

## Agenda

Wednesday, April 9, 2025 7:00 PM

Winston-Dillard School District, 620 NW Elwood St, Winston, OR 97496

1. **Call To Order**

2. **Pledge of Allegiance**

3. **Roll Call - Establishment of a Quorum**

4. **Superintendent Academic Awards - Elementary**

4.A. Brockway Elementary School - Ashlyn & Cassidy  
Bradley

4.B. Lookingglass Elementary School - Eve Hall

4.C. McGovern Elementary School - Fiona Xie

5. **DHS Student Report**

6. ***INTERMISSION***

7. **SUPERINTENDENT REPORT**

7.A. Enrollment & Updates

8. **Directors Report**

9. **ITEMS OF DISCUSSION**

9.A. 2025-26 District Calendar Update

9.B. Enrollment Caps for the 2025-26 School Year

9.C. 2025-27 Integrated Plan Application

9.D. Lookingglass Elementary School Playground

9.E. Chemistry 104: New Course Planned for 2025-26  
School Year 1st Reading

9.F. Field Trip Requests

10. **ADOPTION OF CONSENT AGENDA**

10.A. Financial Statement

10.B. Minutes

10.B.1. Regular Session March 12, 2025

10.C. Personnel

10.C.1. Accept retirement of Randall Gunn, DHS  
SpEd Teacher effective June 13, 2025.

10.C.2. Accept resignation from Laura Jewell,  
Grade K Teacher at BES effective June 13, 2025.

- 10.D. Student Transfers Recommended for the 2024-25 School Year
- 10.E. Donations

- 10.E.1. Thank you from WSD to Wildlife Safari for (6) admission passes valued at \$155.70 towards raffle baskets at job fair.
- 10.F. Adoption of Consent Agenda Motion

#### 11. ACTION ITEMS

- 11.A. 2025-26 District Calendar 2nd Reading
- 11.B. OSBA Recommended Policy IKJ: Artificial Intelligence 2nd Reading
- 11.C. 2025-27 Integrated Plan Application
- 11.D. School Integrated Pest Management Plan
- 11.E. McGovern Elementary Fencing Project - COPS Grant & Capital Projects
- 11.F. Trailer Station USA
- 11.G. CTE Truck - Douglas High School: High School Success Grant/M98

#### 12. COMMUNICATIONS

#### 13. FOR THE GOOD OF THE ORDER

#### 14. ADJOURNMENT

#### 15. UPCOMING

- 15.A. Budget Committee Session at WSD Board Room on May 14, 2025 at 6:00 pm.
- 15.B. Regular Session at WSD Board Room on May 14, 2025 at 7:00 pm.

Winston-Dillard School District Student Enrollment 2024-25									
Grade Level	4/5/2024	9/9/2024	10/4/2024	11/8/2024	12/6/2024	1/3/2024	2/7/2025	3/7/2025	4/4/2025
K	92		99	99	99	98	101	98	97
1	91		88	89	89	90	90	93	95
2	106		88	89	90	89	85	86	86
3	99		103	105	107	106	106	107	107
4	103		101	99	98	97	98	98	97
5	106		109	105	106	104	101	102	103
<b>Elem School Total</b>	<b>597</b>	<b>571</b>	<b>588</b>	<b>586</b>	<b>589</b>	<b>584</b>	<b>581</b>	<b>584</b>	<b>585</b>
6	88		104	106	106	106	107	108	108
7	106		97	98	98	95	94	96	93
8	91		111	110	110	111	111	110	112
<b>Middle School Total</b>	<b>285</b>	<b>308</b>	<b>312</b>	<b>314</b>	<b>314</b>	<b>312</b>	<b>312</b>	<b>314</b>	<b>313</b>
9	85		95	94	91	89	90	89	88
10	116		92	87	86	86	83	83	83
11	73		97	101	100	98	96	96	95
12	56		76	73	70	70	69	70	69
<b>DAS</b>	70	47	45	45	47	46	51	48	47
<b>High School Total</b>	<b>400</b>	<b>367</b>	<b>405</b>	<b>400</b>	<b>394</b>	<b>389</b>	<b>389</b>	<b>386</b>	<b>382</b>
<b>Total Enrollment</b>	<b>1282</b>	<b>1246</b>	<b>1305</b>	<b>1300</b>	<b>1297</b>	<b>1285</b>	<b>1282</b>	<b>1284</b>	<b>1280</b>
<b>3/7/2025</b>									
<b>Elementary Schools</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>DAHS</b>	
McGovern - 235	0	0	0	0	81	80	74	9	1
Brockway - 225(PK 279)	54	80	76	69	0	0	0	10	5
Lookingglass -124(PK142)	18	18	17	17	26	18	28	11	24
<b>Total</b>	<b>72</b>	<b>98</b>	<b>93</b>	<b>86</b>	<b>107</b>	<b>98</b>	<b>102</b>	<b>12</b>	<b>17</b>
<b>4/4/2025</b>									
<b>Elementary Schools</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>	
McGovern -235	0	0	0	0	81	79	75	47	
Brockway - 225(PK279)	54	79	77	69	0	0	0		
LES -125 (PK 143)	18	18	18	17	26	18	28		
<b>Total</b>	<b>72</b>	<b>97</b>	<b>95</b>	<b>86</b>	<b>107</b>	<b>97</b>	<b>103</b>		

# Winston-Dillard School District

## Calendar 25-26

**DRAFT** 8

### First and Last Days

#### July

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

#### August 4

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

#### September 18

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

**New Staff Orientation** 8/11 - 8/15

First Staff Day 8/18

Last Teacher Day 6/12

First Student Day 8/25

**Douglas High Graduation** 6/6

Last Student Day 6/10

### Holidays

Fourth of July 7/4

Labor Day 9/1

Veteran's Day 11/11

Thanksgiving 11/27

Christmas Day 12/25

New Year's Day 1/1

Martin Luther King Day 1/19

President's Day 2/16

Memorial Day 5/25

**Winter Break** 12/22-1/2

**Spring Break** 3/23-3/26

### Elementary Soft Start Days

8/25, 8/26 & 8/27 - Elementary Only

#### October 18

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

#### November 12.5

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

#### December 12

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

### Conferences

**11/6 All Grades K-12- Early student release**

Grades K-12 -Afternoon, Evening conferences

**11/7 Grades K12 - Morning conferences**

**4/9 Grades K-12 Early student release**

Grades K-12 -Afternoon, Evening conferences

**4/10 Grades K-12 Morning conferences**

#### January 15

M	T	W	T	F
		1	2	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

#### February 15

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

#### March 14

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

### Teacher Work Days

8/20, 8/21, 10/24, 1/23, 4/3, 6/11, 6/12

#### April 17.5

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

#### May 15

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

#### June 7

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

### Inservice Days

8/18,8/19, 9/12 (All district training day), 9/26, 10/10, 11/21, 12/12, 1/9, 2/20, 3/6, 5/8

### End of Quarter

1st Quarter ends October 23 (36 days)

2nd Quarter ends Jan 22 (39.5 days)

3rd Quarter ends April 2 (35 days)

4th Quarter ends June 10 (37.5 days)

School Days = 148

	School Closed
	Holidays
	Winter Break
	Spring Break
	Inservice Days
	Teacher Work Days
	Conferences
	All District Training Day

BOARD APPROVED: DRAFT

# Winston-Dillard School District 116

Code: JECB  
Adopted: 12/13/11  
Revised/Readopted: 5/21/14; 1/14/15; 8/12/15;  
5/15/19; 9/11/24  
Orig. Code(s): JECB

## Admission of Nonresident Students

The district may enroll nonresident students as follows:

1. **Interdistrict Transfer Agreement.** By written consent of the affected school boards, the student becomes a resident student of the attending district thereby allowing the attending district to receive State School Fund moneys;
2. **Tuition Paying Student.** By admitting nonresident student with tuition, whereby neither affected districts are eligible for State School Fund moneys;
3. **Court Placement.** If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board will deny admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

### **Consent for Admission of a Nonresident Student by Interdistrict Transfer or Consent for Admission of a Tuition Paying Student**

Annually, by May 1, the Board shall establish the number of student transfer requests into the district, and out of the district, to which consent will be given for the upcoming school year.

The Board may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, gender identity, ethnicity, national origin, disability, health, whether a student has an individualized education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.

The Board may only ask for the student's name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (see the following paragraph for priorities), information about which schools the student prefers to attend, and whether the student is currently expelled.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; who previously received consent for admission because of a change in legal residence; or who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student the Board must provide a written explanation to the student.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as a criteria for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for those students on an IEP.

END OF POLICY

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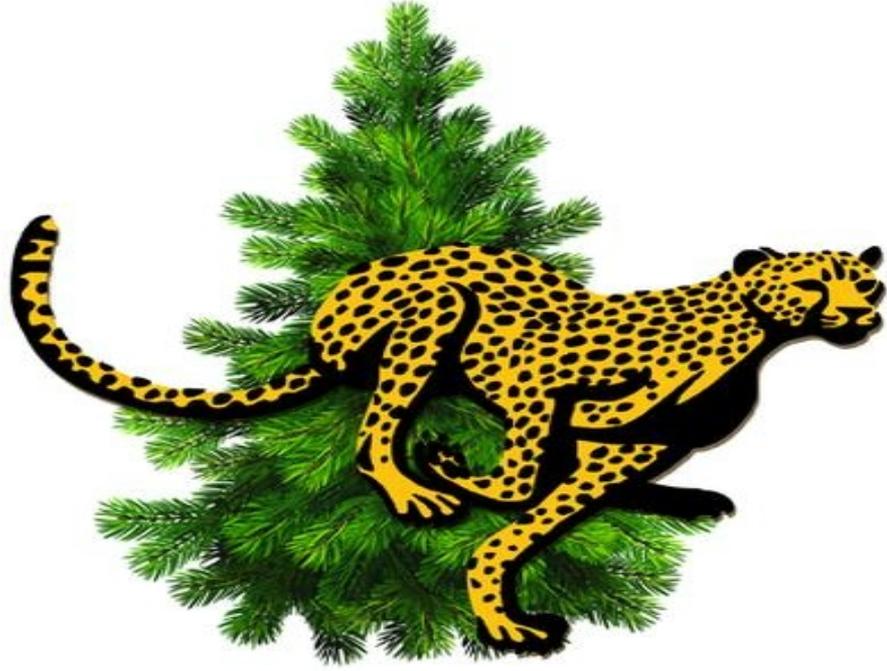
**Legal Reference(s):**

[ORS 174.100](#)  
[ORS 327.006](#)  
[ORS 329.485](#)  
[ORS 335.090](#)

[ORS 339.115 - 339.133](#)  
[ORS 339.141](#)  
[ORS 339.250](#)  
[ORS 343.221](#)

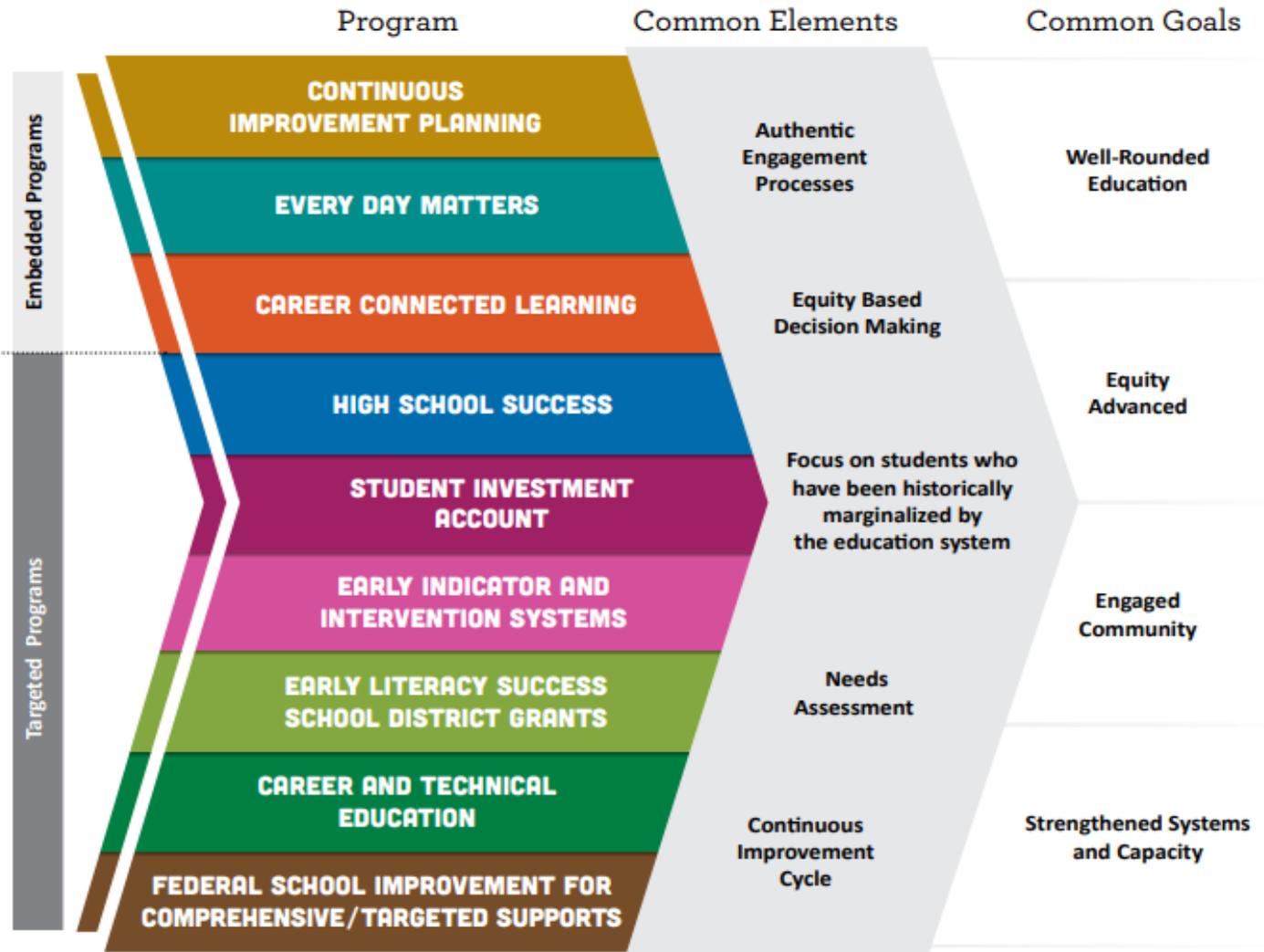
[ORS 433.267](#)  
[OAR 581-021-0019](#)

Winston-Dillard School District  
OREGON  
No. 116



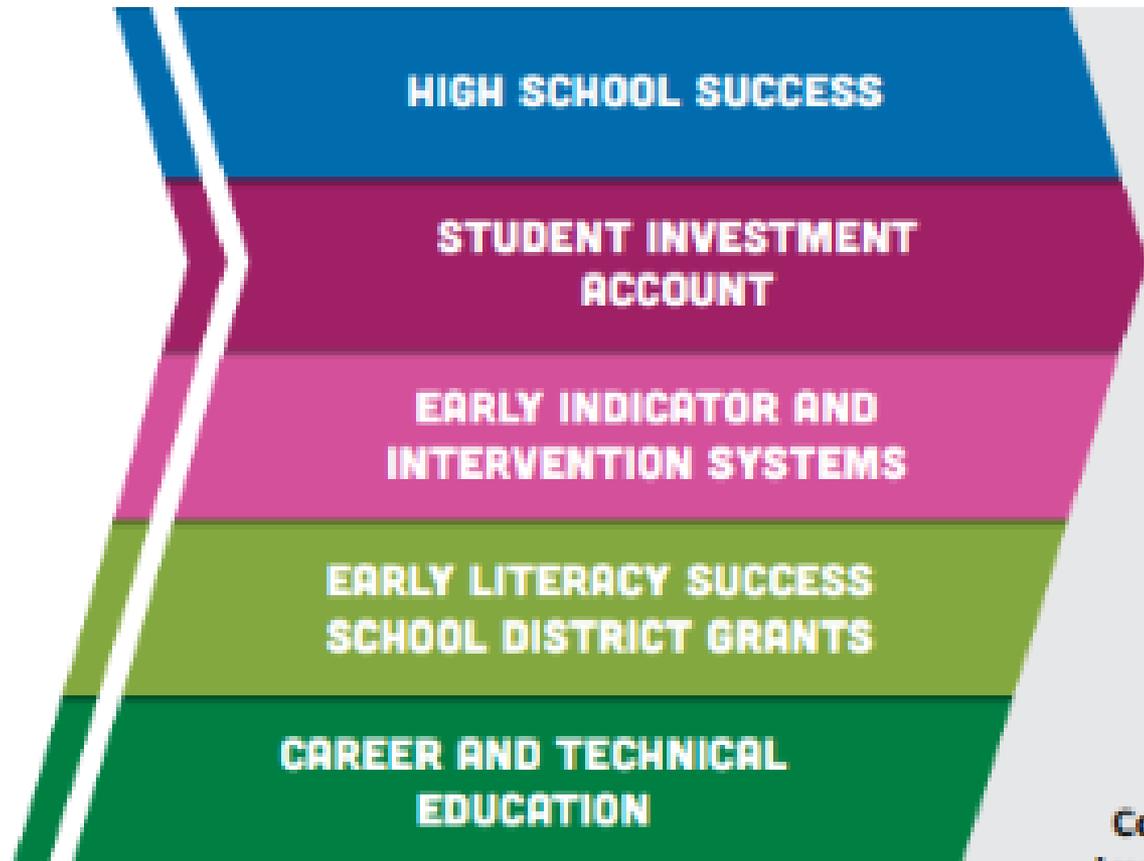


# Integrated Plan Elements





# Integrated Plan Elements





# High School Success - 4 Goals

- 9th Grade Ontrack- 4x more likely to graduate
  - 67%  79%
  - DHS Behavior Room
- Increase High School Graduation Rates
  - 76%  82.2%
  - DHS Behavior Room
- Increase equitable access to advanced coursework
  - Dual enrollment with UCC 27  33
- Improve readiness for college or career
  - 5 full CTE Programs



## Student Investment Account - 2 Goals

- Meet Student's Mental Health or Behavioral needs
  - Additional Counselor and Child Development Specialists
  - Additional Service Providers
  - Additional PE at Elementary Level
- Increase Academic Achievements for students
  - Pre-K Teachers & IA's
  - DAHS Math Instructor
  - SEL Curriculum



# Early Indicator and Intervention System

- An EIIIS is essential to the success of other integrated program goals, including HSS 9th grade ontrack, supporting mental health and addressing chronic absenteeism.
  - Center for High School Success
    - 6th - 11th grade success teams
    - Relational Trust inventories
    - Effective analysis of data
    - IRRE student results. (48 - 67)



## Early Literacy Success - 4 Goals

- Increase early literacy for children from birth to third grade.
- Reduce literacy academic disparities for student groups that have historically experienced gaps in performance.
- Increase support to parents and families to develop their children's literacy skills.
- Increase access to early literacy learning opportunities.

Results to be presented in May.



# Career and Technical Education - 3 Goals

- Integrate Career Connected Learning more systemically.
  - Alignment of WMS electives with DHS CTE programs of study.
- Increase equitable access and inclusion in high quality CTE and career connected learning activities.
  - Remove barriers to participation
- Expand transparency and the voices contributing to our career preparation system.
  - Maintain authentic connections with industry/ advisory

# Planning For The Future: Authentic Engagement

Short Term	Integrated Plan 1 year with update for second year.
Intermediate Term	Continuous Improvement plan 2 integrated plan cycles - State monitored.
Long Term	Strategic plan - 2 + CIP cycles - monitored by the School District/ Board

# Planning For The Future: Authentic Engagement

Year	Target Product	Process/ measurements
2025	Strategic Plan 2026- 2033 (8 yrs) CIP (4yrs) Integrated Plan (2 Yrs)	<p data-bbox="1296 441 1634 458">A 12-Step Guide to Efficient and Effective Program Integration</p>  <ul data-bbox="1263 793 1734 1158" style="list-style-type: none"> <li>● 5 common elements</li> <li>● <b>Student Involvement (Pro-start, FFA, Skills USA, Robotics, Athletics, NHS, other metrics of student life)</b></li> <li>● OSAS</li> </ul>
2027	Mid CIP Review (Integrated Budget Application)	
2029	CIP Rewrite, Mid Strategic Plan review, Integrated Budget application	
2031	Mid CIP Review (Integrated Budget Application)	
2033	Strategic Plan 2034- 2042 (8 yrs) CIP (4yrs) Integrated Plan (2 Yrs)	

*\*Please Note: This preview shares the content of what applicants will be asked to respond to or submit through an application portal. Questions might be revised slightly based on feedback as well as legislative and State Board changes. As always, please check with your Regional Support Team to ensure you're working from the correct application template.*

*Please make a copy of your application template.*

### Needs Assessment Summary

1. Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less) Additional **requirement if applying with a sponsored charter**: Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

*The Winston-Dillard School District has implemented a comprehensive and ongoing needs assessment process to enhance student outcomes. This process involves regular data reviews by school and district teams, with findings presented to stakeholders—including parents, students, staff, and community members—for feedback. This collaborative approach ensures that improvement plans are continually updated to address identified challenges effectively.*

#### **Data Sources and Collection Methods:**

1. **ORIS Needs Assessment Form and Oregon School Improvement Plan Template:** *These tools have historically provided a structured framework for data collection, enabling the district to identify and analyze areas requiring attention.*
2. **IRRE Student Outcome Student and Staff Surveys:** *Administered by the Institute for Research & Reform in Education (IRRE) during the spring of 2024 and 2025, these surveys gathered insights into the experiences and perceptions of both students and staff. The*

*administrative team examined disaggregated student outcome data from the 2018-19 (pre-COVID) and 2021-24 school years. This analysis included Oregon State Smarter Balanced Assessments, district attendance and credit records, and the Oregon State Report Card's "At-a-Glance" data for 9th-grade on-track and graduation rates.*

- 3. **Community Town Hall Meetings:** January through April 2025, the district held meetings where parents, students, and staff reviewed data across five key metrics. Parents and community members experienced lessons presented by students to experience student life. These sessions facilitated discussions on practices to discontinue, maintain, or initiate.*

### **Identified Trends:**

*The data review highlighted several critical trends:*

- **Academic Performance:** Proficiency levels in math and reading were notably below state averages, with 15% of students proficient in math and 26% in reading, compared to state averages of 31% and 44%, respectively.*
- **Graduation Rates:** The district's graduation rate (DHS & DAHS) stood at 82.2%, just ahead of the state average of 81%.*
- **Demographic Insights:** The student body comprised 10% Hispanic students and 2% American Indian students, Winston- Dillard is committed to equitable outcomes for **all** students.*
- **Career and Technical Education (CTE):** Stakeholder feedback underscored a demand for enhanced CTE programs to better prepare students for post-secondary careers.*

### **Impact on Strategic Planning and Budgeting:**

*The insights from the needs assessment have directly influenced the district's strategic initiatives and budget allocations:*

- **Academic Support:** Resources have been allocated to implement targeted interventions aimed at elevating math and reading proficiency levels.*

- **Graduation Initiatives:** Programs designed to bolster student engagement and support pathways to graduation have been prioritized.
- **Equity and Inclusion:** Professional development focused on culturally responsive teaching practices has been funded to address the needs of a diverse student population.
- **CTE Expansion:** Investments have been made to broaden CTE offerings, aligning curriculum 6 - 12 with local and state workforce demands to enhance student readiness for various career paths.

*In summary, the Winston-Dillard School District's methodical needs assessment process, grounded in extensive data collection and community engagement, has been instrumental in shaping strategic plans and budgetary decisions. This ensures that resources are effectively directed toward initiatives that address identified challenges and promote equitable educational opportunities for all students.*

## Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

The Winston-Dillard School District integrates its equity lens into planning and budgeting by consistently applying five guiding questions to evaluate policies and practices, ensuring they address the needs of historically underserved groups. This approach has led to several key initiatives:

1. **Technology Access:** Achieving a one-to-one device-to-student ratio and providing internet connectivity to all families ensures equitable digital access.
2. **Support for Families in Transition:** Recognizing high mobility and poverty rates, the district offers resources for transportation, basic living needs, and food security to support students experiencing instability.

3. **Social-Emotional Learning (SEL) and Mental Health:** Emphasizing SEL and mental health services, particularly for students in unstable situations, to promote inclusion and cultural awareness.
4. **Special Education Support:** Investing in special education to close achievement gaps between the general student population and students with disabilities.
5. **Early Literacy Programs:** Enhancing pre-kindergarten programs to improve third-grade literacy rates, aiming to strengthen foundational skills for all students.
6. **Career and Technical Education (CTE):** Expanding CTE opportunities to provide a well-rounded education that encourages regular attendance and improves graduation rates.

To prevent the isolation or stigmatization of students experiencing homelessness, the district's equity lens is applied across all activities, from field trips to curriculum choices. The district focuses on supporting homeless and foster students, proactively identifying and addressing potential obstacles to their education.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

Over the biennium, the Winston-Dillard School District has planned a series of professional development initiatives to address the cultural, social, emotional, and academic needs of all students, with a focus on prioritized focal student groups:

1. **Collaborative for High-Performance Schools (CHSS):** Training aimed at creating healthy, high-performance learning environments that support student well-being and academic achievement.
2. **Professional Learning Community (PLC) Academy:** Workshops designed to enhance collaborative teaching strategies, fostering a culture of continuous improvement and data-driven instruction.
3. **Enhanced Core Reading Instruction (ECRI):** Training focused on delivering systematic and explicit reading instruction to improve literacy outcomes for all students.

4. **Stand for Children Early Literacy:** Programs aimed at equipping educators with strategies to boost early literacy skills, particularly in underserved populations.
5. **Star Assessment:** Sessions on utilizing Star Assessments to monitor student progress and inform instructional decisions effectively.
6. **Sheltered Instruction Observation Protocol (SIOP):** Training to enhance instructional effectiveness for English language learners by integrating language objectives into content-area teaching.
7. **New Math Minds:** Workshops introducing contemporary mathematical pedagogies aimed at fostering critical thinking and problem-solving skills among students.
8. **Tribal Consultation/Tribal Communication:** Working closely with tribes for learning cultural history in support of SB 13, for learning and understanding sensitivities to ensure all staff live current and best practices.

These professional development activities are strategically selected to empower educators in supporting the diverse needs of all students, ensuring equitable and inclusive educational experiences.

3.  What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities?

The Winston-Dillard School District is committed to ensuring that children and youth experiencing houselessness have full access to all programs and activities. To support this commitment, the district implements several policies and procedures:

1. **Affordable Health Services:** The district offers low-cost physical examinations, facilitating participation in sports and extracurricular activities for students facing financial barriers.
2. **Financial Assistance:** Scholarships are available to cover sports fees, ensuring that economic challenges do not prevent students from engaging in athletic programs.

3. **Transportation Support:** Recognizing the importance of reliable transportation, the district provides transportation from sports events, addressing potential obstacles for students without stable housing.
4. **Community Resources:** Supporting the community and youth displaced or impacted by local disasters/ community support. Examples of local supports include school meals, clothing, personal hygiene supplies, and academic supplies.
5. **Professional development for staff on addressing social emotional supports.** SIA funds have been used to provide CDS and counseling support in schools. This addition of staffing has allowed us to build more effective relationships with social services, community partners, local government agencies, and our local ESD to provide more comprehensive supports to students and families.

These measures align with the McKinney-Vento Act, which mandates that schools provide specific services and support to homeless students to ensure their right to education. By proactively identifying and addressing barriers, the district fosters an inclusive environment where all students can fully participate and thrive. Winston Dillard takes the initiative to “go the extra mile” to support students in need.

4.  Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated.

The Winston-Dillard School District is committed to ensuring equitable access to Career and Technical Education (CTE) programs, particularly those traditionally dominated by a single gender. To achieve this, the district has implemented several strategies:

1. **Enhanced Middle School Forecasting Presentations:** By introducing CTE career fair presentations at the middle school level, students are exposed to the diverse pathways available. This initiative aims to broaden awareness and encourage all students, regardless of gender, to consider nontraditional fields.
2. **Alignment of Elective Courses:** Middle school electives, such as Introduction to Agriculture, are strategically aligned with high school CTE programs. This seamless progression fosters sustained interest and participation among students in fields they might not have previously considered.

3. **Emphasis on Transferable Skills:** Each CTE program of study highlights skills applicable across various careers. By focusing on these universal competencies, the district underscores value and relevance of all CTE programs to every student, challenging traditional gender norms associated with specific occupations.
4. **Commitment to Equity Advanced:** The Winston-Dillard School district understands the traditional roles played in our society in regards to Career and Technical Education. Our staff is committed to improving and expanding our CTE programs to ensure *all* students have opportunities aligned to their interests and strengths. CTE teams will intentionally brainstorm ideas for overcoming historically male or female dominated programs.

These efforts reflect the district's dedication to creating an inclusive environment where students are empowered to pursue their interests freely, contributing to a more diverse and equitable workforce in the future.

### Well-Rounded Education (250 words or less per question)

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon's Early Literacy Framework.

We prioritize belonging and safety for all learners as a whole child. We analyze literacy and behavioral data, the student's social emotional well being, curriculum, culture and homelife. We continually work on holding high expectations for all learners. We continually work and support instruction building awareness of all perspectives and normalizing risk-taking for students.

Throughout the district, foundational skills instruction is part of the core curriculum and evidenced in ECRI and Wonders for Tier I programs along with Tier II and III REWARDS, Corrective Reading, Reading Mastery. Foundational skills are integrated into protected daily literacy instruction, with opportunities to practice and apply these skills up to and beyond grade five as necessary.

Educators follow a clear, intentional scope and sequence based on the learning progression of foundational skills as is reflected in the WDSO Early Literacy Roadmap, scope and sequence found in our curriculum, learning conversations in our PLC's and literacy benchmark meetings.

The district has developed a system to meet the needs to employ explicit, systematic, diagnostic, and responsive teaching for language and literacy skills to develop confident and successful readers and writers. Additionally a [WDSB Reading Protocol](#) and our [Foundational Skills Document](#) exist to support these efforts.

We are continuously improving systems to support writing instruction. Educational leaders are actively and aggressively working to review, adopt, and support the implementation of high-quality instructional materials, systems and PD that support the full range of literacy skills: phonemic awareness, explicit systematic phonics, vocabulary and language development, comprehension and fluency.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. **No narrative response required. A Smartsheet link will be provided.**
3.  How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and are aligned to all state and national standards?

To ensure our curriculum design and adopted materials maintain a clear K-12 scope and sequence aligned with state and national standards, we follow a systematic, collaborative approach. Guided by the Solution Tree PLC model, our adoption teams—comprising educators and led by the curriculum director—use the same Instructional Materials Evaluation Tool (IMET) as the state. Surrounding School Districts have joined us in curriculum presentations, enriching the adoption teams discussions and evaluations through multiple viewpoints. Cooperation between our local districts has resulted in better scrutiny of curriculums and improved student results as we experience mobility between our districts. This ensures each curriculum aligns with Oregon-approved standards and includes all required components. Professional Development opportunities from our curriculum provider are sought out for our staff to ensure fidelity in curriculum implementation. This investment in staff knowledge of the intended use of curriculum and resources, providing confidence for educators to employ the curriculum as intended. Supplemental materials are carefully reviewed by the director and instructional team for appropriate alignment and use. Additionally, we reference the Center for High School Success roadmap to align secondary pathways and outcomes with long-term student success.

4.  Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.

The Winston-Dillard School District employs a multifaceted approach to ensure classroom instruction is well-rounded, intentional, engaging, and challenging for all students:

1. **Targeted Professional Development:** The district tailors professional development to enhance instructional delivery, focusing beyond mere curriculum training to include effective presentation techniques.
2. **Enhanced Core Reading Instruction (ECRI):** Educators utilize ECRI methodologies to augment the efficacy of existing reading and writing curricula, providing systematic and explicit instructional routines that bolster student literacy outcomes.
3. **Instructional Coaching and Peer Observation:** The district integrates instructional coaches to collaborate with teachers during school hours, offering personalized guidance. Additionally, floating substitutes are employed to allow educators the opportunity to observe and learn from peers, fostering the adoption of innovative instructional strategies.
4. **Structured Professional Learning Communities (PLCs):** Regularly scheduled PLC sessions provide a platform for teachers to engage in collaborative dialogue, share best practices, and collectively address student learning challenges. These teams utilize observations of students, academic data, Relational Trust inventories to measure the quality of teacher student relationships to better understand each student and their unique needs.
5. Intentional creation of Intervention schedules into the school day. The WDSB has invested in software that enables PLC teams to group students according to academic, social emotional needs or academic enrichment.

Collectively, these strategies cultivate a dynamic educational environment that supports continuous professional growth and enhances student achievement

5.  How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence?

The Winston-Dillard School District is dedicated to fostering a safe and welcoming educational environment for students, families, and community members. To achieve this, the district has implemented several key initiatives:

1. **Behavioral Safety Assessment Teams (BSAT) and Behavioral Threat Assessment and Management (BTAM) Systems:** These multidisciplinary teams are trained to identify, assess, and manage potential threats, distinguishing between transient and substantive threats to ensure appropriate interventions.

WDSB has a member of the Douglas County School and Community teams.

2. **Raptor Visitor Management System:** This system enhances school security by screening visitors against national databases, including registered sex offenders, and maintaining detailed records of visitor activity. WDSB is hosting a county-wide training on May 9th, 2025.
3. **Standard Response Protocol (SRP) Training with The "I Love U Guys" Foundation:** Staff undergo SRP training to standardize responses to various incidents, ensuring coordinated and effective actions during emergencies. WDSB is hosting a countywide training on August 22 & 23rd, 2025.
4. **Drug Awareness Education:** Health classes incorporate drug awareness curricula, complemented by assemblies aimed at educating students about the dangers of drug use and promoting healthy lifestyles.
5. **Educational Equity Training through Stand for Children Programs:** This training focuses on building relational trust and forming grade-level success teams, facilitating intervention scheduling at secondary levels to provide early support for students.
6. **Student Engagement through Surveys and Focus Groups:** Utilizing tools like the Institute for Research and Reform in Education (IRRE) surveys and empathy interviews, the district gathers student feedback to inform and improve school climate and safety measures.
7. **SafeOregon Online Reporting**
8. **Access to Student Resource Officers (SROs)**

6.  How do you ensure students have access to strong school library programs?

The Winston-Dillard School District is committed to providing students with robust and accessible library programs through several strategic initiatives:

1. **Hiring and Training Skilled Library Specialists:** The district prioritizes the recruitment of qualified library professionals and invests in their ongoing professional development. This ensures that library staff are adept at curating diverse collections and integrating modern technologies to support student learning.
2. **Maintaining a Well-Stocked Library:** Recognizing the evolving nature of information consumption, the district maintains comprehensive physical and digital collections. This approach caters to varying student preferences and learning styles, ensuring equitable access to resources.
3. **Enhancing Digital Access:** To complement traditional resources, the district has implemented technologies such as Star QR codes, enabling students to seamlessly access additional digital materials. This integration of digital tools fosters a more interactive and engaging learning environment. [American Libraries](#)

Through these concerted efforts, the district ensures that its library programs remain dynamic, inclusive, and responsive to the educational needs of all students. [HIVO](#)

7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

The Winston-Dillard School District employs a comprehensive approach to monitor and assess the effectiveness of interventions for students experiencing depression, anxiety, stress, and challenges with dysregulation. Key strategies include:

1. **Multi-Tiered Systems of Support (MTSS):** The district has integrated an MTSS module into its Student Information System (SIS), facilitating systematic monitoring through tools such as Check-In Check-Out, Emotion Tracker, and Early Warning Systems.
2. **Enhanced Counseling Services:** Additional counselors and Child Development Specialists (CDS) are available across all schools, providing targeted support and regular assessments of student progress.
3. **Collaboration with External Providers:** Partnerships with external counseling and mental health service providers ensure students receive specialized care, with progress closely monitored and integrated into the district's support systems.
4. **Behavioral Support Initiatives:** Secondary schools implement behavior coaches and in-school suspension programs focused on skill development and maintaining academic continuity, rather than exclusionary practices.
5. **Digital Wellness Monitoring:** The district utilizes Deledao's ActivePulse system to analyze student web activity, detecting signs of cyberbullying, self-harm, and other mental health concerns, enabling timely interventions.
6. **Anonymous Reporting Channels:** The SafeOregon Tip Line allows students, staff, and community members to report safety concerns confidentially, ensuring swift action and support.
7. **Social-Emotional Learning (SEL) Programs:** At the elementary level, Character Strong serves as a Tier 1 SEL curriculum, with additional Tier 2 and 3 supports for targeted interventions, fostering a supportive learning environment.

These comprehensive measures, underpinned by data-driven decision-making and collaboration, ensure that interventions are effectively tailored to meet the evolving needs of students facing mental health challenges.

8. ☒ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? ☒

The Winston-Dillard School District employs a comprehensive, data-driven approach to identify and support the academic needs of all students, with particular attention to focal student groups. Key strategies include:

1. **Individualized Student Assessments:** Grade-level, cross-disciplinary Student Success Teams analyze relational trust surveys, teacher-student relationship data, academic performance, standardized test results, behavioral records, and attendance patterns to tailor interventions effectively.
2. **Targeted Professional Development:** Professional development is strategically designed to enhance instructional methodologies, equipping educators with advanced strategies to address diverse learning needs and improve student engagement.
3. **Structured Intervention and Enrichment Scheduling:** Dedicated intervention periods within the school day facilitate timely support for students facing academic challenges. After-school programs are also available to provide additional assistance. Conversely, students who have surpassed standard benchmarks are offered enrichment opportunities during intervention times, including specialized activities for Talented and Gifted (TAG) identification and development.
4. **Grade-Level Success Teams:** Focused on enhancing transitions between educational stages, these teams concentrate on individual student needs, ensuring continuity and personalized support.
5. **Study Halls and Resource Access:** Flexible study halls and resource periods are integrated into the daily schedule, allowing students to seek assistance and engage in self-directed learning, fostering both remediation and enrichment.

This multifaceted approach ensures that the district not only addresses the academic challenges faced by students who are underperforming but also provides avenues for advanced learners to excel, thereby promoting equitable educational outcomes for all.

9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

No new programs, align MS & HS

The Winston-Dillard School District (WDSB) is actively enhancing its Career and Technical Education (CTE) offerings by aligning middle school electives with high school CTE strands. This alignment aims to create a cohesive pathway for students, fostering a seamless transition from exploratory to specialized CTE courses.

#### **Program Development Steps:**

1. **Curriculum Alignment:** Collaborate with educators to ensure that middle school electives serve as foundational courses leading into high school CTE programs.
2. **Advisory Committee Engagement:** Invite advisory committee members to participate more actively in strategic planning, providing industry insights to ensure program relevance and rigor.
3. **Cross-Program Integration:** Develop crossover programs within our Programs of Study to enrich student learning experiences and broaden skill acquisition.

#### **Timeline:**

- **Phase 1 (Months 1-3):** Conduct curriculum mapping sessions involving middle and high school educators to identify alignment opportunities.
- **Phase 2 (Months 4-6):** Organize workshops with advisory committee members to integrate industry perspectives into curriculum development.
- **Phase 3 (Months 7-9):** Pilot crossover programs, gather feedback, and make necessary adjustments.
- **Phase 4 (Months 10-12):** Finalize program structures, prepare marketing materials, and schedule information sessions for students and families.

This structured approach ensures that WDSB's CTE programs are thoughtfully developed, industry-aligned, and responsive to the evolving needs of our students and community.

10. ☒ What CTE-defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. ☒

FFA plant sales from a 96 x 100 foot greenhouse, Buildings, and selling wreaths and decor for Christmas Holiday celebrations, events where FFA members provide key services to community businesses, to student individualized SAE projects raised on the school farm. Forestry cutting and selling firewood and rough-cut, non-structural lumber. Woodshop and metal shop making items from pine wood gift boxes for a local business to Metal fire pits for the local farm cooperative to sell.

A culinary and Agriculture joint venture to provide farm-to-fork meals,

Wood shop and culinary collaboration to design and sell handheld kitchen instruments.

Culinary arts catering school district events

Drone program guiding students to their FAA drone license and beginning to fly pest and disease control flights over a local vineyard.

Our CTE program offers a diverse range of defined work-based learning experiences that give students authentic, hands-on opportunities to apply their skills in real-world settings. In agriculture and FFA, students manage and operate a 96x100-foot greenhouse, selling plants, building and marketing holiday wreaths and décor, and providing services to local businesses. Individualized SAE projects are raised on our school farm, allowing students to pursue unique interests. Forestry students cut and sell firewood and rough-cut lumber, gaining valuable natural resource management experience.

In our woodshop and metal shop, students produce custom items—from pine gift boxes for local businesses to metal fire pits sold by the local farm cooperative. Culinary students collaborate with agriculture students on farm-to-fork meal production and with woodshop students to design and sell handcrafted kitchen tools. The culinary program also caters school district events, further developing professional skills.

We are expanding into emerging technologies through our drone program, where students pursue FAA drone licenses and conduct pest and disease control flights over local vineyards, providing innovative, in-demand experience. These programs not only strengthen technical skills but also foster entrepreneurship, leadership, and community engagement.

11. ☒ Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. ☒

**Engaged Community (250 words or less per question)**

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced? (253)

Over the past two years, the Winston-Dillard School District (WSD) has implemented several initiatives to enhance community engagement, particularly with focal students, families, and staff:

1. **Student-Led Community Events:** WSD has organized multiple evening events where students actively share their educational experiences, allowing parents and community members to hear directly from students about their learning journeys.
2. **Strategic Advisory Committee Involvement:** The district has increased the involvement of advisory committee members in strategic planning processes, ensuring that decisions reflect the diverse perspectives and needs of the community.
3. **Alignment of Middle and High School Programs:** Efforts have been made to align middle school electives with high school Career and Technical Education (CTE) strands, creating a cohesive educational pathway for students.
4. Survey and input opportunities at school events. Providing postcard-sized surveys or QR codes for brief input opportunities have provided opportunities for busy families to contribute. Participation is up, but the limited information exchange makes this a system that we can improve and build upon

#### **Identified Barrier:**

Despite these efforts, a significant barrier to engagement has been families' busy schedules, leading to challenges in event attendance.

#### **Addressing the Barrier:**

To mitigate this issue, WSD has adjusted its community engagement strategies:

- **District-Wide Invitations with School-Specific Presentations:** By inviting the entire district community to events featuring presentations from specific school groups, the district aims to increase attendance and foster a sense of unity.

This approach acknowledges the time constraints of families while striving to maintain meaningful engagement opportunities within the community.

**2. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.) (213)**

To ensure meaningful engagement with focal students and families throughout the integrated planning process, we implemented several targeted strategies centered on inclusivity and authentic relationship-building. One key approach involved the formation of focal groups, composed of both staff and students who have traditionally not been included in planning or decision-making processes. Staff participants were identified by building leaders using trend data and survey results from IRRE, which highlighted specific groups experiencing declines in key indicators.

For students, we adopted a “strength in groups” model by creating student-led organizations and clubs designed to support and uplift traditionally underrepresented populations in our secondary schools. These groups, each supported by a dedicated faculty advisor, focus on building a sense of community and belonging. Advisors play a critical role in building trust and rapport, which in turn increases student willingness to engage in broader school initiatives.

Through these strengthened relationships, students are encouraged to invite their families to participate in engagement sessions. This family involvement helps bridge communication gaps and allows for more culturally responsive input into the planning process.

This approach was developed with coaching and guidance from Bo Stephens and Shades of Unity PDX, an organization that also provides ongoing training to our staff on how to build authentic relationships with underrepresented populations. These collective efforts ensure our integrated plan reflects the voices and needs of all students and families.

**3. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.) (248)**

The Winston-Dillard School District (WDSO) has actively engaged both classified and certified staff throughout the planning process of our integrated plan by implementing several key strategies:

1. Annual Participation in the IRRE Survey: We administer the Institute for Research and Reform in Education (IRRE) Survey annually to gather insights on staff experiences and perceptions. This data informs our planning and decision-making processes. PLC teams use this among other data sets to make impactful decisions for students and to identify dilemmas to address in partnership with administration.. [irre.org](https://www.irre.org)
2. Involvement in School Improvement Plan (SIP) Development: Staff members are directly involved in the creation and refinement of our SIP, ensuring that the plan reflects their

perspectives and expertise. Developing School vision and mission statements, allowing staff to develop the building and meeting norms have also allowed staff to make critical contributions to establishing the culture of their building. By setting the SIP goals based upon our academic and survey results, staff are more invested in making progress on building goals.

3. **Invitations to Community Engagement Nights:** We extend invitations to all staff to participate in community engagement events, fostering stronger connections between the school and the community.
4. **Active Participation in Site Council:** Staff serve on the Site Council, contributing to discussions and decisions that shape our school's direction and priorities.

These strategies ensure that our staff are well-informed and actively involved in the planning and implementation of our integrated plan, fostering **a collaborative and inclusive educational environment**

4. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

Through our comprehensive community engagement efforts, the Winston-Dillard School District (WDSB) has gained valuable insights from both community members and staff, which have significantly influenced our strategic planning:

**Key Learnings:**

1. **Safety Concerns:** Community members expressed a strong desire to enhance safety for students traveling to and from school, particularly those walking or biking.
2. **Equity and Access:** There was a clear emphasis on increasing access and opportunities for all students, especially those from historically disadvantaged backgrounds, to participate in walking and biking to school.

3. **Health and Wellness:** Both staff and community highlighted the importance of promoting physical activity, recreation, and mental wellness among students.
4. **Environmental Considerations:** The community showed a keen interest in improving environmental health near schools, aiming to reduce emissions and enhance air quality.

### **Application of Feedback to Planning:**

Incorporating this feedback, we have:

- **Restructured Strategic Goals:** Our long-term strategic goals now prioritize safety, equity, health, and environmental sustainability, aligning with community and staff concerns.
- **Informed Capital Improvement Planning (CIP):** These goals guide our 4-year CIP, ensuring that infrastructure projects address identified needs, such as safe walking and biking routes.
- **Enhanced School Improvement Plans (SIPs):** Individual school SIPs are developed with these priorities in mind, tailoring strategies to meet specific community and student needs.
- **Guided Budgeting and Metric Selection:** Budget allocations and performance metrics are directly linked to our strategic goals, ensuring that resources are invested in areas that matter most to our community.

### **Strengthened Systems and Capacity (250 words or less per question)**

1.  What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place

to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? ☒(231)

The Winston-Dillard School District (WDSB) employs several targeted strategies to recruit, onboard, and retain quality educators and leaders, ensuring that all students, including those from focal groups, have access to effective and highly qualified teachers:

**Recruitment and Onboarding Strategies:**

1. **Career Fairs:** WDSB actively participates in career fairs to attract a diverse pool of candidates.
2. **Grow-Your-Own Program:** The district has initiated a "Grow-Your-Own" program, successfully hiring four classified and one certified staff member for the 2024-2025 academic year. This approach focuses on developing talent from within the community, fostering a workforce that reflects the student population.
3. **Financial Support for Further Education:** WDSB provides financial assistance to individuals pursuing further licensure and education, promoting continuous professional development and retention.
4. **New teacher onboarding week** WDSB invests a week prior to Inservice week to get teachers introduced to the district systems, who their mentors will be and provide expectations of the district for high quality instruction.

**Ensuring Effective Teaching for Focal Student Groups:**

To ensure that focal students are taught by effective and highly qualified teachers as frequently as other students, WDSB implements the following measures:

1. **Targeted Professional Development:** The district offers professional development opportunities tailored to enhancing instructional strategies, ensuring educators are equipped to meet the diverse needs of all students.
2. **Strategic Staffing:** By recruiting and retaining educators who are representative of student focal groups, WDSB fosters an inclusive learning environment that resonates with students' backgrounds and experiences.

These comprehensive systems are designed to create an educational environment where all students, particularly those from focal groups, benefit from high-quality instruction and leadership.

2. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. ☒

The Winston-Dillard School District (WSD) has implemented a comprehensive system to analyze disciplinary referrals, suspensions, and expulsions, with a focus on equity through disaggregated data by focal student groups. This process informs responsive and inclusive practices across all grade levels.

To support proactive behavior management, WSD utilizes the Behavioral Threat Assessment and Management (BTAM) system, with trained Behavioral Safety Assessment Teams (BSAT) at the school, district and county levels. These teams are equipped to identify and address safety concerns early, reducing the need for exclusionary discipline.

The district's enhanced Student Information System (SIS) includes tools such as Check-In Check-Out, Behavior Points, Emotion Tracker, and an Early Warning System (EWS). These features help track and analyze individual student data on behavior, academics, and attendance, facilitating timely interventions.

At the secondary level, grade-level teams—including counselors, teachers, and administrators—meet twice monthly to review data and design Tier 1 and 2 supports. A behavior coach at the high school focuses on reducing suspensions by addressing issues early, with plans to extend this support to the middle school in 2025–2026.

WSD has also expanded support services by increasing counseling staff and hiring Child Development Specialists (CDS) at elementary schools. CDS provide Tier I–III supports, deliver social-emotional learning (SEL), and create Behavior Support Plans based on Functional Behavior Assessments.

Through these integrated systems and targeted interventions, WSD ensures that discipline data is used to support students—especially those in focal groups—by fostering safe, inclusive, and supportive learning environments.

3.  **What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade bands? Describe your system for sharing information with students and parents regarding career-connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles.**

The Winston-Dillard School District (WSD) provides a comprehensive approach to career exploration and development across all grade levels, ensuring students build awareness, explore interests, and prepare for future careers.

At the elementary level, Career Days connect with literacy lessons, introducing students to a variety of professions in an age-appropriate and engaging way.

In middle school, students participate in STEAM Night and career fairs, offering hands-on experiences and exposure to diverse fields. Elective courses are intentionally aligned with high school Career and Technical Education (CTE) programs to promote early interest and readiness.

At the high school level, students can enroll in CTE programs in Agriculture & Natural Resources, Culinary Arts, Metals, Woods, and Health Services. A dedicated Electrical class provides hands-on training for careers in skilled

trades. Students also engage in career fairs, exploration activities, and industry-connected events to deepen their understanding of potential pathways.

District-wide, a School-to-Careers Coordinator supports career-connected learning by linking students with real-world opportunities. Through the Oregon Career Information System (CIS), students develop personalized education plans that align academic goals with career aspirations.

To keep families informed, WDSB shares CTE and career exploration opportunities through community events and digital communication platforms. Counseling services support students in navigating education plans and exploring options tailored to their interests.

These coordinated efforts ensure WDSB students are equipped with the knowledge, skills, and support needed to make informed decisions and pursue fulfilling careers after graduation.

4. For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

## Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

**WDSB utilized their Early Literacy TOSA to coach Title I teachers districtwide in collecting and analyzing language arts assessment data with elementary teaching staff and building leaders. The coach was able to support all elementary schools in developing an understanding that multiple forms of data must be collected and analyzed to inform instruction. The system developed includes Benchmark Meetings and Data Team Meetings that are made up of teams analyzing multiple sources of data. The district has determined that DIBELS and STAR (Renaissance) will be used as the universal screener.**

**Benchmark Meetings occur three times a year- once at the beginning of the school year, middle and end. DIBELS and STAR (Renaissance) provide the data for these meetings. These screeners are instrumental in analyzing the health of the Tier I core program effectiveness. Teachers are advised to utilize in-program assessments in addition to DIBELS progress monitoring to determine if interventions are effective. Data Team Meetings are held every seven weeks throughout the school year to evaluate the effectiveness of Tier II and Tier III instruction based on the above-mentioned multiple sources of data.**

**Finally, the District's Early Literacy Team has fully analyzed 3rd-grade OSAS data to drive our planning as a district to support the alignment of our reading and writing curricula, devote more time to intentional instruction using a digital experience in writing, and pledge time to planning to increase the cognitive demand of our students through requiring increased depth of knowledge questioning during literacy instruction.**

**As mentioned above, WDSB relies on a myriad of assessments to inform instruction. These include a multitude of in-program assessments, DIBELS, STAR (Renaissance), and our state's OSAS assessment.**

1. ☒ Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.* ☒

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

- General Fund
- Student Investment Account (SIA)
- State School Fund SSF
- Title I
- Title II
- Title III
- Title IV
- N/A (less than 50 ADMw, no match required)
- Other

3. If you answered “Other” on #2, please describe below:

4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

- Hiring
- Purchasing Curricula & Materials
- High-Dosage Tutoring
- Extended Learning Programs
- Professional Development & Coaching
- Other purposes

5. If you answered “Other” on #3, then please describe below:

**\*Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades\***

6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:

- Have the lowest rates of proficiency in literacy of elementary schools in the district;

- identified for comprehensive support and improvement or for targeted support and improvement under the federal Every Student Succeeds Act (P.L. 114-95, 129 Stat. 1802) based in part on literacy score;
  - have literacy proficiency rates that have not recovered to pre-pandemic levels
  - have a higher portion of student groups that have historically experienced academic disparities compared to other elementary schools in the district.
  - N/A if you have only one elementary school
7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%].  
(write N/A if you have only one elementary school)

### Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?
  - a. Clarification and training on how the new metrics will be calculated, how locally selected metrics will factor into school accountability, and how longitudinal goal and stretch trend lines are calculated for CIP and SIP goals.

### Plan Summary

1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less) **Additional requirement if applying with a sponsored charter:** Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district’s plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)

*The Winston-Dillard School District (WDSB) has developed a comprehensive and inclusive strategic plan to elevate student achievement, enhance well-being, deepen community engagement, and optimize facilities for safety and learning. This plan, rooted in extensive needs assessments and stakeholder feedback, is built upon four strategic goals: (1) Increase learning, achievement, and growth in Pre-K–12; (2) Address students’ behavioral and mental health needs; (3) Increase meaningful community engagement; and (4) Build and maintain safe, effective learning spaces.*

*The plan’s foundation is a robust, ongoing needs assessment process that uses multiple data sources—including IRRE surveys, academic assessments, and community feedback forums—to identify trends and areas for improvement. These assessments highlighted academic underperformance in math and reading, a strong yet improvable graduation rate, and a growing demand for expanded Career and Technical Education (CTE) pathways. In response, the district’s vision centers on equitable, whole-child education—supporting both academic success and socio-emotional development.*

*To address academic challenges, WDSB has prioritized evidence-based instructional strategies, professional development, and targeted interventions. Foundational skills instruction is embedded across K–5 through programs like ECRI and REWARDS, supported by the Early Literacy Roadmap and WDSB Reading Protocol. Math performance is being addressed through the New Math Minds initiative and structured data-informed instructional practices via the PLC Academy and Star Assessments. The focus on early literacy and numeracy is expected to improve long-term academic trajectories.*

*WDSB is also expanding and aligning CTE opportunities to prepare students for post-secondary success. The district has developed vertical articulation between middle and high school programs, ensuring early exposure to career pathways. Community feedback from town hall meetings reinforced this priority, and WDSB has responded by investing in new equipment, curriculum, and professional development to build career readiness. This directly supports Local Priorities and Goals Targets (LPGTs) related to student engagement, regular attendance, and graduation rates.*

*Behavioral and mental health supports are central to Goal 2. WDSB employs a Multi-Tiered Systems of Support (MTSS) framework, integrating digital wellness monitoring, expanded counseling services, and trauma-informed practices. The Character Strong SEL curriculum and staff training in culturally responsive instruction foster emotional safety and belonging, especially for historically underserved groups.*

*Community engagement strategies (Goal 3) are tailored to meet families where they are. With participation challenges identified, WDSB has shifted to district-wide events featuring rotating school presentations and implemented low-barrier feedback tools like QR-code surveys. These efforts are designed to increase two-way communication and shared ownership of student success.*

*Lastly, facilities upgrades under Goal 4 promote physical safety and a conducive learning environment. Investments in security technologies (e.g., Raptor system), emergency response training, and inclusive design reflect the district’s commitment to ensuring all students feel secure and supported.*

*In summary, WSDSD's plan responds directly to identified strengths and areas for growth, with clearly defined strategies that align with community priorities, LPGTs, and equity-centered outcomes. Through this holistic approach, the district is poised to improve achievement, foster well-being, and strengthen its educational ecosystem.*

## Links

1.  Outcomes and Strategies
2. Integrated Planning and Budget Year 1 (2025-2026)
3. Integrated Planning and Budget Year 2 (2026-2027)
4. Tiered Planning
5.  Early Literacy Inventory
6. Early Literacy Allowable Use Descriptions

## Attachments

1. Equity lens utilized
2. Board meeting minutes which expressly state the plan presentation to the governing board, with an opportunity for public comment, and formal approval by the board (non-consent agenda item)
3. Optional - Perkins Needs Assessment Documentation
4. Direct Perkins Recipients Only- Perkins Improvement Plan (if applicable)
5. Affirmation of Tribal Consultation - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
6. Tribal Consultation Worksheet- - For affected school districts required to engage in Tribal Consultation (Refer to Section 2 for more details)
7. District Charter Program Agreement (DCPA), if applicable
8. Memorandum of Understanding (MOU), if applicable

## Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be

subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

2. You have taken into consideration the Quality Education Commission (QEC).
3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
6. Each of the SSA plans were reviewed as part of your strategic planning.
7. You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.
8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.
9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.
10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.
11. You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.
12. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.
13. If literacy funds are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in "research-aligned literacy strategies" and "the science of reading and writing", and their primary role and responsibilities include direct support of students and/or educators.
14. You have, for the purposes of prioritization, determined rates of proficiency using multiple sources of data, including state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.





## WINSTON-DILLARD SCHOOL DISTRICT #116 PLANNED COURSE STATEMENT

School Name: Douglas High School

Grade Level(s): 7  8  9  10  11  12

Department: Science

Status: Required  Elective

Course Title: Chemistry 104

Credit: 0.5  1.0  1.5  N/A

Length of Course: Semester  Full Year

College/Dual Credit: Yes  No

Prerequisite(s): Algebra I

Revision Date: [Click here to enter a date.](#)

Textbook(s): Experience Chemistry, Savaas and Chemistry: Atoms First from OpenStax (free online)

CTE Course: Yes  No

### Course Overview:

CH104 is a dual credit general chemistry course, which students would earn 4 college credits during the course of the full school year. It is required for some bachelor's degrees granted at other institutions (i.e. Dental Hygiene at O.I.T.) Some AAS degree programs require only CH 104 — see specific programs for details. This is a prerequisite for Anatomy and Physiology. Required when applying for the nursing program, dental hygiene, physical therapy, phlebotomy, and other allied health careers.

### General Course Content:

This course focuses on lab skills, measurement and dimensional analysis, properties of matter, elements and compounds, nomenclature, periodic table and trends, chemical equations, stoichiometry, and atomic structure.

### Learning outcomes:

Demonstrate a basic knowledge of core content. This content will include the theory, principles, and applications of atomic structure, periodic law, stoichiometry, nomenclature, states and classification of matter, mole relationships, and an introduction to chemical bonding.

Discuss the basic descriptive chemistry of the main group elements.

Identify and discuss instances of chemical laws at work in everyday life.

Use IUPAC nomenclature for both inorganic and organic compounds.

Formulate an approach and solve problems involving stoichiometry.



Perform basic laboratory techniques including accurate measurement of mass and volume, safely using Bunsen burners, and using a variety of lab specific techniques and items.

Specify limitations and assumptions made in scientific hypotheses and theories.

Common Core Standards Addressed:

Next generation science standards addressed:

Review MS-PS1-1 through 5

HS-PS1-1, HS-PS1-2, HS-PS1-3, HS-PS1-4, HS-PS1-5, HS-PS1-6, HS-PS1-7, HS-PS2-6, HS-PS3-1 and beyond

Assessment Strategies:

Quizzes intermittent through units, Unit exams, semester exams, and a Spring Final for UCC credit.

Strategies for Differentiated Instruction (TAG, SPED, etc.):

Challenge and real world application problems for TAG students.

Extra supports are available for struggling students, similar to what would be available in any high school class, but the accelerated and advanced learning has to be kept for UCC dual credit to be earned.

Specific Learning Activities:

Units of study include lectures, videos, guided notes with problem solving examples, practice assignments, modeling activities, group practice, and laboratory experience to enhance the understanding of content as well as provide experience with proper lab techniques.

## FIELD TRIP REQUESTS

April 9, 2025

<b>DATE</b>	<b>SCHOOL</b>	<b>CLASS/GROUP</b>	<b>TRAVELING TO</b>
4/2/2025	DHS	RESONANCE CHOIR	MARSHFIELD HS FOR FESTIVAL
4/4/2025	DHS	BAND	SOUTH UMPQUA HIGH SCHOOL - LEAGUE FESTIVAL
4/4/2025	DHS	FFA (4 )	OAKLAND HIGH SCHOOL - MILK QUALITY EVENTS
4/9/2025	DHS	FFA (8 )	DOUG CO FAIRGROUNDS - LIVESTOCK ASSOC. DINNER
4/16/2025	DHS	BAND	MARSHFIELD HS FOR FESTIVAL
4/23/2025	BES	DLC SPED CLASS	RIVER FORKS PARK
4/24/2025	DHS	METALS CLASS (10)	LINN BENTON CC - SKILLS CONTEST
4/24/2025	MES	5th Grade	GLIDE FORESTRY CENTER
4/25/2025	DHS	ETS/UPWARD BOUND	OREGON INSTITUTE TECHNOLOGY - KLAMATH FALLS
4/28/25-5/1/25	WMS	6TH GRADE(1 group/day)	DOUG CO MUSUEM
4/29/2025	MES	DAVIS 3RD GRADE CLASS	IN-N-OUT BURGER
5/1/2025	DHS	METALS CLASS (15)	ROGUE CC - SKILLS CONTEST
5/6/2025	WMS	DLC SPED CLASS	WILDLIFE SAFARI

**Winston-Dillard School District #116**  
**2024-2025**

	<u>24/25 BUDGET</u>	<u>Estimate through 03/31/2025</u>	<u>24/25 PROJECTED</u>
<b>REVENUES</b>			
Property Taxes - Current	\$ 4,000,000	\$ 3,551,108	\$ 4,000,000
Property Taxes - Prior Years	100,000	51,927	100,000
County Sales Back Taxes	15,000	-	15,000
HERT (Heavy Equip) & HB5006 (Wildfire)	10,000	3,039	10,000
Back Property Tax Interest Earnings	10,000	7,606	10,000
Interest on Investments - Current Rate of 4.64%	360,000	284,577	360,000
Admissions from Other Schools	10,000	-	10,000
Student Fees	20,000	-	20,000
Rentals/Lease Income	-	-	-
Contributions/Donations	-	-	-
Recovery of Prior Year Expenditure	-	-	-
Miscellaneous	63,000	6,829	63,000
County School Fund	20,000	-	20,000
ESD Apportionment	115,000	76,004	114,001
State School Fund 24/25	12,550,000	10,382,595	12,550,000
State School Fund 24/25 Adj Estimate	-	-	(300,956)
SSF High Cost Disability 24/25	-	-	133,247
SSF Small HS Grant 24/25	-	-	-
State School Fund Prior Year 23/24 Adj	-	-	133,148
SSF High Cost Disability Prior Year 23/24 Adj	-	-	(35,360)
SSF Small HS Grant Prior Year 23/24 Adj	-	-	-
SSF NSLP Match	-	-	-
State Managed County Timber	150,000	-	150,000
Common School Fund (State Owned Rangelands)	182,000	86,547	173,094
Federal Forest Fees	-	-	-
Transfer In (From Fund 200 - ODOE)	35,000	-	35,000
Sale/Loss of Fixed Assets	10,000	-	10,000
<b>SUB TOTAL REVENUES</b>	<b>\$ 17,650,000</b>	<b>\$ 14,450,232</b>	<b>\$ 17,570,174</b>
<b>Beginning Fund Balance</b>	<b>4,876,499</b>	<b>4,780,324</b>	<b>4,780,324</b>
<b>TOTAL REVENUES</b>	<b><u>\$ 22,526,499</u></b>	<b><u>\$ 19,230,557</u></b>	<b><u>\$ 22,350,499</u></b>
<b>EXPENDITURES</b>			
Salaries	\$ 9,317,117	\$ 5,592,043	\$ 9,100,000
Payroll Costs	5,449,782	2,777,709	4,700,000
Purchased Services	4,002,450	1,913,639	3,800,000
Supplies & Materials	1,870,650	748,011	1,900,000
Capital Outlay	175,000	70,905	175,000
Other Objects	351,500	313,687	351,500
Transfer/NSLP Food Service Program	-	-	-
Transfer to Capital Project - SSF - Supplemental	-	-	-
Transfer to QSCB Fund 300	45,200	-	45,200
Transfer to Capital Project Fund 400	194,800	-	194,800
<b>SUB TOTAL EXPENDITURES</b>	<b>\$ 21,406,499</b>	<b>\$ 11,415,994</b>	<b>\$ 20,266,500</b>
Contingency	420,000	-	-
Unappropriated, Reserved for Next Year	700,000	-	-
<b>TOTAL EXPENDITURES</b>	<b><u>\$ 22,526,499</u></b>	<b><u>\$ 11,415,994</u></b>	<b><u>\$ 20,266,500</u></b>
<b>TOTAL ESTIMATED REVENUES</b>			22,350,499
<b>TOTAL ESTIMATED EXPENDITURES</b>			20,266,500
<i>Estimated Ending Fund Balance</i>			<b><u>\$ 2,083,999</u></b>
<i>(Of the \$22,526,499 budget the estimated the ending fund balance is 8%)</i>			

## Fund 200 and 250

<b>Fund 200 - Grants and Projects Fund</b>	<b>24/25 BUDGET</b>	<b>Estimate through 03/31/2025</b>	<b>24/25 PROJECTED</b>
<b>EXPENDITURES</b>			
Salaries	\$ 2,096,538	\$ 1,287,980	\$ 2,096,538
Payroll Costs	1,207,453	638,994	1,207,453
Purchased Services	439,103	197,400	439,103
Supplies & Materials	546,242	234,085	546,242
Capital Outlay	375,000	166,041	375,000
Other Objects	-	-	-
Transfers to Other Funds	35,000	-	35,000
<b>TOTAL EXPENDITURES</b>	<b><u>\$ 4,699,337</u></b>	<b><u>\$ 2,524,500</u></b>	<b><u>\$ 4,699,337</u></b>

<b>Fund 250 - Food Service Fund</b>	<b>24/25 BUDGET</b>	<b>Estimate through 03/31/2025</b>	<b>24/25 PROJECTED</b>
<b>EXPENDITURES</b>			
Salaries	\$ 305,250	\$ 146,053	\$ 305,250
Payroll Costs	207,572	95,821	207,572
Purchased Services	130,000	84,818	130,000
Supplies & Materials	745,000	156,782	745,000
Capital Outlay	50,000	6,704	50,000
Other Objects	5,000	2,015	5,000
Contingency	-	-	-
<b>TOTAL EXPENDITURES</b>	<b><u>\$ 1,442,822</u></b>	<b><u>\$ 492,193</u></b>	<b><u>\$ 1,442,822</u></b>

## Fund 300 and 400

<b>Fund 300 - Debt Service Fund</b>	<b>24/25 BUDGET</b>	<b>Estimate through 3/31/2025</b>	<b>24/25 PROJECTED</b>
<b>EXPENDITURES</b>			
Principal and Interest	\$ 2,860,000	\$ 1,691,753	\$ 2,860,000
Contingency	1,452,478	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 4,312,478</b>	<b>\$ 1,691,753</b>	<b>\$ 2,860,000</b>

*PERS Side Acct pmts for 24/25 are \$1,654,424.50 and will escalate to \$1,813,608 with final pmt in 2028.*

*GO Bond Series 2019 (DHS) payment for 24/25 is \$1,107,400. Final pmt 2039.*

*QSCB payment for 24/25 is \$51,817.50 and remains consistent through 2027.*

<b>Fund 400 - Capital Project Fund</b>	<b>24/25 BUDGET</b>	<b>Estimate through 03/31/2025</b>	<b>24/25 PROJECTED</b>
<b>EXPENDITURES</b>			
Purchased Services	\$ -	\$ -	\$ -
Supplies & Material	-	28,563	28,563
Capital Outlay	1,039,200	211,712	1,010,637
Other Objects	-	-	-
Contingency	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,039,200</b>	<b>\$ 240,275</b>	<b>\$ 1,039,200</b>



## WINSTON-DILLARD SCHOOL DISTRICT BOARD OF DIRECTORS

District Office Board Room  
620 NW Elwood Dr, Winston Or 97496

March 12, 2025 at 7:00 PM – Minutes

### REGULAR SESSION

**PRESENT:** Jasmine Geyer    Jeremy Mitchell    Bob Shigley    Curt Stookey  
                 Kevin Wilson    Kim Shigley

1. **Call To Order:** 7:00 pm

2. **Pledge of Allegiance:** Led by Jasmine Geyer.

3. **Roll Call** - Establishment of a Quorum: Four of the five board members in attendance.  
(Jasmine Geyer, Jeremy Mitchell, Bob Shigley, Curt Stookey)

#### 4. **Superintendent Awards - Secondary**

4.A. Douglas High School - *Brenna Gunn*

4.B. Winston Middle School - *Diego Valle*

#### 5. **DHS Student Report:**

Ty Hunter, Leadership student reported to the board that Band performed a great concert last week. Choir performed their annual “Valentine” grams last month. Boys Basketball made it to the 2<sup>nd</sup> round of playoffs and ended the season 8-2. Girls Basketball had a good season. There were 6 wrestlers that participated at state. Unified basketball team had their last game against Yoncalla. The DHS Culinary class was just featured in the local NewsReview paper. DHS students had the opportunity to take the PSAT, SAT and/or ASVAB assessments. Leadership students provided various sweet treats in appreciation of classified staff.

#### 6. **INTERMISSION**

#### 7. **SUPERINTENDENT REPORT**

##### 7.A. **Enrollment and Updates**

Overall enrollment is holding steady with only 2 students down from a year ago. The district is up two from previous month. We will continue to monitor this and strategize ways to increase enrollment.

Mr. Wilson shared pictures of various district events which included the Future Chef competition participated by Lookingglass and McGovern students.

**Attachments:** (1)

- [\(3\) March 2025](#)

##### 7.B. **Community Engagement Update**

WDSB held it's second event on Monday the 10<sup>th</sup> at Douglas High School. Mrs. Ledbetter, LES Principal presented information on Attendance, ECRI and Math. Mr. Wilson and Mr. Holveck have been working with the building principals on Integrated Guidance Application that focuses on the strategic plan for the next several years. Every Day Matters which focuses on attendance was another topic covered at event.

8. **Directors Report:** None at this time.

## 9. ITEMS OF DISCUSSION

### 9.A. 2025-26 District Calendar 1st Reading

The board reviewed the proposed 2025-26 district calendar. Parent-Teacher conferences were moved back to 1<sup>st</sup> quarter and 3<sup>rd</sup> quarter for all K-12 students.

Attachments: (1)

- [District Cal 25-26 Draft 7](#)

### 9.B. OSBA Recommended Policy Updates

#### 9.B.1. Policy IKJ: Artificial Intelligence - 1st Reading

The board reviewed the proposed OSBA policy regarding Artificial Intelligence

Attachments: (1)

- [IKJ - Artificial Intelligence](#)

#### 9.B.2. Policy GBNAA/JHFF Suspected Sexual Conduct with Students 1st Reading

Policy updates language as "student" is defined as a student up to one calendar year after leaving or graduating from school. **Moved to Action Item 11.B.**

Attachments: (1)

- [GBNAA JHFF Suspected Sexual Conduct with Students](#)

#### 9.B.3. Policy GCAA: Standard for Competent & Ethical Performance of Oregon Educators 1st Reading

Policy revises TSPC definitions. **Moved to Action Item 11.B.**

Attachments: (1)

- [GCAA Competent & Ethical Performance of OR Educators](#)

#### 9.B.4. Policy JHFF/GBNAA Suspected Sexual Conduct with Students 1st Reading

The board reviewed recommended policy updates and **moved to Action Item 11.B.**

Attachments: (1)

- [JHFF GBNAA Suspected Sexual Conduct with Students](#)

### 9.C. Field Trip Requests

Attachments: (2)

- [FT Requests for MAR 2025](#)
- [05.13.25 5th GR to Florence Outdoor School](#)

## 10. ADOPTION OF CONSENT AGENDA

### 10.A. Financial Statement

Attachments: (2)

- [GF - Financial Statements 02.28.25](#)
- [Other Funds - Financial Statements 02.28.25](#)

### 10.B. Minutes

#### 10.B.1. Regular Session February 12, 2025

Attachments: (1)

- [Feb 12, 2025 Reg Session Minutes](#)

### 10.C. Personnel

10.C.1. Approve employment for Shilo Hester, MES Child Development Specialist effective February 26, 2025.

10.C.2. Approve employment for Kyle Micken, Food Service Director effective March 17, 2025.

10.C.3. Accept resignation from Shannon Hoshowski, MES 4th Gr. Teacher effective February 18, 2025.

10.C.4. Accept resignation from James Stever, WMS SpEd Teacher effective June 13, 2025.

#### 10.D. Donations

10.D.1. Thank you from WDSO to SOCO Coffee for 3 bags of coffee valued at \$48 toward gift basket for upcoming job fair

Attachments: (1)

- [DO Thank You to SOCO Coffee](#)

10.D.2. Thank You from WDSO to Abacela Winery for several bottles of wine, valued at \$147.00 to fill gift basket for upcoming job fair.

Attachments: (1)

- [Abacela Thank you from district](#)

10.D.3. Thank you from DHS to Jackson Street Provisions for donation to Baseball program in the amount of \$500.00.

Attachments: (1)

- [DHS Thank You to Jackson Street Provisions](#)

#### 10.E. Recommended Inter-District Student Transfers for 2024-25 School Year

#### 10.F. Adoption of Consent Agenda Motion

Curt Stookey made the motion for the Winston-Dillard School District Board of Directors approve the Consent Agenda as presented. Bob Shigley seconded the motion and all approved.

(Jasmine Geyer, Jeremy Mitchell, Bob Shigley, Curt Stookey)

### 11. ACTION ITEMS

#### 11.A. DHS CTE Work Area Paving - High School Success Grant/M98 Funds

Bob Shigley made the motion for the Winston-Dillard School District Board of Directors to approve DHS CTE Work Area Paving Project for a total amount of \$35,493 payable to Umpqua Aggregate Resources. Curt Stookey seconded the motion and all approved.

(Jasmine Geyer, Jeremy Mitchell, Bob Shigley, Curt Stookey)

Attachments: (3)

- [Umpqua Aggregate Resources \\$35493](#)
- [Black Pearl Paving Excavation \\$48991](#)
- [Knife River Materials \\$65588](#)

#### 11.B. OSBA Recommended Policy Updates 2nd Reading

Jeremy Mitchell made the motion for the Winston-Dillard School District Board of Directors approve recommended OSBA policies GBNA/JHFF, GCAA and JHFF/GBNA as presented. Bob Shigley seconded the motion and all approved.

(Jasmine Geyer, Jeremy Mitchell, Bob Shigley, Curt Stookey)

#### 11.C. Vestibule: Lookingglass Elementary School - COPS Grant and Capital Projects

Bob Shigley made the motion for the Winston-Dillard School Board of Directors to approve the vestibules with access controls for Lookingglass Elementary School for a total amount of \$62,551 payable to Z Terrell & Son. Curt Stookey seconded the motion and all approved.

(Jasmine Geyer, Jeremy Mitchell, Bob Shigley, Curt Stookey)

Attachments: (1)

- [Lookingglass Elementary Bids](#)

#### 11.D. Vestibule: McGovern Elementary School - COPS Grant and Capital Projects

Bob Shigley made the motion for the Winston-Dillard School Board of Directors to approve the vestibules with access controls for McGovern Elementary School for a total amount of \$62,415.70 payable to Zerbach Construction. Curt Stookey seconded the motion and all approved.

(Jasmine Geyer, Jeremy Mitchell, Bob Shigley, Curt Stookey)

Attachments: (1)

- [McGovern Elementary Bids](#)

#### 11.E. Resolution 2024-25-4 Special Education Stipends - Special Revenue Funds

Curt Stookey made the motion for the Winston-Dillard School District Board of Directors to approve Resolution 2024-25-4 as written. Jeremy Mitchell seconded the motion and all approved.

(Jasmine Geyer, Jeremy Mitchell, Bob Shigley, Curt Stookey)

Attachments: (1)

- [Resolution 2024-25-4 Acknowledge of Additional Special Revenue Funds](#)

#### 11.F. Resolution 2024-25-5 Secure Rural Schools Act

Jeremy Mitchell made the motion for the Winston-Dillard School District Board of Directors to approve Resolution 2024-25-5 as presented. Bob Shigley seconded the motion and all approved.

(Jasmine Geyer, Jeremy Mitchell, Bob Shigley, Curt Stookey)

Attachments: (1)

- [Resolution 2024-25-5 Secure Rural Schools Act](#)

12. **COMMUNICATIONS:** None at this time.

### 13. FOR THE GOOD OF THE ORDER

Mrs. Janna Norton, MES Principal reported that the music teacher recently connected with the Umpqua Singers group that came and performed for the students. Some of the group's participants were former MES students. The school is really excited to have Shilo Hester, CDS back and doing amazing work. Some of which includes working with Roseburg Therapy and collaborating with Bobby Carpenter, SRO for a student water safety assembly in April. Marine Patrol will be there to give a presentation at that assembly. Officer Carpenter is connecting with another officer at Myrtle Creek PD and has arranged time at the Winston Community Center for families to come and learn about online safety on April 24<sup>th</sup>.

Mrs. Emily Ledbetter, LES Principal said they celebrated their classified staff last week with treats and just really appreciates all that they contribute to students. The Battle of the Books team made up of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders will be competing on the 15<sup>th</sup>. Next week the students will be participating in spirit week, planned by the 5<sup>th</sup> grade leadership students. Mrs. Ledbetter was impressed with their proposal which included behavior expectations and how the week would help students. The Pre-K class is learning all about transportation and students have been able to enjoy various modes of transportation vehicles on site.

Mr. Craig Anderson, DHS Principal shared choir will be performing on the 13<sup>th</sup>. They have a crew currently working on the baseball field. Spring sports in full swing and everything is going well. The schools working towards final graduation preparations.

Mr. Dave Welker, WMS Principal said last week the band and choir performed their concerts. The events had been so well attended that they split the performances up to be held at separate start times to off-set over-crowding. The school most recently hosted the Douglas County Choir Festival and those in attendance were well received. Five wrestlers placed in the regional wrestling tournament over the last weekend and will be moving on to the state tournament. Students will be enjoying an assembly on the 13<sup>th</sup> that includes a pie eating contest. The winner of the contest will have the pleasure of throwing a pie at the principal. He also shared

they will have students attending the Battle of The Books event over at the coast in the upcoming weekend.

14. **ADJOURNMENT:** 7:53 pm

15. **UPCOMING**

15.A. Regular Session at WDSB District Office Board Room on April 9, 2025 at 7:00 pm.



**620 NW Elwood, Winston, OR 97496**

Information (541)679-3000 \* Business Office ext. 3406 \* Superintendent ext. 3405 \* FAX (541)679-4819

March 19, 2025

Wildlife Safari  
1790 Safari Rd.  
Winston, OR 97496

Dear Wildlife Safari Guest Services:

Thank you for the donation of admission tickets to Winston's premiere wildlife park! Your donation of 6 admission passes (value of: \$155.70) will fill raffle baskets showcasing local goods from the Douglas County area and will be used in the upcoming job fair in Salem, Oregon where Winston-Dillard Schools will recruit new talent to serve our students! Your generous donation is very much appreciated and will be seen by many hopeful candidates and enjoyed by three raffle basket winners!

We truly appreciate your support to our students and your giving spirit.

Sincerely,

Kristal Plikat, Early Literacy TOSA

Tax ID#: 93-6000445

# OSBA Model Sample Policy

Code: IKJ  
Adopted:

## Artificial Intelligence

~~{The purpose of this policy is to facilitate actions regarding artificial intelligence. Many OSBA members have developed statements, policies, or positions, or have responsible use agreement language that includes related content; this policy is not intended to replace that language.}~~

The Board believes that artificial intelligence (including generative artificial intelligence) is a useful tool. The Board also recognizes that generative artificial intelligence involves risk, including input and output bias, inaccuracies, and hallucinations. As such, it is critical that staff and student use is conducted responsibly.

### Independent Student Use

Specific rules for the independent use of generative artificial intelligence for assigned student work may be developed by the teacher and communicated to students. Teachers should consider the following in establishing these rules:

1. Accessibility of programs and technology for all students outside of school;<sup>1</sup>
2. Student awareness of bias and inaccuracies and student ability to responsibly address those concerns; and
3. The teacher's ability to detect usage accurately and consistently.

Failure to follow these rules may result in incomplete credit or disciplinary action.

### Student Use as Part of Class

Teachers may use generative artificial intelligence as part of instruction to further course objectives. Only applications approved by the district's [IT Department] will be allowed to be used as part of the class. All Terms of Use will be followed, along with any additional rules established by the [IT Department] or the teacher. Students are not allowed to share logins or passwords.

~~{Prior to allowing students to use generative artificial intelligence as part of a class the teacher will provide notice to parents with an explanation of its use.} / ~~{The [district] [school] will provide notice to parents regarding student use of generative artificial intelligence as part of classes.}~~~~

### Staff Use

District staff are authorized to use generative artificial intelligence to perform various work functions. Staff are responsible for ensuring their use complies with all laws, including, but not limited to copyright and privacy laws.

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<sup>1</sup> For example, do all students have access to computers and internet away from school; does the age of the students affect their ability to access generative artificial intelligence?

## **Staff Professional Development**

The district will seek out professional development opportunities for staff to learn how to use generative artificial intelligence for various work functions.

## **FERPA and Confidentiality**

All laws regarding student records, confidentiality, privacy, and student internet use will be followed at all times. District staff are prohibited from sharing personally identifiable information (PII)<sup>2</sup> with any generative artificial intelligence application.

## **Violations**

Students and staff in violation of policy or related rules may be subject to discipline and may be referred to law enforcement.

END OF POLICY

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## **Legal Reference(s):**

ORS 332.107

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

Children's Internet Protection Act (CIPA), 47 U.S.C. §§ 254(h) and (l); 47 C.F.R. § 54.520.

Children's Online Privacy Protection Act of 1998, 15 U.S.C. §§ 6501-6505

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

Protection of Pupil Rights, 20 U.S.C. § 1232h.

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<sup>2</sup> See Board policy JOB – Personally Identifiable Information for additional information.



# Oregon

Kate Brown, Governor

Department of Agriculture

635 Capitol St NE  
Salem, OR 97301-2532

## School Integrated Pest Management Law

August 21, 2018



The Oregon Department of Agriculture is reaching out to remind Oregon school boards and governing bodies about the School Integrated Pest Management (IPM) law\*, which became effective in 2012. This law helps promote a healthy school environment by setting minimum standards for pest management practices, which include restrictions on pesticide use, and requirements for notification and recordkeeping.

School boards (and other school governing bodies) have certain responsibilities under state law, including:

- **Adopting an IPM plan** that meets or exceeds the standards of the law.
- **Designating a coordinator** for each school to implement and oversee the IPM plan.
- Providing a process for responding to **inquiries and complaints**.
- **Adopting a list of low-impact pesticides** that meet or exceed the standards of the law.
- Providing a process for conducting **outreach to the school community**.



Additionally, school employees and others that apply pesticides on school campuses must be properly licensed by the Oregon Department of Agriculture (ODA), and meet other requirements. The fact sheets below provide a quick summary of some of the requirements. Please distribute these to your staff and others as you see fit.

- **Checklist for School Employees**  
<http://oda.direct/IPMSchoolsStaff>
- **Checklist for Commercial Applicators**  
<http://oda.direct/IPMSchoolsCPA>

Questions regarding educational opportunities can be directed to the OSU School IPM Program, <http://blogs.oregonstate.edu/schoolipm>

Additional information and resources on the school IPM law may be found at <http://oda.direct/IPMSchools>

\*Oregon Revised Statutes Chapter 634.700–634.750

## Excerpts from Oregon's School IPM Law

**ORS 634.700(1)** "Campus" means the buildings, other structures, playgrounds, athletic fields and parking lots of a school and any other areas on the school property that are accessed by students on a regular basis.

**ORS 634.700(2)** "Governing body" means a board of directors, agency or other body or person having policymaking and general oversight responsibility for a community college district, education service district, school district, other unit of education governance, private school or other educational entity.

**ORS 634.700(8)** "School" means:

- (a) A facility operating an Oregon prekindergarten or a federal Head Start program;
- (b) A public or private educational institution offering education in all or part of kindergarten through grade 12;
- (c) An education service district as defined in ORS 334.003;
- (d) A community college as defined in ORS 341.005, for the community college's own buildings and ground maintenance;
- (e) The Oregon School for the Deaf; and
- (f) A regional residential academy operated by the Oregon Youth Authority.

**ORS 634.705(1)** The governing body responsible for a school shall adopt an integrated pest management plan for use on the campuses of the school. The governing body shall also adopt provisions for:

- (a) Designating an integrated pest management plan coordinator;
- (b) Identifying plan coordinator responsibilities;
- (c) Giving notices under ORS 634.740;
- (d) Retaining pesticide application records under ORS 634.750;
- (e) Providing a process for responding to inquiries and complaints about noncompliance with the integrated pest management plan; and
- (f) Conducting outreach to the school community about the school's integrated pest management plan.

**ORS 634.705(5)** A governing body shall adopt a list of low-impact pesticides for use with the integrated pest management plan. The governing body may include any product on the list except products that:

- (a) Contain a pesticide product or active ingredient that has the signal words "warning" or "danger" on the label;
- (b) Contain a pesticide product classified as a human carcinogen or probable human carcinogen under the United States Environmental Protection Agency 1986 Guidelines for Carcinogen Risk Assessment; or
- (c) Contain a pesticide product classified as carcinogenic to humans or likely to be carcinogenic to humans under the United States Environmental Protection Agency 2003 Draft Final Guidelines for Carcinogen Risk Assessment.

**ORS 634.710** A governing body may adopt, improve or continue any integrated pest management plan that provides protection against pesticide exposure equal to or greater than the protection against pesticide exposure required by ORS 634.700 to 634.750.

## "Low-Impact Pesticides List"

Oregon law requires pesticide applicators to use only low-impact pesticide products in and around schools. ORS 634.705 (5) explains that a **governing body shall adopt a list of low-impact pesticides for use with their IPM plan** and explains which products may not be included on the list they adopt.

This is NOT a list of products that the OSU School IPM Program recommends. It is a list of products based solely on the requirements of ORS 634.705 (5), which were evaluated at the request of school IPM plan coordinators.

**Governing bodies can ignore, add or subtract from this "Low-Impact Pesticide List" based on their local situation, as long as the products they choose meet the requirements of ORS 634.705 (5).**

The pesticide label is the law. Review the entire label to ensure that it can be used as desired (correct use site, application method, etc.). "Non-crop areas" do NOT include ornamental sites, turf, or sports fields. For assistance with label interpretation, contact the [Oregon Department of Agriculture Pesticides Program](#).

The products listed in this "Low-Impact Pesticide List" were evaluated in November 2024 to determine whether they met the requirements of ORS 634.705 (5) for use in and around Oregon schools, following this [ODA Guidance Document](#).

Pesticide products must be registered for sale and/or distribution in the state of Oregon each year. Current product registration can be verified using this [ODA Search Tool](#).

This list is a tool, provided free-of-charge, but it is not a substitute for the ODA Guidance Document and ODA Search Tool identified above. If you are unsure whether a product you are considering using is still registered for use in the state of Oregon and still meets the requirements of ORS 634.705 (5), please contact the [Oregon Department of Agriculture Pesticides Program](#).

Every effort has been made to provide accurate and current information. Nevertheless, updates to product information or inadvertent errors in information may occur, product registration and labeling may change, and products may no longer meet the requirements of the law. **You accept all responsibility for information updates or errors, changes in products, and compliance with laws.** To the maximum extent permitted by law, OSU disclaims all warranties, including without limitation, any implied warranties of merchantability, fitness for a particular purpose, accuracy, and non-infringement. Before using any specific product on this list, you should always follow the [ODA Guidance Document](#), and check to see if it is currently registered for sale in the state of Oregon.

**Use the EPA Registration number to match products on the list. The same product name can be used for different products, so matching the product name(s) below to products on the shelf is not sufficient.** If there is no EPA RegistrationNumber, match the product name **and** the manufacturer/distributor name when comparing the list to products on the shelf.

Herbicides		
Active Ingredient(s)	Product Name	EPA Reg. No.
2,4-D (diethylamine salt), quinclorac, dicamba	<i>Lesco Momentum Q Herbicide</i>	228-531
2,4-D (diethylamine salt), quinclorac, dicamba	<i>Quincept Herbicide</i>	228-531
2,4-D ester	<i>Barrage HF Low Volatile Herbicide</i>	5905-529
2,4-D ethylhexyl ester	<i>The Andersons Professional Turf Products Fertilizer with Surge 16-0-9</i>	2217-882-9198
2,4-D ethylhexyl ester, 2,4-DP, dicamba	<i>Gordon's Agricultural Products Brushmaster Herbicide</i>	2217-774
2,4-D ethylhexyl ester, mecoprop-p, dicamba, carfentrazone ethyl	<i>Gordon's Proform Professional Formulations Speed Zone Broadleaf Herbicide for Turf</i>	2217-833
2,4-D ethylhexyl ester, mecoprop-p, dicamba, carfentrazone-ethyl	<i>Gordon's Proform Professional Formulations Speed Zone</i>	2217-835
2,4-D, ethylhexyl ester	<i>Drexel De-ester LV6</i>	19713-655
2,4-D, isopropylamine salt, and glyphosate, isopropylamine salt	<i>Landmaster BW</i>	42750-62
2,4-D, mecoprop, dicamba	<i>Lilly Miller Ultra Green Phosphorus Free Weed &amp; Feed</i>	2217-559-33116
carfentrazone-ethyl	<i>Quicksilver T+O Herbicide</i>	279-3265
clethodim	<i>Envoy Plus Herbicide</i>	59639-132
clethodim	<i>Select Max Herbicide</i>	59639-132
clethodim	<i>Select Max Herbicide with Inside Technology</i>	59639-132
dicamba, 2,4-D (2-ethylhexyl ester), sulfentrazone, and triclopyr, butoxyethyl ester	<i>Gordon's ProForm Professional Formulations T Zone Broadleaf Herbicide</i>	2217-920
dichlobenil	<i>Casoron 4G</i>	400-168
dichlobenil	<i>Casoron 4G</i>	400-168-59807
diquat dibromide, indaziflam, glyphosate isopropylamine salt	<i>Esplanade EZ</i>	432-1528
dithiopyr	<i>Dimension 270-G Turf &amp; Landscape Ornamental</i>	7001-375
dithiopyr	<i>The Andersons Professional Turf Products Dimension 0.25g With Agpro</i>	9198-213
d-Limonene	<i>Moss Melt Concentrate</i>	92967-1-91094
ethofumesate	<i>Poa Constrictor</i>	70506-107
ferrous (iron) sulfate monohydrate	<i>Lilly-Miller Moss Out! plus Fertilizer</i>	802-543
flumioxazin	<i>Broadstar Herbicide</i>	59639-128
flumioxazin	<i>Payload Herbicide</i>	59639-120
flumioxazin	<i>SureGuard SC Herbicide</i>	71368-114
glyphosate	<i>EZ-Ject Diamondback Herbicide Shells</i>	83220-1
glyphosate	<i>Razor Herbicide Primera Razor Pro</i>	228-366
glyphosate	<i>Razor Pro Herbicide</i>	228-366

Last updated November 2024. Before using any product on this list, check the [ODA Guidance Document](#)

glyphosate isopropylamine salt	<i>Cornerstone Plus - Agrisolutions</i>	1381-192
glyphosate, diquat dibromide	<i>Quikpro Herbicide</i>	524-535
glyphosate, diquat dibromide	<i>Roundup QuikPro Herbicide</i>	524-535
glyphosate, isopropylamine salt	<i>Aquamaster Herbicide</i>	524-343
glyphosate, isopropylamine salt	<i>Aquapro Herbicide</i>	62719-324-67690
glyphosate, isopropylamine salt	<i>Four Power Plus</i>	34704-890
glyphosate, isopropylamine salt	<i>Gly Star Plus</i>	42750-61
glyphosate, isopropylamine salt	<i>Gly-Star Original Agristar</i>	42750-60
glyphosate, isopropylamine salt	<i>Hi-Yield Super Concentrate Kill-Zall II</i>	42750-61-7401
glyphosate, isopropylamine salt	<i>Kleenup Pro</i>	34704-890
glyphosate, isopropylamine salt	<i>Mad Dog Plus</i>	34704-890
glyphosate, isopropylamine salt	<i>Makaze</i>	34704-890
glyphosate, isopropylamine salt	<i>Ranger PRO Herbicide</i>	524-517
glyphosate, isopropylamine salt	<i>Roundup Custom for Aquatic &amp; Terrestrial Uses</i>	524-343
glyphosate, isopropylamine salt	<i>RoundUp Pro Concentrate</i>	524-529
glyphosate, potassium salt	<i>Roundup Promax Herbicide</i>	524-579
halosulfuron-methyl	<i>Nufarm Prosedge</i>	228-711
halosulfuron-methyl	<i>Sedgehammer+ Turf Herbicide</i>	81880-24-10163
halosulfuron-methyl	<i>Sedgehammer Turf Herbicide</i>	81880-1-10163
imazapic, ammonium salt	<i>Plateau Herbicide</i>	241-365
Indaziflam	<i>Esplande 200 SC</i>	432-1516
indaziflam	<i>Marengo</i>	432-1518-59807
indaziflam	<i>Marengo G</i>	432-1523-59807
indaziflam	<i>Specticle Flo</i>	432-1518
indaziflam	<i>Specticle G</i>	432-1523
iron HEDTA	<i>Fiesta Turf Weed Killer</i>	67702-26
mesotrione	<i>Tenacity</i>	100-1267
pendimethalin	<i>Lesco Pre-M Aqua Cap Herbicide</i>	241-416-10404
pendimethalin	<i>Pendulum AquaCap Herbicide</i>	241-416
quinclorac, 2,4-D, dicamba, sulfentrazone	<i>Gordon's ProForm Professional Formulations Q4 Plus Turf Herbicide for Grassy &amp; Broadleaf Weeds</i>	2217-930
simazine	<i>Drexel Simazine 4L</i>	19713-60
simazine	<i>Simazine</i>	19713-252
triclopyr butoxyethyl ester, sulfentrazone, 2,4- D	<i>T Zone SE</i>	2217-976

Last updated November 2024. Before using any product on this list, check the [ODA Guidance Document](#)

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Insecticides		
Active Ingredient(s)	Product Name	EPA Reg. No.
azadirachtin	<i>AzaSol</i>	81899-4-74578
<i>Bacillus thuringiensis</i> subspecies <i>israelensis</i>	<i>Mosquito Dunks Biological Mosquito Control</i>	6218-47
<i>Bacillus thuringiensis</i> subspecies <i>israelensis</i>	<i>Summit B.t.i. Briquets Floating Sustained-Release Larvicide</i>	6218-47
beta-cyfluthrin	<i>Tempo SC Ultra Insecticide</i>	432-1363
boric acid	<i>Boractin Insecticide Powder</i>	73079-4
boric acid	<i>MotherEarth Granular Scatter Bait</i>	499-515
boric acid	<i>Revenge Granular Ant Bait NiBan Granualr Bait</i>	64405-2
boric acid	<i>Terro Multi-Purpose Insect Bait</i>	64405-2-149
chlorantraniliprole	<i>22-0-7 Fertilizer with Acelepryn Insecticide</i>	9198-247
chlorantraniliprole	<i>Acelepryn G</i>	100-1500
chlorfenapyr	<i>Phantom Termiticide- Insecticide</i>	241-392
clove oil, lemongrass oil, rosemary oil, cinnamon oil	<i>NatureLine Plus Professional Grade Botanical Insecticide</i>	None - 25(b)
clove oil, lemongrass oil, rosemary oil, cinnamon oil	<i>NatureLine PRO Power Residual Oil</i>	None - 25(b)
cyfluthrin	<i>Tempo 1% Dust Insecticide Ready to use</i>	432-1373
cypermethrin, prallethrin	<i>Raid Wasp &amp; Hornet Killer 33</i>	4822-553
deltamethrin	<i>Delta Dust Insecticide</i>	432-772
disodium octaborate tetrahydrate (basically boric acid)	<i>Green Way Liquid Ant Killing Bait</i>	73766-2
disodium octaborate tetrahydrate (basically boric acid)	<i>Revenge Pre-Filled Liquid Ant Baits</i>	73766-2-4
d-limonene	<i>Orange Guard</i>	61887-1
esfenvalerate, prallethrin, piperonyl butoxide	<i>Onslaught FastCap Spider &amp; Scorpion Insecticide</i>	1021-2574
fipronil	<i>Maxforce FC Ant Killer Bait Gel</i>	432-1264
fipronil	<i>Maxforce FC Professional Insect Control Roach Killer Bait Gel</i>	432-1259
fipronil	<i>Maxforce FC Select Professional Insect Control Roach Killer Bait Gel</i>	432-1259
fipronil	<i>Taurus SC</i>	53883-279
fipronil	<i>Termidor SC</i>	7969-210
heptyl butyrate	<i>10-Week Yellowjacket Trap Cartridge</i>	84565-5-49407
heptyl butyrate	<i>Rescue Yellowjacket Attractant Cartridge</i>	84565-5-49407
heptyl butyrate, acetic acid, 2- methyl-1-butanol	<i>Reusable WHY Trap</i>	84565-3-49407
heptyl butyrate, acetic acid, 2- methyl-1-butanol	<i>WHY Attractant Kit</i>	84565-3-49407

Last updated November 2024. Before using any product on this list, check the [ODA Guidance Document](#)

heptyl butyrate, acetic acid, 2-methyl-1-butanol	<i>WHY Trap Refill</i>	84565-3-49407
hydramethylnon	<i>Amdro Kills Ants Ant Killing Bait</i>	1663-33-73342
hydramethylnon	<i>Maxforce Professional Insect Control Roach Killer Bait Gel</i>	432-1254
indoxacarb	<i>Advion Ant Gel</i>	100-1498
indoxacarb	<i>Advion Cockroach Gel Bait</i>	100-1484
indoxacarb	<i>Arilon Insecticide</i>	100-1501
lambda- cyhalothrin	<i>Cyzmic CS</i>	53883-261
lambda-cyhalothrin	<i>Demand CS Patrol</i>	100-1066
lambda-cyhalothrin	<i>Demand G Insecticide</i>	100-1240
lambda-cyhalothrin	<i>Grenade ER Insecticide</i>	100-1066-773
Mineral Oil	<i>Monterey Horticultural Oil</i>	48813-1-54705
phenothrin, piperonyl butoxide	<i>Anvil 10+10 ULV</i>	1021-1688-8329
prallethrin	<i>PT Wasp-Freeze II</i>	499-550
prallethrin, lambda- cyhalothrin	<i>Eliminator Wasp &amp; Hornet Killer3</i>	9688-190-8845
prallethrin, lambda- cyhalothrin	<i>Hot Shot Wasp and Hornet Killer 3</i>	9688-190-8845
prallethrin, lambda- cyhalothrin	<i>Spectracide Wasp and Hornet Killer 3</i>	9688-190-8845
rosemary oil, geraniol, peppermint oil (Other: oil of wintergreen, white mineral oil, vanillin, polyglyceryl oleate)	<i>Essentria IC-3 Insecticide Concentrate from Envincio/Prentiss LLC</i>	None - 25(b)
sodium chloride (salt)	<i>NatureLine NGB Professional Grade Insecticidal Concentrate</i>	None - 25(b)
sodium tetraborate decahydrate	<i>InTice Gelamino Ant Bait</i>	73079-8
sodium tetraborate decahydrate	<i>InTice Liquid Ant Bait</i>	73079-7
sodium tetraborate decahydrate	<i>Terro Ant Killer II Liquid Ant Baits/Killer</i>	149-8
sodium tetraborate decahydrate	<i>Terro Outdoor Liquid Ant Bait Stakes</i>	149-8
sodium tetraborate decahydrate	<i>Terro Outdoor Liquid Ant Baits Pre-Filled RTU</i>	149-8
spinosad	<i>Conserve SC Turf &amp; Ornamental</i>	62719-291
tetramethrin, d- phenothrin	<i>ARI Wasp and Hornet Killer Bee Bopper II</i>	7754-44

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<b>Molluscicides</b>		
<b>Active Ingredient(s)</b>	<b>Product Name</b>	<b>EPA Reg. No.</b>
iron phosphate	<i>Garden Safe Slug &amp; Snail Bait</i>	67702-3-39609
iron phosphate	<i>Sluggo</i>	67702-3-54705

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<b>Fungicides</b>		
<b>Active Ingredient(s)</b>	<b>Product Name</b>	<b>EPA Reg. No.</b>
mineral oil	<i>Monterey Horticultural Oil</i>	48813-1-54705
azoxystrobin, propiconazole	<i>Headway (not Highway)</i>	100-1216

# Pacific Northwest Fence Co.

3-13-25

Winston/Dillard School Dist.  
McGovern Elementary School  
600 NW Elwood Dr.  
Winston, OR 97496

Installation of approx. 973' of 6' galvanized chain link wire fence with two 12' single cantilever gate.

Installation of three single swing walk gates with panic bars.

Panic bar gates will have 4" x 4" square galvanized posts with 1 1/2" diameter pipe header. Gate height to be 7' tall.

Remove existing fence from job site.

\*Use approx. 335' of existing 1 5/8" top rail.

## Materials

1. 9 gauge commercial weight chain link wire
2. 1 5/8" diameter top rail 16 gauge tubing
3. 1 1/2" square walk gate frame and header
4. 1 7/8" diameter line post set 10' on center or less apart
5. 2 3/8" diameter terminal post
6. 4" diameter swing & cantilever gate post (Double Swing)
7. 4" x 4" square gate and latch post (Panic Bar)
8. 9 gauge bottom tension wire
9. All post set in concrete
10. All welded gate construction
11. All posts are schedule 40 commercial weight
12. Lockeye Panic bar
13. 24" Shield
14. Self closing hinges for walk gate with panic bar

A contract with all required State forms will be delivered before start of any work.

Prices include all materials and labor.

Payment to be made upon completion.

Price -----\$31,745.00

Please call with any questions.

John Heselius  
P.O. Box 179  
Roseburg, Oregon 97470  
office: (541)672-0482  
fax: (541)464-8671  
[john@pacificnorthwestfence.com](mailto:john@pacificnorthwestfence.com)

**Site Address**

**Client Details**

McGovern Elementary School  
[Shelby Beard 541-671-6331](mailto:Shelby Beard 541-671-6331)  
[beards@wdsd.org](mailto:beards@wdsd.org)  
600 Elwood St.  
Winston , Douglas, OR 97496

**Sales Representative**

Rick Randleman  
**Cell: 541-802-6056**  
[rick@roseburgfence.com](mailto:rick@roseburgfence.com)

**We propose to provide and install the following:**

Description	Quantity
<p><b>A) Removal and Disposal of Existing 4ft High Chain Link Fence Included</b> Exclusions: Existing footings, unless needed</p>	
<p><b>B) 72" High Galvanized Chain Link Fence</b> 2 3/8" DIA SCH40 terminal posts, 1 7/8" DIA Line posts SCH40, set in approximately 24" deep concrete footings. 1 5/8" DIA 16 gauge top rail assembly. 2" diamond, knuckle x barb (barbs facing up) 9 gauge chain link fabric. 9 gauge continuous bottom tension wire assembly. Note: Approximately 325' of existing top rail to be re-used.</p>	1,002 LF
<p><b>C) 84" High x 48" Wide - Walk Gate Assembly</b> 4" x 4" Square galvanized support posts, set in approximately 30" deep concrete footings. Custom fabricated gate assembly to consist of: 1.5" square frame work, 1.5" Square header, self closing mammoth hinges, free exit panic bar with 24" high shield. 9 gauge chain link fabric in-fill and construction ready lock cylinder. Note: Locksmith to re-key lock cylinder (by others).</p>	3
<p><b>D) 72" High x 144" Wide - Cantilever Slide Gate Assembly</b> 4" DIA SCH40 support posts, set in approximately 36" deep concrete footings. Supporting 144" wide (clear opening) cantilever slide gate, with nylon cantilever industrial wheels, with covers. Cantilever gate assembly to be fabricated of: 2 3/8" DIA top and bottom frame, continuously, 2 3/8" DIA end supports, with top bump stop. 1 7/8" vertical support and 1 5/8" diagonal bracing. All material to be SCH40, galvanized. 9 gauge chain link fabric in-fill.</p>	2

**Total Price** \$43,830.00

**Deposit Amount** \$21,915.00

**Payment Balance** \$21,915.00





# PROPOSAL QUALITY FENCE COMPANY

CCB # 8936  
2077 NE Diamond Lake Blvd  
Roseburg, OR 97470  
(541) 673-8055  
Fax: (541) 672-8892

Find us also at:  
180 McDonald Lane  
Grants Pass, OR 97527  
114 W. Pine Street  
Central Point, OR 97502

PROPOSAL SUBMITTED TO <b>Winston-Dillard School District</b>	PHONE <b>541-671-6331</b>	DATE <b>March 31, 2025</b>
STREET <b>620 NW Elwood Dr</b>	JOB NAME <b>Mcgovern</b>	
CITY, STATE AND ZIP CODE <b>Winston OR 97496</b>	JOB LOCATION <b>600 NW Elwood Dr , Winston OR 97496</b>	
ATTENTION	EMAIL <b>beards@wdsd.org</b>	CELL PHONE

We hereby submit specifications and estimate for:

**Install 957 ft of 6 ft tall galvanized chain link fence with (2) 12 ft wide cantilever gate and (3) walk gates with panic bar's. Remove and haul away existing fence and gates.**

**\$69,250.00**

**Note: Proposal includes Davis bacon wage rates for all labor associated with this job.**

Specs:

Terminal Posts: 2-7/8" schedule 40 galvanized steel pipe.  
Line Posts: 2-3/8" schedule 20 galvanized steel pipe, 10' max spacing  
All posts set in concrete  
Top Rail: 1-5/8" schedule 20 galvanized steel pipe  
Mesh: 9 gauge, 2" diamond, galvanized chain link fabric  
Bottom Tension Wire: 9 gauge galvanized coil spring  
Gate(s): 1-5/8" schedule 20 galvanized steel pipe welded frame, galvanized chain link fill, commercial panic bar and HD block hinges

Cantilever Gate: 2" mesh, 11 gauge chain link fabric  
1-7/8" OD wt-40 vertical frame members  
2-3/8" OD wt-40 horizontal frame members  
1-5/8" OD wt-20 diagonal frame members  
6-5/8" OD wt-40 cantilever support post set in concrete (1)  
6-5/8" Loadmaster II cantilever wheel assemblies (4)

**\*\* DUE TO CURRENT MARKET INFLATION, PROPOSAL IS SUBJECT TO REVIEW AFTER 14 DAYS FROM PROPOSAL DATE \*\***

We Propose hereby to furnish materials and labor--complete in accordance with above specifications, for the sum of:

Payment to be made as follows:

**DEPOSIT 1/2 DOWN, BALANCE ON COMPLETION**

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workmen's Compensation insurance. This proposal is also subject to all terms and conditions contained on the reverse side hereof.

Authorized  
Signature Ryan DeBiao

**Note: This proposal may be withdrawn if not accepted within 14 days**

Acceptance of Proposal--All prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above. I have read the entire contract and agree to its content. conten content.

Signature \_\_\_\_\_

Signature \_\_\_\_\_

**Note: Quality Fence Co. not responsible for any damage to anything in or below the ground or concrete. This includes private water line, electrical line, sprinkler systems, etc. Your signature indicates that you fully understand the limits of Quality Fence Co.**

Date of acceptance: \_\_\_\_\_

8-10 weeks



# Quote

*Trailer Station USA is proud to offer a wide selection of trailer brands and models to match your specific needs and budget. We are eager to help you make the best decision.*

**DATE:** 3/18/2025  
**Expiration Date:** 4/17/2025

**Trailer Station USA**  
 317 SW Hall Rd  
 Madras, OR 97741  
 (541) 615-1667  
 Madras@TrailerStationUSA.com

**Full Name:** Winston-Dillard School District  
**Address:** 620 NW Elwood St  
**City, State, Zip:** Winston, OR 97496  
**Phone:** 541-671-6331  
**Email:** beards@wdsd.org

#	DESCRIPTION	AMOUNT	
1	Big Tex 14RB 7x14 14K BP Roll Off Chasis	\$12,499.00	\$ 12,499.00
7	Big Tex 14RB 7x14 BIN	\$4,500.00	\$ 31,500.00
			\$ -
			\$ -
			\$ -
	Handling Fee	\$10	\$ 10.00
	Certificate of Origin - Replacement Fee	No	\$ -
	New Vehicle Priv Tax	Yes	\$ -
			\$ -

<p>This is a Quote on the goods named, subject to the conditions noted below:</p> <p>Final pricing is calculated based on Federal, State, and local fees associated with the home of record. Pricing is finalized at the date of sale and may change based on customer accessories and any custom requests. Confirm final pricing details prior to acquiring financing or a cashier's check. This is a quote and only a quote based on information given at the time of the quote.</p> <p style="text-align: center;">Quote Valid for 30 Days.</p>	Transfer/Delivery Fee	
	<b>Fees and Taxes Total:</b>	\$ 10.00
	<b>Goods Total:</b>	\$ 43,999.00
	<b>Subtotal:</b>	\$ 44,009.00
	<b>Deposit:</b>	
	<b>Balance Due:</b>	\$ 44,009.00

**Customer Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

16-20 weeks



Quote

Trailer Station USA is proud to offer a wide selection of trailer brands and models to match your specific needs and budget. We are eager to help you make the best decision.

**DATE:** 3/18/2025  
**Expiration Date:** 4/17/2025

**Trailer Station USA**  
 317 SW Hall Rd  
 Madras, OR 97741  
 (541) 615-1667  
 Madras@TrailerStationUSA.com

**Full Name:** Winston-Dillard School District  
**Address:** 620 NW Elwood St  
**City, State, Zip:** Winston, OR 97496  
**Phone:** 541-671-6331  
**Email:** beards@wdsd.org

#	DESCRIPTION		AMOUNT
1	Ironbull 7x14 14K BP Roll Off Chasis	\$13,599.00	\$ 13,599.00
7	Ironbull 7x14 BIN	\$5,500.00	\$ 38,500.00
			\$ -
			\$ -
			\$ -
	Handling Fee	\$10	\$ 10.00
	Certificate of Origin - Replacement Fee	No	\$ -
	New Vehicle Priv Tax	Yes	\$ -
			\$ -

<p>This is a Quote on the goods named, subject to the conditions noted below:</p> <p>Final pricing is calculated based on Federal, State, and local fees associated with the home of record. Pricing is finalized at the date of sale and may change based on customer accessories and any custom requests. Confirm final pricing details prior to acquiring financing or a cashier's check. This is a quote and only a quote based on information given at the time of the quote.</p> <p style="text-align: right;">Quote Valid for 30 Days.</p>	Transfer/Delivery Fee	
	<b>Fees and Taxes Total:</b>	\$ 10.00
	<b>Goods Total:</b>	\$ 52,099.00
	<b>Subtotal:</b>	\$ 52,109.00
	<b>Deposit:</b>	
	<b>Balance Due:</b>	\$ 52,109.00

**Customer Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

re. lonestartrailers Get A Quote Form



Kris French <kris@lonestartrailers.com>  
To: Shelby Beard



Good afternoon Shelby,

The 16' roll off with 8k axles and 7 bins would be \$44,699

**Kris French**  
*President*  
**Lone Star Trailers**  
5610 IH-35  
Lacy-Lakeview, TX 76705  
254-749-2624  
[kris@lonestartrailers.com](mailto:kris@lonestartrailers.com)  
[www.lonestartrailers.com](http://www.lonestartrailers.com)

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**How did we do?**



[Click to rate your experience with Lone Star Trailers](#)



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**From:** [webleads@dealerspike.com](mailto:webleads@dealerspike.com)  
**Sent:** Wednesday, March 12, 2025 1:15 PM  
**To:** [kris@lonestartrailers.com](mailto:kris@lonestartrailers.com)  
**Subject:** lonestartrailers Get A Quote Form

First Name: shelby  
Last Name: beard  
Work Phone: 5416716331  
Email Address: [beards@wdsd.org](mailto:beards@wdsd.org)  
Interested Year: 2025  
Interested Make: RawMaxx Trailers  
Interested Model: | 7x16 | BP Roll Off Dump | 2-8k Axles | Grey | 3 Bin Pkg  
Interested Stock: 20506  
Interested Vin: 20506  
Interested Color: Grey  
Telephone: 5416716331  
Address: 620 Elwood Dr  
City: winston  
State: oregon  
Zip: 97496  
Condition: New  
SourcePage: x inquiry  
Homepage: x inquiry  
NewsletterOptIn: Y  
Comments: I will need 7 bins total color doesn't matter. I am the facilities manager of Winston Dillard School District looking to haul our own trash.

inquiry]]

<https://www.lonestartrailers.com/default.asp?page=xInventoryDetail&id=9582850>

# 2025 RawMaxx Trailers | 7x16 | BP Roll Off Dump | 2-8k Axles | Grey | 3 Bin Pkg

[Back](#)

\*\*\*Includes 3 roll off bins



**ON ORDER**



Condition **New**  
 Stock Number **20506**  
 Category **Roll-Off Dump**

Availability  
 Vin  
 Color

**On Order**  
 20506  
 Grey

Location  
 Vehicle Type  
 Length

**Lone Star Trailers**  
**Cargo Trailer**  
**16 ft**

CREDIT CARD PRICE **\$26,779**  
 CASH OR FINANCE **\$25,999**  
 SAVINGS **\$780**

**SEE IT CHEAPER?**  
 PRICECHECK  
CONFIDENTIAL SERVICE

Price Drop Alert

- START A DEAL
- GET A QUOTE
- GET FINANCING
- VALUE YOUR TRADE
- TAKE A TEST DRIVE
- CONTACT US
- PRINT
- SHARE







