ABOUT MOSIER COMMUNITY SCHOOL

RELATIONSHIPS

We believe that positive, supportive relationships are the foundation of a thriving school community. At MCS, students collaborate, communicate, and learn to resolve conflict with respect and compassion. We emphasize civility, confidentiality, and dignity, creating an environment where every student feels safe, valued, and included.

MULTI-AGE LEARNING ENVIRONMENT

At Mosier Community School, multi-age classrooms are an intentional and foundational part of our educational philosophy. These classrooms include students from more than one grade level who remain with the same teacher for multiple years. Rather than being grouped solely by age or academic performance, students are placed in classrooms that reflect the diversity and dynamics of real-world communities.



This structure supports the exchange of ideas, peer modeling, and the development of leadership, empathy, and collaboration. Students benefit from learning in an environment that mirrors natural social groupings, where they take on both mentor and learner roles throughout their time in the class.

Our school organizes students into two-year groupings for kindergarten through first grade, second through third grade, and fourth through fifth grade. Middle school students are grouped in a three-year cohort spanning grades six through eight.

CONTINUOUS PROGRESS

In our multi-age model, Mosier Community School emphasizes Continuous Progress, recognizing that students learn at different rates. Instruction is personalized, allowing students to progress at their own pace, regardless of their age or grade level. Each child begins the new school year where they left off, continuing their learning journey with continuity and support.

Because students are working at various levels, they are encouraged to take ownership of their learning and develop self-direction, responsibility, and confidence

RIGOR

We are committed to academic excellence for all students. High expectations are paired with responsive instruction that adapts to student needs and new learning. Our goal is to ensure that each student is challenged, supported, and empowered to achieve their personal best.

RELEVANCE

Learning at Mosier Community School is integrated and purposeful. Through multidisciplinary instruction, place-based learning, and thematic units, students connect academic subjects to real-world experiences. Our curriculum emphasizes inquiry, depth, and meaningful engagement—helping students find relevance in what they learn and preparing them for future challenges.

RECOGNITION OF SUCCESS

We honor individual growth, effort, and achievement as essential parts of the learning process. Celebrating successes—big and small—helps build intrinsic motivation and a lifelong love of learning.

WELLNESS

We prioritize the wellness of our students and staff, nurturing both mental and physical health. Through social-emotional learning, physical activity, nutrition education, and community support, we help students build strong minds and bodies that support lifelong well-being.

SUPPORTIVE COMMUNITY

Our school thrives through strong partnerships with families and the broader Mosier community. We believe that education is most powerful when it is a shared effort, where families, educators, and community members work together to support the growth and development of every child. By embracing our Core Values and working collaboratively, we create a vibrant, inclusive learning environment rooted in trust, shared responsibility, and active participation.

Community is not just a part of our school—it is the heart of it. Whether through volunteering in classrooms, attending school events, participating in committees, or contributing to local projects, our families and community members play an essential role in shaping the culture and success of Mosier Community School. These meaningful connections enrich our students' educational experience and foster a deep sense of belonging and purpose that extends far beyond the classroom.

MOSIER COMMUNITY PRESCHOOL

In the 2025-26 school year, Mosier Community School continues to be an important part of our school community. Our school is led by Rebecca Lindley, with over ten years of experience in childhood education. She is also part of the Early School Success program to bridge preschool with our K-3 programs.

Mosier Community Preschool emphasizes a play-based, child-centered approach that fosters both intellectual and emotional development. Our dedicated teachers and staff work closely with families to create a supportive learning community that nurtures each child’s unique potential.



ACADEMICS and ACHIEVEMENT



Curriculum and Academic Programs

During the 2025-26 school year, Mosier Community School continued its commitment to providing exceptional instruction and fostering academic growth across all grade levels.

A key highlight of the year was working with Educational Excellence to prioritize our ELA and Social Studies standards along with instructional strategies and coaching support for our teachers.

The work with the Educational Excellence team will continue in the 2026-27 school year with continued work on our ELA standards and focusing on aligning our science and social studies curriculum as a K-8 school.

Our academic programs remain strong at both the elementary and middle school levels. Teachers continue to scaffold instruction and differentiate learning to meet the diverse needs of all students, ensuring that every learner is supported and challenged.

Professional Development

At Mosier Community School, effective schools foster a strong culture of learning for both students and educators. During the 2025-26 school year, our K–8 teaching staff participated in the second and final year of the LETRS (Language Essentials for Teachers of Reading and Spelling), a rigorous professional development program grounded in the science of reading. MCS had eight teachers complete the two year program in May of 2026. .

LETRS equips educators with deep knowledge and practical strategies to strengthen literacy instruction. The training focuses on key components of reading development, including phonological awareness, phonics, fluency, vocabulary, comprehension, and written expression.

Project-Based Instruction

K-5 grade students did multiple project-based learning units on various subjects throughout the year.

Our middle school team used project-based learning and their multi-age basecamps for students to learn about the people and events of the U.S. Revolution.

In the spring, our middle school students presented science projects at our annual Portfolio Night.



Interim Assessment

New for the 2025-26 school year was NWEA/MAP assessments for students in grades 2 - 8. Students were assessed in reading, math, and science at the beginning, middle and end of the school year. MAP assessments help monitor student progress and allow our educators to use the data to inform instruction and provide support to students when and where needed.

Reading

This is our fourth year of using Benchmark Advanced in the Kindergarten through 5th-grade classrooms. We are in the seventh year of our adoption of Benchmark Advanced. Kindergarten through 3rd-grade students also use Fundations, Heggarty, and UFLI to ensure solid reading foundational skills.

Our school used DIBELS 8th Edition to monitor reading skills throughout the year. DIBELS 8th Edition literacy assessment screens our students who might be at risk for dyslexia. It also supports progress monitoring for our reading intervention services for students receiving these services.

Mathematics

This year was our sixth year of using iReady for Mathematics in Kindergarten through 8th grade. We are currently in a 6-year adoption with iReady. Students in grades K-6 were also assessed on their knowledge of number sense three times throughout the school year. The screeners are quick assessments that help to identify skills and concepts that indicate readiness for grade level content, as well as identify students who would benefit from additional support.

School Culture

At Mosier Community School, we believe that positive relationships, consistent expectations, and proactive support create the foundation for a safe and inclusive learning environment. Our behavior management approach is rooted in restorative practices, social-emotional learning (SEL), and the development of students' self-awareness and responsibility.

Key components of our behavior management system include:

- **Schoolwide Expectations:** We explicitly teach and reinforce school wide behavior expectations across all grade levels and environments (classrooms, hallways, playground, etc.). These expectations center on being kind, curious, and leadership.
- **Restorative Practices:** When behavior concerns arise, staff use restorative conversations and circles to guide students in understanding the impact of their actions, repairing harm, and rebuilding relationships.
- **Social-Emotional Learning (SEL):** Our SEL teacher provides weekly classroom lessons, one-on-one support, and small-group instruction to help students develop emotional regulation, empathy, and conflict-resolution skills.
- **Proactive Support and Intervention:** Teachers and support staff employ consistent routines, visual cues, calm-down spaces, and preventive strategies to help students remain regulated and ready to learn. For students who need additional support, behavior plans, check-ins, and collaboration with families are implemented.

Staff Training: MCS staff participate in ongoing professional development, including CPI de-escalation techniques, trauma-informed care, and SEL-focused training to ensure a cohesive and compassionate approach to student behavior.

Plans for the 2026-27 school year are to increase access to professional development for our support staff in the areas of behavioral support and working with students with special needs.

Communication and Family Partnership: We view families as essential partners in supporting students. We communicate regularly about student behavior and work together to help students develop their social and emotional skills.

Our goal is to nurture a community where students feel seen, heard, and empowered to make positive choices—both for themselves and the greater school community.







ASSESSMENT

At Mosier Community School, we use a range of assessment tools to monitor student progress and guide instruction. Currently, students are assessed using DIBELS for foundational literacy skills and NWEA/MAP Growth for reading, science, and math benchmarks.

These assessments inform targeted interventions and enrichment. Our Student Support Teams (SSTs) meet regularly to review student data, identify students who require additional support, and coordinate intervention plans. Through this comprehensive and collaborative approach, we strive to ensure that every student receives the support they need to thrive academically.

Spring 2026 Smarter Balance State Testing Data (unofficial scores):

The table shows the percentage of students whose scores met or exceeded Oregon proficiency standards.

	English Language Arts	Math	Science
Grade 3	42% State 17% District 32% Mosier	42% State 20% District 39% Mosier	
Grade 4	44% State 27% District 41% Mosier	39% State 20% District 45% Mosier	
Grade 5	47% State 32% District 33% Mosier	32% State 22% District 32% Mosier	31% State 23% District 26% Mosier
Grade 6	42% State 35% District 48% Mosier	30% State 15% District 26% Mosier	
Grade 7	46% State 32% DIstrict 33% Mosier	34% State 19% District 10% Mosier	
Grade 8	42% State 30% District 42% Mosier	30% State 15% District 17% Mosier	28% State 17% District 17% Mosier

Cohort Comparison Over Time:

	Math				ELA				Science			
Grade	22 - 23	23 - 24	24 - 25	25 - 26	22 - 23	23 - 24	24 - 25	25 - 26	22 - 23	23 - 24	24 - 25	25 - 26
3	25	17	25	41	25	33	42	35				
4	31	40	44	45	31	40	41	44				
5	38	23	38	32	50	23	58	36	38	23	25	26
6	20	29	29	26	40	40	41	39				
7	44	23	31	10	50	33	54	36				
8	40	64	7	17	48	33	36	50	27	6	18	27

CLUBS, COMMUNITY EVENTS AND ACTIVITIES

Mosier Community School continues to have strong after school clubs. Our clubs are led by our staff and community members. New this year was Girls Who Code and Life Skills - sewing and cooking).

- Science Club (grades 1, 2, and 3)
- Oregon Battle of the Books
- Drama Club (grades 3-8)
- Stage Crew Club (grades 6-8)
- Skate Club (grades 3 - 8)
- Guitar Club
- Soccer Club (grades K=8)
- Volleyball Club (grades 6-8)
- Girls Who code (grades 4 - 8)
- Life Skills (cooking/sewing) (K-8)
- Homework Club
- Middle School Student Council



School Community Events and Activities:

Mosier Monday Morning Meeting
Jog-a-Thon
6th Grade Outdoor School
Monthly Community Skate Nights
Scholastic Book Fair
Made for Mosier Fundraiser
MCS Spirit Weeks
Middle School Movie Nights
Turkey Trot Fundraiser
Mosier Tree Lighting
Winter Drama Performance
Oregon Battle of the Books
Title I and ELD Celebration Night
Spring Drama Performance
Portfolio Night
Read-a-Thon







FACILITIES

This past year, Mosier Community School has made a lot of investment in our facilities. A majority of our funding came from a 2023 Renew America School Grant. This grant has allowed us to make our school environment more comfortable for our students to learn, improve air quality and energy efficiency.

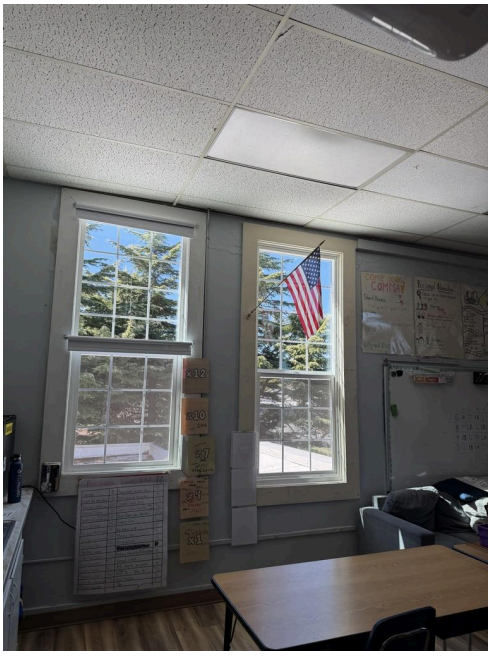
Appreciation for Crestline Construction for excavation and a new rock retaining wall.

Main Street Mosier grant of $5000 for landscaping improvements to our middle school.

Projects completed in 2025-26.

- Installation of a new HVAC system
- New windows
- Insulation in our main building
- Remodel a garage into a music room
- Improved landscaping to our main building
- Landscaping added to our middle school





Future project for 2026-27

- Solar pavilion that will serve as a covered area and to offset the cost of our electric HVAC system

MOSIER COMMUNITY SCHOOL STAFF

Administration

Michelle Dawkins	Executive Director
Jen Langley	Assistant Principal
Veronica Smyth	Business Manager
Shannon Veit	Payroll
Daphne Flud	Office Secretary



Licensed Staff

Fern Johnson	K/1 classroom teacher
Billi Frasier	K/1 classroom teacher
Mary Ellen Holmes	2/3 classroom teacher
Lisa Godard	2/3 classroom teacher
Ann Marie Goodman	4/5 classroom teacher
Sarah Grace Bendinger	4/5 classroom teacher
Janet Baker	K-3 Literacy Specialist
Melina Hogue	Middle School Math
Savannah Rogan	Middle School ELA
Ashlie Sorestad	Middle School Science
Cooper Peters	PE/Health- K-8
Lisa Stevenson	School Counselor

Support Staff

Daun King	Safety & Building Manager
Margit Elken	K-8 English Language Development
Ashley Bronske	Student Health Services
Krissy Fulton	Instructional Assistant
Ramona Mittelstadt	Instructional Assistant
Brittny Fisher	Instructional Assistant
Mitch Leslie	Head of Maintenance
Dale Kennedy	Instructional Assistant/Facilities
Richard Giunchigliani	Head Cook
Ana Seymour	Kitchen support staff

Preschool Staff

Becca Lindley	Head Teacher
Ana Sonato	Assistant Teacher

North Wasco County Employees assigned to MCS

Kathy Mahn	Special Education Instructor
Dina Terry	SpEd Instructional Assistant
JoAnne Breckterfield	SpEd Instructional Assistant
Corenne Stewart	Title 1 Instructional Assistant

GOVERNANCE and GRANTS

Through governance and policy setting, the MCS Foundation Board ensures the school's mission and objectives are fulfilled. The Board regularly reviews all school policies to ensure they reflect changes in laws and statutes that affect the school. The Foundation membership elects board members through a vote to serve a three-year term.

Board Members 2025-26

Emily Stranz - Board Chair

Giulia Good-Stefani - Board Vice Chair

Maria Mourou - Secretary

Evelia Lachino - Treasurer

Dan Watson - Policy Committee

McKenna McKee - Fundraising

Tiffany Stranz - Facilities

GRANTS and CASH DONATIONS

DOE Clean Energy Grant ($868,000)

SIA ($197,523)

Early Literacy Grant ($43,392)

Anonymous Donation ($12,000)

Fresh Fruits and Vegetables ($10,600)

Oregon Farm to Table ($3500)

Breakfast After the Bell ($2000)

NWASCO Mini-Grants ($1700)

Rural Grant ($2500)

Main Street Mosier ($5000)

Roundhouse/ECO Grant ($5000)

Wasco Masonic Lodge Grant ($1500)

STEM Hub Grant ($1,000)

Main Street Mosier - Music ($500)

Columbia Gorge Foundation ($1200)





FINANCIAL

2024-25 Audit Financials

25-26 MCS Approved Budget

Mosier Community School 2025-26 Approved Budget

	MCS 2025-26 Appoved Budget								
	100		200						
	General Fund	Preschool	Special Revenue SIA	Early Literacy Grant	Special Revenue Grants	Special Revenue Grants: DOE	Special Revenue Community	Food Service Fund	Total
come									
1300 · Student Fees		75,150							75,150
1500 · Earning on Investments	115,000								115,000
1600 · Food Service								100	100
1700 · Extracurricular Activites	3,000								3,000
1900 · Other Revenue- Local					7,000		46,538		53,538
3000 · Revenue - State Sources	2,335,007		195,343	61,481				97,932	2,689,763
4000 · Revenue - Federal Sources						868,248			868,248
Transfers	394,649					547,957			942,606
otal Income	2,847,656	75,150	195,343	61,481	7,000	1,416,205	46,538	98,032	4,747,405
xpense									
100 · Salaries	1,365,671	64,594	91,593	60,627				70,761	1,653,247
200 · Payroll Costs	829,596	21,006	42,479					23,011	916,093
300 · Purchased Services	230,000		10,000				3,500		243,500
400 · Supplies & Materials	25,000	1,000	51,271	16,602	7,000		12,000	70,000	182,873
500 · Capital Outlay	100,000					1,416,205			1,516,205
600 · Other Expenses	75,000								75,000
Transfers	115,000						31,038		146,038
otal Expense	2,740,267	86,601	195,343	77,229	7,000	1,416,205	46,538	163,773	4,732,955
Net Ordinary Income	107,389	(11,451)	(0)	(15,748)	0	0	0	(65,741)	14,449

Respectfully submitted September 15, 2026

Michelle Dawkins, Executive Director

Mosier Community School

michelle.dawkins@nwasco.k12.or.us

Mosier Community School

2026 Annual Report



MCS Core Values



Focus on the whole child

- Relationship
- Relevance
- Wellness
- Celebration of Success

Valuing Community

- Supportive Community
- High Expectations and Growth for All Students
- Multi-Age Learning Environment
- Flexible Skills Level Core Instruction

Strategic Plan Goals

- Design a comprehensive school curriculum that emphasizes critical thinking skills, the creative arts, and outdoor, place-based learning.
- Increase reading, math, and science achievement and engagement across all grade levels.
- Create a school culture where everyone feels a sense of voice, a love of learning, a sense of belonging, and a feeling of safety.
- Maintain strong financial health by developing and implementing effective operational policies and procedures.
- Develop a long-range facility/campus plan that prioritizes human and environmental health.
- Be the hub for community engagement, connection, and lifelong learning.

Enrollment & Demographic

- **Enrollment Overview:** MCS maintained an average of 185 K–8 students and 9 preschool students.
- **Regional Shift:** 49% of students reside in Mosier, while 51% commute from The Dalles and Hood River.



Enrollment Characteristics

Median Class Size K-8 20	Economically Disadvantaged 39%	Students with Disabilities 14%
English Language Learners 14%	Attendees who are not chronically absent 70.5	Received required Immunizations 91%

About Mosier Community School

- Multi-Age Learning Environment
- Continuous Progress
- Relationships
- Rigor
- Relevance
- Recognition of Success
- Wellness
- Supportive Community



Key Operational Milestones

- **4-Day School Week Transition:** Beginning in 2026–2027, MCS will run Monday–Thursday (8:20 AM–3:50 PM), providing 17 cost-free Friday enrichment opportunities for families.
- **Attendance Improvement:** Chronic absenteeism fell from 33.5% to 26% (a 20% total reduction).
- **Staff Stability & Negotiations:** Staffing levels remained stable despite statewide cuts. Contract negotiations began with newly organized classified staff alongside ongoing teacher collaboration.

Academics and Achievement

- Professional Development with Educational Excellence
  - Teaching Strategies
  - Unit Mapping
  - Coaching
- Professional Development
  - K-8 teachers completed Year 2 LETRS (Language Essentials for Teachers of Reading and Spelling)



Assessment

- Range of assessment tools to monitor progress
  - DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
    - Dyslexia screener for Kindergarten and 1st grade
    - Progress monitoring for K-8
  - NWEA/MAPS (BOY, MOY, and EOY)
    - Math
    - Reading
    - Science



Academics and Achievement

	Math				ELA				Science			
Grade	22 - 23	23 - 24	24 - 25	25 - 26	22 - 23	23 - 24	24 - 25	25 - 26	22 - 23	23 - 24	24 - 25	25 - 26
3	25	17	25	41	25	33	42	35				
4	31	40	44	45	31	40	41	44				
5	38	23	38	32	50	23	58	36	38	23	25	26
6	20	29	29	26	40	40	41	39				
7	44	23	31	10	50	33	54	36				
8	40	64	7	17	48	33	36	50	27	6	18	27

Oregon State Testing Data

(unofficial)

	English Language Arts	Math	Science
Grade 3	42% State 17% District 32% Mosier	42% State 20% District 39% Mosier	
Grade 4	44% State 27% District 41% Mosier	39% State 20% District 45% Mosier	
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Grade 8	42% State 30% District 42% Mosier	30% State 15% District 17% Mosier	28% State 17% District 17% Mosier

The table shows the percentage of students whose scores met or exceeded Oregon proficiency standards.

Mosier Community Preschool

Mosier Community Preschool emphasizes a play-based, child-centered approach that fosters both intellectual and emotional development.

Our dedicated teachers and staff work closely with families to create a supportive learning community that nurtures each child's unique potential.



Clubs, Community Events, and Activities

Mosier Monday Morning Meeting
Jog-a-Thon
6th Grade Outdoor School
ELD Family Night
Read-a-Thon
Winter Drama Performance
Oregon Battle of the Books
Monthly Community Skate Nights
MCS Spirit Weeks
Scholastic Book Fair
OMSI Science Day
Title I and ELD Celebration Night
Portfolio Night
Spring Drama Performance



Made for Mosier Community Event







Tiger's Den PTO
Raised over $25,000

Mosier Community School Staff



Governance

Board Members 2025-26

Emily Stranz - Board Chair

Giulia Good-Stefani - Board Vice Chair

Maria Mourou - Secretary

Evelia Lachino - Treasurer

Dan Watson - Policy Committee

McKenna McKee - Fundraising

Tiffany Stranz - Facilities

Grants

DOE Clean Energy Grant ($868,000)

Early Literacy Grant ($43,392)

($12,000)

Fresh Fruits and Vegetables ($10,600)

Breakfast After the Bell ($2000)

($1700)

Rural Grant ($2500)

Mosier ($5000)

Roundhouse/ECO Grant ($5000)

Lodge Grant ($1500)

STEM Hub Grant ($1,000)

Columbia Gorge Foundation ($1200)

Main Street Mosier - Music ($500)

SIA ($197,523)

Anonymous Donation

Oregon Farm to Table ($3500)

NWASCO Mini-Grants

Main Street



Financial Standing & Budget Breakdown

- **Financial Health:** Budget projected to finish on target with strengthened internal controls.
- **2025–2026 Approved Budget Breakdown:**
  - **Total Income:** $4,747,405
  - **Total Expenses:** $4,732,955
  - **Net Ordinary Income:** $14,445
- **Major Grant Revenue:** DOE Clean Energy Grant ($868,000), SIA ($197,523), Early Literacy Grant ($43,392), and ODE 3-Year Summer Learning Grant.









MOSIER COMMUNITY SCHOOL EST 1920

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, E, N, O,)

☐ Child Nutrition Program
Compete sections: All information above, A, C, E, F, G*, H, K**, L, N, O

☐ New YDD Data Manager (YDD – Only) Institution
Compete 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): 1093

Current Name (Doing business as): Chenowith Elementary School

New Name (Doing Business as):

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

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

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): County:

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

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: (**DO NOT WRITE SOCIAL SECURITY NUMBERS ON THIS FORM**. 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#):

Does your institution receive grant funding from ODE (not through the district): ☐ Yes or ☐ No

If Yes, I certify that:

☐ I have updated our name with the IRS and Oregon Secretary of State (if applicable).

☐ I have sent an updated W9 via Secure File Transfer to billing@ode.oregon.gov with a copy of this form.

☐ My U.S. Employer ID# (Federal Tax ID#) is: **(NO SS#s)**

☐ I receive Federal Funds and my Unique Entity Identifier from SAM.gov is: **(NO SS#s)**

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: 08/31/2026 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: Kindergarten High: 6th ☒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:

☐DM Jurisdictional Lead

☐School District

Governance Type:

☐City Government ☐Committee ☐Tribal Agency

☐County Agency ☐School District

☐Service Provider ☐State Agency

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

Name: Dr. Carolyn Bernal **Title: North Wasco County School District #21**

Email: bernalc@nwasco.k12.or.us

Signature: Carolyn Bernal **Date: 10/19/2026**

O. Additional Information: (Optional space to provide further information about the institution request.)

1093 Chenowith Elementary School – adding 6TH Grade Level so that the school will become K-6 beginning on 8/31/2026.

Email Institution Request Forms and other supporting documentation (see page 8 for possible required supporting documentation) required for the request to:

Institutions Specialist

ode.institutions-request@ode.oregon.gov

Institution Request - Enrollment Changes

School Year: 2026-27
District Name: North Wasco County SD #21
District ID: 4131
Change Type: Grade Level Change

Comments:
Chenowith Elementary School is adding a 6th grade level beginning 8/31/2026

Directions:
List the Institution that is changing first. Then, list any institutions that will have an **enrollment change** directly affected from this institution change, e.g. surrounding schools not being changed but that are gaining or losing enrollment in response to the change being requested. (If you are requesting changes to more than one institution within your district, you may list them all here.)
The enrollment counts should reflect your enrollment on the Fall Membership Report (the first school day in October) from the previous school year.
When listing the "projected" number of students in or out, list only the number affected by the change requested; Do not list the number of students who would have normally left had the change not been made (e.g. students advancing to a grade not offered by the school).

InstID	School Name	Grades Offered in 25-26	Enrollment on 10/1/2025	Grades offered in 26-27	"Projected" Enrollment on 10/1/2026	"Projected" Number of Students Out	"Projected" Number of Students In
1093	Chenowith Elementary School	K-5	409	K-6	392		16
1100	The Dalles Middle School	6-8	536	6-8	531	16	

This form must be submitted with an Institution Request Form:

http://www.oregon.gov/ode/schools-and-districts/Pages/Institution-Identification-School-Names.aspx

New School Status

The calculations above can help you determine if this change will qualify your district for "new school status" for report card and accountability determinations. If this change does qualify your district for a "new school status", you may want to complete a New School Status request in May of the year that the change goes into effect. For more information, view:
http://www.oregon.gov/ode/schools-and-districts/Documents/boundary_change_calculator_new_instid.pdf

InstID	School Name	Method 1 Enrollment Change	Method 2 Enrollment Change	Method 3 Enrollment Change	Criteria Met for New School Status
1093	Chenowith Elementary School	-4.2%	4.1%	2.0%	NO
1100	The Dalles Middle School	-0.9%	0.0%	1.5%	NO

Method 1 A school has more than 40% volume change in this year's membership compared to the prior year's membership.

Method 2 40% or more of this year's membership are new to the school due to the institution change.

Method 3 The combined count of students reassigned to and from the school due to this institution change exceeds 40% of the combined membership over the two year period.

OREGON
DEPARTMENT OF
EDUCATION

Division 22 Standards Assurances for the 2025-2026 School Year

October 22, 2026

North Wasco County School District

Overview

What are the Division 22 Standards?



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

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

- The standards that the Oregon legislature or the State Board has determined must be met in order to be a standard school district.

- Compliance with these rules ensures a baseline level of service across the state.

Division 22 Rule Categories

Division 22 standards include over 50 rules.

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

Priorities for
STUDENT SUCCESS



Oregon's Reimagined Accountability Framework (pg. 3):

Snapshot: Division 22 Rules



What are the requirements for each of the rules?

Consult the following resources for information:

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

What are the Division 22 Standards Assurances?

Combined Accountability Model

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

Local Accountability

Districts must:

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



State Accountability

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



Division 22 Standards & Assurances of Compliance "The Why"

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



What happens if the district is out of compliance?



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

Report for the 2025-2026 School Year

Division 22 Waivers for 2025-2026

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



Rule Now in Effect for the 2025-2026 SY



Educational Equity Advisory Committees

Requires that districts establish a committee composed of parents, employees, students, and community members to be selected by the school board and superintendent. For school districts with an average daily membership (ADM) of less than 10,000, the school district is required to first convene an educational advisory committee by September 15, 2025.

Revisions as a Result of HB 2453



Educational Equity Advisory Committees

- Advisory Role: Committee now advise the Superintendent, not the school board.
- Public Meeting Law: Committees are no longer subject to public meeting requirements.
- Membership Selection: The Superintendent now selects committee members; board approval is no longer required.

Rule Revisions in Effect for the 2025-2026 SY



Administration of State Assessments

- Added SEED Survey as required OSAS component
- Added mention of ELPA screener as required OSAS component (not a new requirement, just making the rule more complete
- Added clarification that district must abide by ODE decisions regarding student test records

New TAG Requirements



Identification of Academically Talented and Intellectually Gifted Students

New for 2025-2026:

- Any person may recommend a student they know to be screened throughout the school year.
- A definition of “screen” has also been added to the rule.

Preserving Student Instructional Time



OAR 581-022-2323 Implements Executive Order 26-06

- Districts that reduced student instructional time levels during the 2025-2026 or 2026-2027 school years must submit to ODE either:
  - a plan to restore student instructional time by the 2027-2028 school year or
  - evidence of district school board approving the decision to not restore instructional time and a public posting of the justification for that decision
- A district may not reduce instructional time during the 2026-2027 school year.

District Report on Compliance with Division 22 Standards

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

AREA 1:

- 581-022-2050 Human Sexuality Education
- The district's Comprehensive Sexuality Education Program needs to be updated and revised based on the recent K-5 health curriculum adoption and the upcoming 6-12 health curriculum adoption. That plan is currently being worked on and will be presented to the board for approval Spring 2027.
- We will submit our corrective action plan to ODE for approval.

District Report on Compliance with Division 22 Standards

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

AREA 2:

- 581-022-2060 Comprehensive School Counseling
- ODE recently released their updated Framework for Comprehensive School Counseling Programs. Based on this recent release, the Director of Prevention and Intervention is working with the K-12 counseling staff to update and revise the district's Comprehensive K-12 Counseling Program and is also utilizing ODE's District Compliance Self-Reflection Tool.
- We will submit our corrective action plan to ODE for approval.

Corrective Action Implemented

During the 2024/2025 compliance reporting period, there were two areas we were out of compliance:

AREA 1: 581-022-2045 Substance Use Prevention and Intervention Plan

- In order to come into compliance with this rule, the Director of Prevention and Intervention worked community partners and staff in order to develop a substance use prevention and intervention plan that is aligned with Oregon's Health standards.
- That plan was presented and approved at a regular school board meeting on July 23, 2026.

AREA 2: 581-022-2055 Career Education

- Out of compliance at the K-5 level only. Grades 6-12 are in compliance.
- In order to come into compliance with this rule, the Director of Prevention and Intervention worked with our K-5 Child Development Specialists to ensure the development of school based activities that allow students to understand the world of work, connect their interests to possible futures, and develop positive attitudes about learning and working in alignment with the Oregon Comprehensive School Counseling Program.
- Those activities have been developed and will be implemented moving forward.

Looking Ahead: Compliance for the 2026-2027 SY

New Requirements



Required Instructional Time

- EO 26-06 and OAR 581-022-2320 require districts to annually report the student instructional time provided during the previous school year.
- For 2025-2026 this will be done through the Division 22 Assurance process.
- As a result of EO 26-06, the State Board of Education may not grant waivers for the instructional time requirement set forth in OAR 581-022-2320, except in the case of declared national or state disaster or public health emergency.

Revised Graduation Requirements for 2027



Diploma and Modified Diploma Requirements

Credit requirements for students graduating on or after January 1, 2027 include 0.5 credit in Personal Financial Education and 0.5 credit in Higher Education & Career path Skills.

Revised Safety Requirements



Emergency Plans and Safety Programs

- Plans and drills required for procedures related to: Evacuate (fire drill), Lockdown, Secure, Shelter, Hold, and Earthquakes.
- Tsunami plans and drills required for schools in the inundation zone.
- School boards must consider an emergency alert system if not in use.

Revised Evaluation Requirements



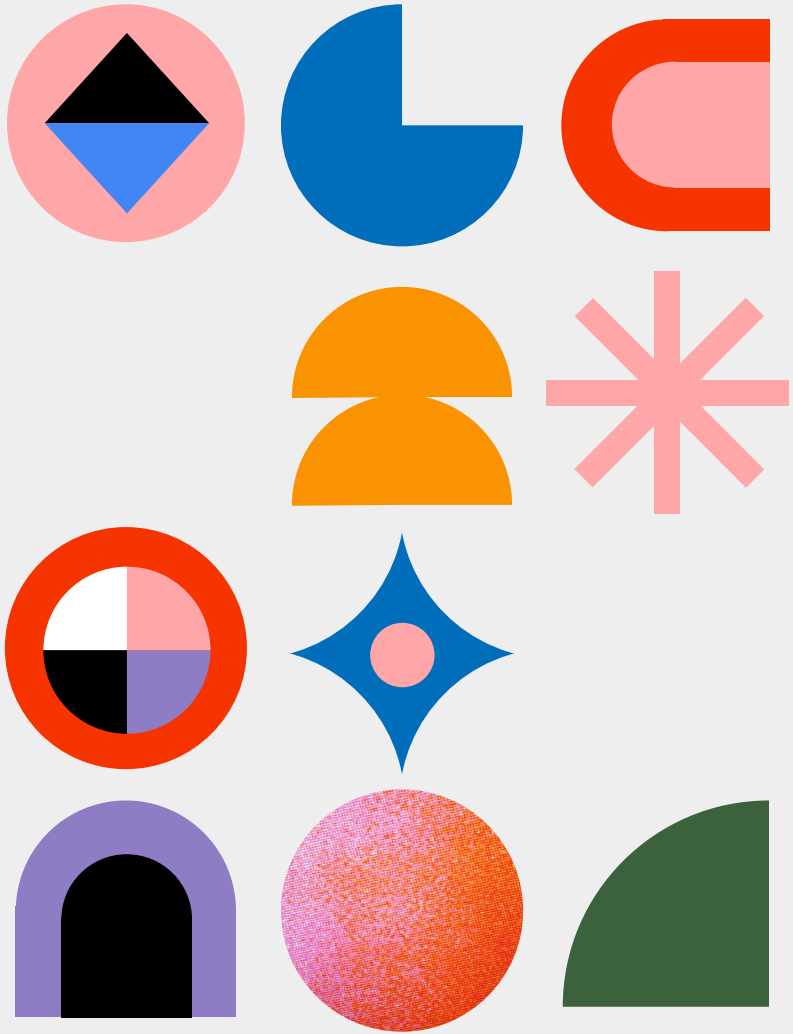
Educational Leadership - Administrator Standards

Administrator standards have been updated to the professional Standards for Educational Leadership, which are currently used by TSPC for administrator licensure. These standards have more specific, detailed language and a greater focus on key issues such as equity, talent development, leadership capacity, and instructional leadership.

District must align administrator evaluations to updated standards by September 30, 2027.

NWCSD Summer Programs

2026



THANK YOU!

- Dry Hollow
- MIgrant Education Program
- Community Partnerships
- Teachers
- ESP
- Nursing Staff
- Facilities
- Nutrition Services
- Technology
- Transportation
- Human Resources
- Payroll
- Accounting
- Data Specialists
- Teaching, Learning & Assessment
- The Dalles Middle School
- The Dalles High School

Programs Offered

Summer RISE

Incoming 1st to 6th grade students

At TDMS

80 hours of programming

Summer SOAR

Incoming 7th to Exiting 12th grade students

At TDHS

80 hours of programming

Jumpstart Kindergarten

Incoming Kindergarten students

At Dry Hollow and Mosier Community School

30- 40 hours of programming

All programs had Nutrition and Transportation services.

LEARNING ACTIVITIES OFFERED

Literacy	Math	STEM
Art	Social Emotional Learning	Credit Recovery
Kindergarten Transition	Project Based Learning	Social Sciences
High School Transition	Unstructured Play	Physical Education
Youth Development	Mental Health Support	Field Trips



LITERACY OUTCOMES

RISE (K-5):

- 87% of participating students made noticeable growth in foundational reading skills

SOAR (6-8):

- 79% of participating students made noticeable growth in foundational reading skills

SOAR (9-12):

- 16 English credits were earned

Jumpstart Kindergarten:

- 74% of participating students made noticeable growth in beginning literacy skills

OTHER OUTCOMES

RISE (K-5):

- 78% of participating students made measurable growth in math
- Varied from 2% growth to 370%.

SOAR (6-8):

- 88% of participating students demonstrated measurable growth in math

SOAR (9-12):

- 15 math credits were earned
- 45 total credits were earned in other subjects

Jumpstart Kindergarten:

- 84% of participating students demonstrated measurable growth in beginning math skills

PROGRAM REACH

- Consortium with Mosier Community School
- 12 community partnerships
- 90 staff members - instructional staff, support staff, operational staff, nutrition staff, transportation staff, facilities staff
- 322 students enrolled across four programs





LESSONS LEARNED

Begin planning earlier:
Establish a planning timeline with clear milestones to support thoughtful program design, staffing, enrollment, and implementation.

Recruit program leadership earlier:
Identify and onboard summer program administrators earlier to provide consistent leadership and support throughout the planning process.

Strengthen enrollment processes and communication:
Establish clear, consistent enrollment procedures and communicate timelines, expectations, and opportunities to families and staff well in advance of the program.

Strengthen attendance expectations and strategies:
Establish clear expectations for attendance alongside collective development of strategies to support strong attendance throughout the program to ensure belonging and positive outcomes.

HIGHLIGHTS










KEYS
GOODYEAR
SERVICE STATION
Return to the
original form



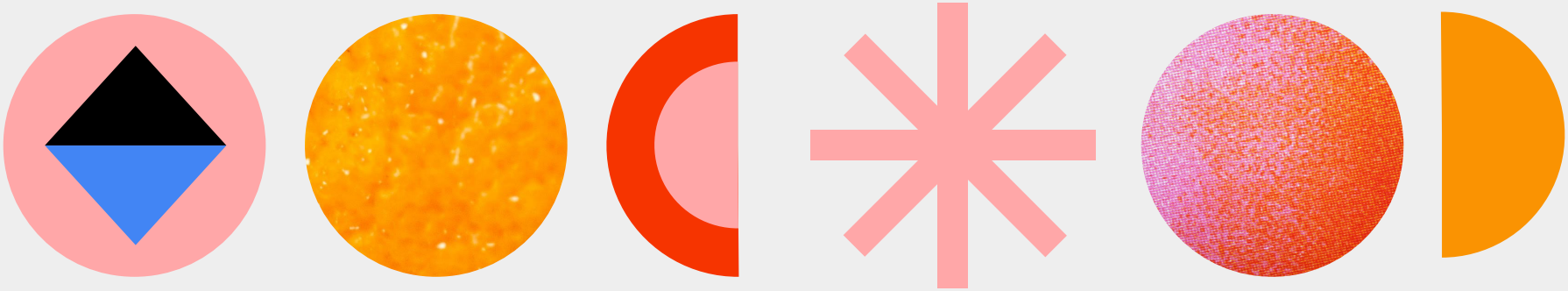



3



"This program truly helped my child. He was excited to go everyday and sad when it ended. He got so much out of doing this program and it helped him keep his momentum with his learning. He LOVED his teacher and really improved academically."

Parent from RISE



Questions?





Pension Obligation Bonds *and* PERS Side Accounts

School Board Meeting

October 22, 2026

The Goal Tonight:

The D21 School Board will have a basic understanding of what side accounts are, how they can save the District money, and the variables that make them successful or unsuccessful.

The Map for Tonight:

- How Pension Obligation Bonds & side accounts work
- NWasco Side Account Track Record
- Risk/Reward Analysis
- Timeline & next steps

Note: the data in this presentation is a summary of information provided by Piper Sandler and ECONorthwest.

ARBITRAGE

What's a Pension Obligation Bond?

Bond = Debt

- The District sells bonds to investors and gives it to PERS to invest.
- Interest cost is fixed for the life of the bond.
- Payments are "intercepted" from our State School Fund payments.

What’s a side account?

PERS invests the money we give them; earnings from those investments go into a dedicated account and are used to pay a portion of our PERS costs for the life of the bond.

How does this save the District money?

Ideally the earnings on our investments exceed the cost of borrowing. The difference between the two directly reduces our PERS costs.

A SIMPLE EXAMPLE

Imagine:

- Borrow $1,000,000 at 5% for one year.
- PERS invests the money, earns 9% for the year.
- $90,000 in earnings.
- Interest cost = $50,000.
- The difference, $40,000, is applied against our PERS costs for the year. Yay!

WHAT IF THINGS DON'T GO WELL?

Another scenario:

- One year SA, borrow $1,000,000 at 5% for one year.
- We give the money to PERS to invest.
- The AI bubble bursts the next day, reducing the value of our investment to $750,000
- For the rest of the year, the investment earns 9.6%
- $750,000 x 1.096 = $822,000
- We still owe $1,050,000
- We just ***lost*** $228,000 & must pay our full PERS costs. Boo!

WHAT I HOPE YOU TAKE AWAY FROM THIS EXAMPLE:

Takeaways:

- There are two variables: interest cost and investment performance.
- Side accounts are not risk-free
- Longer time frames reduce risk.
- PERS has a solid investment strategy and track record.
- Most (not all!) Districts have saved substantial amounts of money by using side accounts.

TIME FOR SOME DATA (HISTORY EDITION)

North Wasco County School District No. 21

Pension Bond Side Account Analysis - Historic Savings 2003 Side Account

PERS Unfunded Actuarial Liability and Pension Bond Analysis

July 16, 2026

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Dec-2004	9,209,514	17,677,635	(1,000)	(683,291)	-	2,464,262	13.30%	19,457,606	532,230	151,062
Dec-2005	11,152,295	19,457,606	(1,000)	(1,080,135)	-	2,572,296	13.86%	20,948,767	642,230	437,906
Dec-2006	12,251,855	20,948,767	(1,000)	(1,451,940)	-	3,272,197	15.58%	22,768,024	782,230	669,711
Dec-2007	12,315,852	22,768,024	(1,000)	(1,494,260)	-	2,300,663	9.45%	23,573,427	827,230	667,031
Dec-2008	13,609,425	23,573,427	(1,000)	(1,784,179)	-	(6,056,302)	(27.32%)	15,731,946	872,230	911,950
Dec-2009	14,314,783	15,731,946	(1,000)	(1,732,648)	-	2,707,914	19.02%	16,706,212	917,230	815,419
Dec-2010	14,619,812	16,706,212	(1,000)	(1,979,858)	-	1,937,482	12.44%	16,662,836	967,230	1,012,629
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Dec-2016	14,540,877	16,505,922	(1,000)	(1,856,691)	-	1,117,924	7.15%	15,766,155	1,312,230	544,462
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Dec-2019	15,355,811	14,424,610	(500)	(2,037,128)	-	1,850,830	13.92%	14,237,812	1,517,230	519,899
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Dec-2023	25,597,448	10,388,481	(500)	(3,504,328)	-	491,602	5.72%	7,375,255	1,837,230	1,667,099
Dec-2024	24,156,487	7,375,255	(500)	(3,685,345)	-	322,562	5.58%	4,011,972	1,885,857	1,799,488
									Subtotal (Actual)	$ 13,494,263

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Source: Oregon Public Employees Retirement System – System Actuarial Valuation Reports and Employer Actuarial Valuation Reports. Information for calendar years 2003 and prior was not readily available.

Why are we talking about this now?

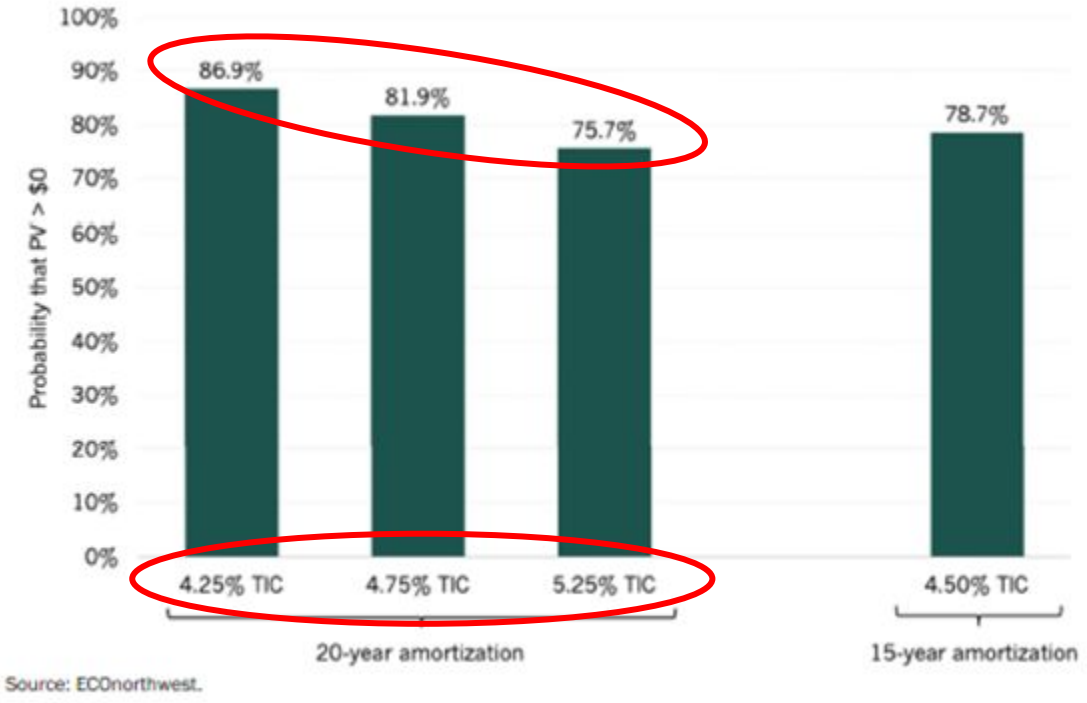
Our Side Account is expiring, and we have the opportunity to take out another.

- Our current side account will end about halfway through 2027-28.
- We will have the option to open another side account.
- The process takes 9-12 months.
- A statistically based assessment is required.
- We started this process in April, 2026, and have the first assessment.

Terms

- **NPV, or net present value**: a way to determine whether an investment is worthwhile.
  - Greater than zero: the investment “pays off”
- **TIC, or total interest cost:** a way to look at the total cost of interest over the life of a debt issue
  - Similar to APR, but for the life of the loan, not one year

Probability the the Net Present Value of POB issuance is greater than zero at various interest costs:



Source: ECOnorthwest.

Is there a resolution to pass tonight?

- **No.** Interest rates were lower when we began this process.
- I have a resolution, but it is written with a maximum TIC of 5%; likely cost now would be ~5.75%.
- Fed interest rate projections indicate higher borrowing costs well into next year.

What's next?

There will be two more assessments

- Under our agreement with OASBO and ECONorthwest, we will receive two more assessments in the next two years.
- If conditions become more favorable, I will ask you to pass a resolution and we will take out another side account.

Who has the first question?

NORTH WASCO COUNTY SCHOOL DISTRICT

Revenue Status Report

For the three months ending September 30, 2026

DESCRIPTION	Budget	Year to Date Revenues	Balance	% Budget Received
100 General Fund	45,959,839	9,507,482	$ 36,452,357	21%
105 Technology Fund	382,800	2,432	$ 380,368	1%
107 Textbook Replacement Fund	450,000	1,777	$ 448,223	0%
110 Vehicle Replacment Fund	30,000	76	$ 29,924	0%
210 Federal Programs	3,379,770	39,374	$ 3,340,396	1%
220 State Grant Funds	2,293,053	543,096	$ 1,749,957	24%
230 Local Grant Programs	50,000	65,041	$ (15,041)	130%
240 Vocational Education Fund	27,000	-	$ 27,000	0%
242 Enterprise Zone Funds	280,000	-	$ 280,000	0%
251 Student Investment Account	4,544,991	961,624	$ 3,583,367	21%
252 High School Success Account	1,023,488	113,678	$ 909,810	11%
296 Bus Replacement Fund	300,000	2,588	$ 297,412	1%
299 Nutrition Services Fund	1,976,354	65,355	$ 1,910,999	3%
303 OSBA PERS Bonds	2,216,252	792,803	$ 1,423,449	36%
304 Full Faith & Credit Obligation	380,000	-	$ 380,000	0%
305 Bus Purchase Fund	224,500	-	$ 224,500	0%
401 Capital Improvements	150,000	6,116	$ 143,884	4%
601 Internal Services	850,000		$ 850,000	0%
Totals	64,518,047	12,101,443	$ 52,416,604	19%

NORTH WASCO COUNTY SCHOOL DISTRICT

Expenditure Status Report

For the three months ending September 30, 2026

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expended	% Expended/ Encumbered
100 General Fund						
1000 - Instruction	26,540,826	3,036,854	19,813,127	3,690,845	11.44%	86.09%
2000 - Support Services	17,726,813	3,855,268	11,228,421	2,643,123	21.75%	85.09%
5000 - Debt Service & Fund Transfers	1,242,200			1,242,200	0.00%	0.00%
6000 - Contingency	100,000			100,000	0.00%	0.00%
7000 - Unappropriated Ending Fund Balance	300,000			300,000	0.00%	0.00%
Totals	**45,909,839**	**6,892,123**	**31,041,548**	**7,976,168**	**15.01%**	**82.63%**
105 Technology Fund						
2000 - Support Services	382,800	23,396	25,877	333,527	6.11%	12.87%
7000 - Unappropriated Ending Fund Balance				-		
Totals	**382,800**	**23,396**	**25,877**	**333,527**	**6.11%**	**12.87%**
107 - Textbook Replacement Fund						
1000 - Instruction	488,000	431,519	36,327	20,154	88.43%	95.87%
2000 - Support Services	12,000		17,192	(5,192)	0.00%	143.27%
7000 - Unappropriated Ending Fund Balance	-	-	-	-		
Totals	**500,000**	**431,519**	**53,519**	**14,962**	**86.30%**	**97.01%**
110 - Vehicle Replacement Fund						
2000 - Support Services	30,000			30,000	0.00%	0.00%
7000 - Unappropriated Ending Fund Balance	-			-		
Totals	**30,000**	**-**	**-**	**30,000**	**0.00%**	**0.00%**
210 - Federal Programs Fund						
1000 - Instruction	2,239,211	254,532	1,852,678	132,001	11.37%	94.11%
2000 - Support Services	573,491	37,298	213,170	323,022	6.50%	43.67%
3000 - Enterprise & Community Services	92,068		604	91,464	0.00%	0.66%
4000 - Capital Outlay	475,000		-	475,000	0.00%	0.00%
7000 - Unappropriated Ending Fund Balance	-			-	0.00%	
Totals	**3,379,770**	**291,830**	**2,066,453**	**1,021,487**	**8.63%**	**69.78%**
220 - State Grant Funds						
1000 - Instruction	1,681,170	648,400	712,396	320,374	38.57%	80.94%
2000 - Support Services	546,542	89,960	169,152	287,429	16.46%	47.41%
3000 - Enterprise & Community Services	65,342	45,476	-	19,866	69.60%	69.60%
4000 - Capital Outlay		-	-	-	0.00%	
7000 - Unappropriated Ending Fund Balance				-	0.00%	
Totals	**2,293,053**	**783,836**	**881,548**	**627,669**	**34.18%**	**72.63%**
230 - Local Grants						
1000 - Instruction	-		-	-	0.00%	
2000 - Support Services	50,000	30,096	7,042	12,862	60.19%	74.28%
3000 - Enterprise & Community Services				-	0.00%	
4000 - Capital Outlay				-	0.00%	
5000 - Debt Service & Fund Transfers	-	-		-	0.00%	
Totals	**50,000**	**30,096**	**7,042**	**12,862**	**60.19%**	**74.28%**
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 three months ending September 30, 2026

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expended	% Expended/ Encumbered
242 - Enterprise Zone Funds						
1000 - Instruction	-	-	-	-		
2000 - Support Services			-	-	0.00%	0.00%
4000 - Capital Outlay	280,000		-	280,000	0.00%	0.00%
Totals	**280,000**	**-**	**-**	**280,000**	**0.00%**	**0.00%**
251 - Student Investment Account						
1000 - Instruction	1,421,738	348,246	1,515,960	(442,468)	24.49%	131.12%
2000 - Support Services	3,108,253	430,041	2,455,066	223,145	13.84%	92.82%
3000 - Enterprise & Community Services	15,000		-	15,000	0.00%	
4000 - Capital Outlay				-	0.00%	
Totals	**4,544,991**	**778,287**	**3,971,027**	**(204,323)**	**17.12%**	**104.50%**
252 - High School Success Account						
1000 - Instruction	549,535	66,415	413,782	69,338	12.09%	87.38%
2000 - Support Services	473,953	80,316	227,396	166,241	16.95%	64.92%
4000 - Capital Outlay				-		
Totals	**1,023,488**	**146,731**	**641,178**	**235,579**	**14.34%**	**76.98%**
295 - Bus Replacement Fund						
2000 - Support Services	-		-	-	0.00%	
4000 - Capital Outlay	300,000		-	300,000		0.00%
Totals	**300,000**	**-**	**-**	**300,000**	**0.00%**	**0.00%**
299 - Nutrition Services Fund						
2000 - Support Services	0	-		0	0.00%	0.00%
3000 - Enterprise & Community Services	1,976,354	108,340	571,739	1,296,276	5.48%	34.41%
Totals	**1,976,354**	**108,340**	**571,739**	**1,296,276**	**5.48%**	**34.41%**
303 - OSBA PERS Bonds						
5000 - Debt Service & Fund Transfers	2,216,252			2,216,252	0.00%	0.00%
7000 - Unappropriated Ending Fund Balance	-	-		-		
Totals	**2,216,252**	**-**	**-**	**2,216,252**	**0.00%**	**0.00%**
304 - Full Faith & Credit Obligation						
5000 - Debt Service & Fund Transfers	380,000		-	380,000	0.00%	0.00%
7000 - Unappropriated Ending Fund Balance				-	0.00%	
Totals	**380,000**	**-**	**-**	**380,000**	**0.00%**	**0.00%**
305 - Bus Purchase Fund						
5000 - Short term debt service	224,500	182,856		41,644	81.45%	81.45%
7000 - Unappropriated Ending Fund Balance				-		
	224,500	**182,856**	**-**	**41,644**	**81.45%**	**81.45%**
401 - Capital Improvements						
2000 - Support Services	150,000		-	150,000	0.00%	0.00%
4000 - Capital Outlay			-	-	0.00%	
Totals	**150,000**	**-**	**-**	**150,000**	**0.00%**	**0.00%**
601 - Internal Services						
2000 - Support Services	390,000	44,411	329,529	16,060	11.39%	95.88%
5000 - Debt Service & Fund Transfers	460,000			460,000	0.00%	0.00%
Totals	**850,000**	**44,411**	**329,529**	**476,060**	**5.22%**	**43.99%**
Total All Funds	**64,518,047**	**9,713,425**	**39,589,460**	**15,215,162**	**15.06%**	**76.42%**
				Prior Period Values	**N/A**	**N/A**

NORTH WASCO COUNTY SCHOOL DISTRICT

Balance Sheet

For the three months ending September 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	4,726,117	(111,409)	(194,210)	2,787	114,562	66,872	(67,769)	617,831	113,318	57,971	5,326,070
Accounts Receivable	762,583										762,583
Inventory/Prepaid expense	149,699										149,699
Total Assets	**5,638,400**	**(111,409)**	**(194,210)**	**2,787**	**114,562**	**66,872**	**(67,769)**	**617,831**	**113,318**	**57,971**	**6,238,352**
LIABILITIES:											
Accounts Payable	1,746,969										1,746,969
Payroll Liabilities	(278,829)										(278,829)
Deferred Revenue	592,862										592,862
Total Liabilities	**2,061,003**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**2,061,003**
FUND BALANCE:											
Total Fund Balance	**3,577,397**	**(111,409)**	**(194,210)**	**2,787**	**114,562**	**66,872**	**(67,769)**	**617,831**	**113,318**	**57,971**	**4,177,349**
Revenues & Expenditures: 2025-26 Year to Date											
Beginning Fund Balance	962,037	339,220	58,246	93,244	79,616	64,284	(24,784)	7,884	107,201	102,383	1,789,332
Year to Date Revenues	9,507,482	4,285	39,374	1,618,398	65,041	2,588	65,355	792,803	6,116	-	12,101,443
Year to Date Expenditures	6,892,123	454,915	291,830	1,708,855	30,096	-	108,340	182,856	-	44,411	9,713,425
Year to Date Net Income (Loss)	2,615,360	(450,630)	(252,456)	(90,457)	34,945	2,588	(42,984)	609,947	6,116	(44,411)	2,388,018
Ending Fund Balance	**3,577,397**	**(111,409)**	**(194,210)**	**2,787**	**114,562**	**66,872**	**(67,769)**	**617,831**	**113,318**	**57,971**	**4,177,349**

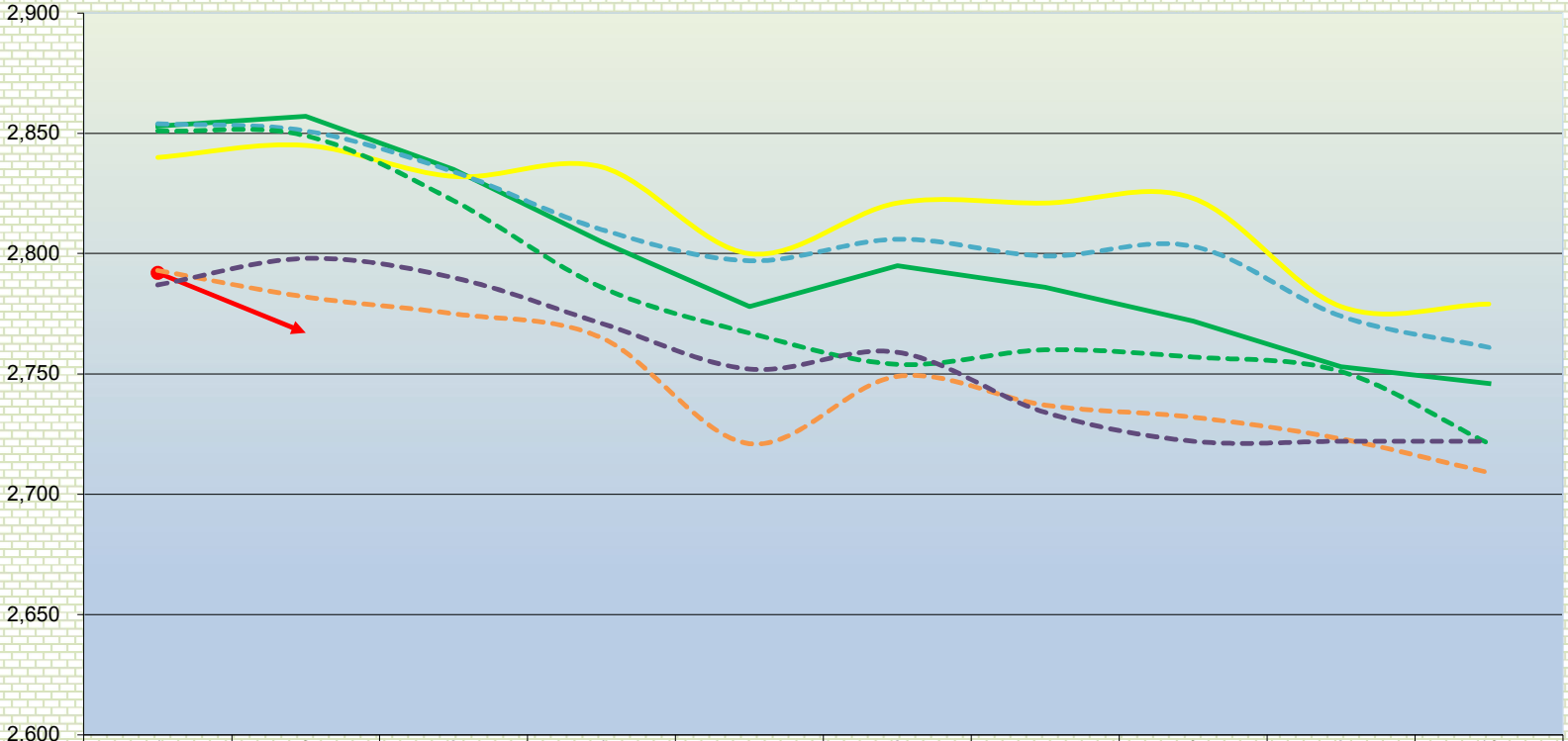
NORTH WASCO COUNTY SCHOOL DISTRICT

Appropriation Tracking Report

For the three months ending September 30, 2026

DESCRIPTION	Budget	Year to Date Expenditures	Encum-brances	Balance	% Budget Expended	% Expended/ Encumbered
All 100 Funds						
1000 - Instruction	27,028,826	3,468,373	19,849,454	3,710,999	12.83%	86.27%
2000 - Support Services	18,151,613	3,878,665	11,271,490	3,001,458	21.37%	83.46%
5000 - Other Uses	1,242,200	-	-	1,242,200	0.00%	0.00%
6000 - Contingency	100,000	-	-	100,000	0.00%	0.00%
7000 - Unappropriated Ending Fund Balance	300,000	-	-	300,000	0.00%	0.00%
Totals	**46,822,639**	**7,347,038**	**31,120,945**	**8,354,657**	**15.69%**	**82.16%**
All 200 Funds						
1000 - Instruction	5,918,654	1,317,594	4,494,816	106,244	22.26%	98.20%
2000 - Support Services	4,752,238	667,711	3,071,827	1,012,700	14.05%	78.69%
3000 - Enterprise & Community Services	2,148,764	153,816	572,343	1,422,606	7.16%	33.79%
4000 - Facilities Acquisition & Construction	1,055,000	-	-	1,055,000	0.00%	0.00%
Totals	**13,874,656**	**2,139,120**	**8,138,986**	**3,596,550**	**15.42%**	**74.08%**
All 300 Funds						
5000 - Other Uses	2,820,752	182,856	-	2,637,896	6.48%	6.48%
Totals	**2,820,752**	**182,856**	**-**	**2,637,896**	**6.48%**	**6.48%**
All 400 Funds						
4000 - Facilities Acquisition & Construction	150,000	-	-	150,000	0.00%	0.00%
Totals	**150,000**	**-**	**-**	**150,000**	**0.00%**	**0.00%**
All 600 Funds						
2000 - Support Services	390,000	44,411	329,529	16,060	11.39%	95.88%
3000 - Enterprise & Community Services	460,000	-	-	460,000	0.00%	0.00%
Totals	**850,000**	**44,411**	**329,529**	**460,000**	**5.22%**	**43.99%**
Grand Total	**64,518,047**	**9,713,425**	**39,589,460**	**15,199,102**	**15.06%**	**76.42%**

North Wasco County School District Enrollment by Month



	1	2	3	4	5	6	7	8	9	10
2026-27	2,792	2,767								
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

Informational Only

North Wasco County School District 21

Code: ING-AR
Adopted: 10/22/26

Animals in District Facilities

Service Animals in Schools

1. Service Animal Defined

   A "service animal" means an animal which is trained to do a task or service directly related to a disability. Service animals must be individually trained to do work or perform tasks. Service animals include service animals in training.

   Service animals do not include "emotional support animals" or "professional therapy animals" which are animals that provide a sense of safety, companionship, and comfort as these animals are not trained to perform a specific task for their handlers.

2. Procedures for Service Animal Access
   a. The service animal must be under the control of a handler at all times and be harnessed, leashed or tethered, unless the devices interfere with the service animal's work or the individual's disability prevents him or her from using these devices. Individuals who cannot use such devices must maintain control of the animal through voice, signal, or other effective controls.
   b. Access by the Public

      (1) Individuals with disabilities are permitted to be accompanied by their service animal in all areas of district property where members of the public, students, and employees are allowed to go.
      (2) When an individual with a disability brings a service animal onto district property, the district shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:

         (a) If the animal is required because of a disability;
         (b) What work or task the animal has been trained to perform.

      (3) The district shall not make such inquiries of an individual when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability.
      (4) An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

   c. Access by Employees or Students

      (1) An employee who may require the assistance of a service animal should contact human resources to make arrangements for such assistance.
      (2) Students who may require the assistance of a service animal should contact their building principal to make arrangements for such assistance.

(3) Employees and students using service animals should proactively collaborate with school staff members to make arrangements for the service animal at school. The following are examples of arrangements that may be considered, as necessary:

(a) A rest place and rest time for the service animal
(b) Appropriate areas and times of the day for the service animal to relieve itself.
(c) Information, as needed, for employees and students about the services animal.
(d) Clarification, as needed, of emergency procedures.

3. Parents or Animal Handlers

Third party service animal handlers who will be regularly present in school for the purpose of assisting a student with his/her service animal will be subjected to the same requirements and standards of conduct that apply to other school volunteers.

4. Handling Conflicting Needs

If the district is or becomes aware of another individual who is adversely affected by the service animal (e.g. an allergy or anxiety disorder), the district will collect necessary information from the parties and determine how best to address the needs of both individuals. The district will provide notice to all parties of the resolution of the situation.

5. Removal or Exclusion of a Service Animal from School or School Property

The district may ask an individual to remove a service animal from district property if any one of the following circumstances occurs:

a. The animal is out of control and the animal's handler does not take effective action to control it.
b. The animal is not housebroken.
c. The animal's presence would fundamentally alter the nature of the service, program, or activity.
d. The animal is found not to be performing a task or a service directly related to a disability.

If the district excludes an animal, it will provide the individual with a disability the opportunity to participate in the service, program or activity without having the service animal on the premises.

A person whose service animal has been excluded or removed may appeal the decision using the discrimination complaint process found in Board Policy AC.

6. Responsibility/Liability

Neither the district, nor its employees, are responsible for the cost, care, or supervision of the service animal. The owner/handler of the service animal is responsible for any and all damage caused by the service animal at school, on school premises or at school activities.

Professional Therapy Dogs

1. Therapy Dog Defined

   "Therapy Dog" means a dog that is selected, trained and has graduated from a program that is a member of Therapy Dogs International or a similar nonprofit organization that trains the dog to provide specific physical or therapeutic functions, under the direction and control of a qualified handler.

   A therapy dog performs its tasks by permission or invitation. They are not accorded the same rights as service animals as defined by the Americans with Disabilities Act. An animal that does not meet the definition of therapy dog or service animal as defined in this regulation shall be subject to the conditions set for an animal visitor referenced below.

2. Therapy Dog Handler Defined

   "Therapy dog handler" means an employee of the school district or volunteer who has received training and/or certification from Therapy Dogs International or a similar nonprofit organization for handling a specific therapy dog and who will be handling or overseeing care of that specific therapy dog for the entire time the dog is on district property.

3. Approval Process for the Use of a Therapy Dog on District Property

   District staff who wish to have therapy dogs made available to students shall submit a plan to the building principal. The proposal shall address all of the following areas:

   a. A detailed schedule outlining the location, times, details of when and how the therapy dog will be used in the school, and expected duration of use in the school (e.g. month, school year). The schedule should include a timetable with built-in break and rest periods for the animal.
   b. The certification the proposed therapy dog has received, including the training required to receive the certification.
   c. The credentials of the certification provider.
   d. An up-to-date vaccination certificate for the dog.
   e. Proof of liability insurance for both the handler and the therapy dog.
   f. The student(s) whom the therapy dog is intended to serve.
   g. The anticipated goals for use of the therapy dog.
   h. The proposed training to be provided to students on the appropriate behavior and treatment of the therapy dog and the consequences for inappropriate treatment of the therapy dog.
   i. Detailed plan describing parent notification of therapy dog's presence in designated classroom.
   j. Signed assurances that therapy dogs will remain in the designated assigned room and not be allowed to wander throughout the school. Also, assurances that therapy dogs will be leashed at all times while outside of the designated classroom.

      The building principal shall submit any proposal meeting with their approval to the superintendent or designee for final review and approval. The superintendent or designee must approve the proposal in writing prior to the therapy dog entering district property. A letter must be sent home to the students in any classes where the therapy dog will be present, prior to the dog being allowed on site, to elicit information concerning allergies, extreme phobias, or religious considerations from the students and/or parents or guardians.

A therapy dog proposal may be rejected if:

a. The proposal doesn't meet the requirements of this regulation.
b. The principal, superintendent or designee does not perceive any educational benefit to be achieved based on the information contained in the proposal.
c. The principal, superintendent or designee believes that the time required to meet the needs of the therapy dog are inconsistent with the assigned duties of the school employee(s) proposed as the therapy dog's handler(s).
d. The proposal is otherwise inconsistent with the needs of the school or school building.
e. A parent, student, or staff member raises legitimate concerns regarding documented allergies, extreme phobias, or religious considerations.
f. The therapy dog is wandering the school unleashed.
g. Conditions of therapy dog approval are not followed.

Approved therapy dogs:

a. Must be at least one year old.
b. Must be house-broken.
c. Must be current on all vaccinations and immunizations.
d. Needs to reside with the handler a minimum of six months before initiating work with the school.
e. Zero bite policy – any therapy dog that bites, or attempts to bite, a person or an animal will not be allowed back on any district property.
f. Must always be on a leash and/or under the control of the handler.
g. Injured or sick animals (within the last 24 hours) will NOT be brought on district property.
h. Must be clean and well groomed, including teeth and nails.
i. Must have appropriate identification identifying it as a therapy dog at all times while on district property.

Any approved therapy dog may have its approval suspended or curtailed, at any time, for any reason. District employees shall not receive any additional pay, stipend, or compensation for providing the therapy dog or for being the handler and/or owner of the therapy dog. The supervision and care of the approved therapy dog is solely the responsibility of the therapy dog handler when the therapy dog is on district property. The therapy dog handler will assume full responsibility and liability for any damage to district property or injury to district staff, students, or others while the therapy dog is on district property.

This regulation is not intended to, and does not allow students, parents, or staff to bring emotional support animals onto district property. Individuals who bring an animal onto district property that does not meet the definition of a service animal or therapy dog approved pursuant to this regulation will be required to remove the animal from district property immediately. Repeated violations may result in disciplinary and/or trespass action.

4. Responsibility/Liability

Neither the district, nor its employees, are responsible for the cost, care, or supervision of the therapy dog. The owner/handler of the therapy dog is responsible for any and all damage caused by the dog at school, on school premises or at school activities.

All Other Animals on District Property

The district recognizes that under proper conditions animals can be an effective teaching aid. At the same time, the presence of animals can result in problems with allergies, indoor air quality, noise, sanitation and hygiene. Therefore, domesticated animals are not allowed on district property and will not be brought on district grounds, into schools or transported on district buses. This includes but is not limited to horses, dogs, cats, rabbits, rodents, birds, amphibians, reptiles, and other encaged, aquatic, or farm animals.

1. Requests for Animal Visitors

    a. All requests to have animal visitors (student or staff "Show and Tell," for example) in the classroom or on school property during school hours must be submitted to the principal or designee in advance and in writing.
    b. Included in the request should be a description of the activity, type of animal, educational purpose/benefit, length of activity, and a plan for the care of the animal. Additionally, if applicable, the request should include verification that the animal is properly and currently licensed with the appropriate inoculations. The principal or designee has the discretion to permit or deny the presence of any animal visitor in the school.
    c. Prior to approving the request, the principal or designee shall determine whether any child has a health condition (such as allergies) that could be exacerbated by exposure to animals. Parents must be notified of the plans to have an animal in the classroom so that accommodations may be made for their student.
    d. Animals will be permitted in classrooms only for a specified and appropriate educational purpose and for the time necessary to achieve the educational goal. This exception is not intended to allow long-term, regular, or continuous animal visitors.

2. Teacher Responsibilities for Animal Visitors

    a. Teachers must assume primary responsibility for the proper treatment of animals in the classroom. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.
    b. All fecal material must be cleaned from the cage of any mammal or rodent on a regular basis and an appropriate sanitizer used. Reptiles, fish, and insects must be cared for in a manner to minimize odor and maintain health.
    c. All animal food will be stored in metal containers with tight-fitting lids for pest prevention.
    d. Teachers are responsible for maintaining the living space for animals. Spilled food and/or bedding materials must be cleaned up daily. Cleaning of cages, habitats, dog beds, and disposal of animal waste will be performed by the teacher, not custodial staff.
    e. Animal waste must be disposed of in an outside dumpster.

3. Owner/Handler Responsibilities for Animal Visitors

    Owners shall be solely responsible for the care/safety of their animals and for injuries sustained to the animal or to people due to the presence of the animals at the school.

4. Limitations

    a. No poisonous animals shall be brought into the school.

b. No wild animals including skunks, raccoons, bats, squirrels, monkeys, amphibians or birds shall be allowed unless under the control of an individual trained in the care and management of the animals (i.e. zookeepers, veterinarians, etc.)
c. No animals will be allowed free range in the facility or grounds.
d. Horseback riding, pony rides and donkey basketball on school grounds or school parking lots is prohibited.
e. Animals will remain in cages unless removed for short periods of time by individuals who have been trained to handle the animal. Students will be instructed in the care and handling of the animal.
f. Children will not clean cages, aquariums, terrariums, or litter boxes, without parental permission and sanitation training.
g. Dogs must be kept off all play areas, as well as student arrival and dismissal areas. All dogs must be kept on a leash with a maximum length of eight feet and must be kept under the owner's control at all times.
h. District facilities will not be modified to accommodate an animal without Maintenance Department approval.