

Regular Meeting

Thursday, March 16, 2023 6:00 PM

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

1. **Call Meeting to Order and Pledge of Allegiance** **Presenter:** Jose Aparicio, Chair
2. **Review / Revision of the Agenda**
3. **District Mission / Vision / Values**
4. ***The Dalles Middle School Student Choir & Band Performances*** **Presenter:** Leslie Sullivan, TDMS Music Teacher
 - **Performance Program:**
 - ~ *"Wynken, Blynken, and Nod" by Blake Richter & Ryan Main*
5. **Solists: Natalee Aviluz & Sienna Mondragon**
Violin: Robbie Denning
Kponlogo Drum: Yahir Cornejo
Tambourine: Zachary Pothier
6. ~ *"Why Does the Willow Weep?" by Ruth Elaine Schram*
7. ~ *"The Dragon Lord; Tales from the Darklands: Chapter 1" by Randall D. Standridge*
8.
Direction: Ms. Leslie Sullivan
Piano Accompanist: Ms. Barbara Haren
9. **Student / Staff Recognition** **Presenter:** Stephanie Bowen, Director of Communications
10. **Student Representative Reports**
11. **Consent Agenda**
- 11.a. School Board Meeting Minutes from previous meeting
- 11.b. Personnel Report
12. **Board Action Calendar - Review**
13. **School Board Sub Committee Reports**
14. **Staff Reports:**
15. **New Business:**
- 15.a. **Presentations / Reports:**
- 15.a.1. ***Colonel Wright Elementary School - Building Report*** **Presenter:** Luke Vieira, Principal
- 15.a.2. **Integrated Guidance Presentation** **Presenter:** Lauren

Merklin, Director TLA

15.a.2.a. **Public Comment on the Integrated Guidance Presentation**

15.a.2.b. **Action Item: Approval of the District's Aligning for Student Success: Integrated Guidance for six ODE initiatives presentation** **Presenter:** Lauren Merklin, Director TLA

15.a.3. **Superintendent's Report** **Presenter:** Dr. Carolyn Bernal, Superintendent

15.a.3.a. **NWCSD Pre-Bond Planning Update**

15.a.3.b. **Student Investment Account (SIA) - Annual Report for 2021-2022** **Presenter:** Kara Flath, CFO

15.a.4. **Chief Financial Officer's Report** **Presenter:** Kara Flath, CFO

15.a.4.a. **Action Item: Appoint Four (4) Budget Committee Members (3/16/23 through 6/30/2025)**

15.a.4.b. **Financial Statements:**

15.a.4.c. **Student Enrollment:**

15.a.5. **Board Attorney's Report** **Presenter:** Jason Corey, Board Attorney

16. **Discussion / Action Items:**

17. **1st Reading on School Board Policies (informational only):**

17.a. **Policy GCBD/GDBD: Leaves and Absences**

17.b. **Policy KBA: Public Records**

17.c. **Policy JEA: Compulsory Attendance**

18. **2nd Reading / Adoption on School Board Policies (action required):**

18.a. **Policy JHCCF: Pediculosis (Head Lice)**

19. **Informational Only:**

19.a. **Policy KBA-AR(1): Public Records**

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

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

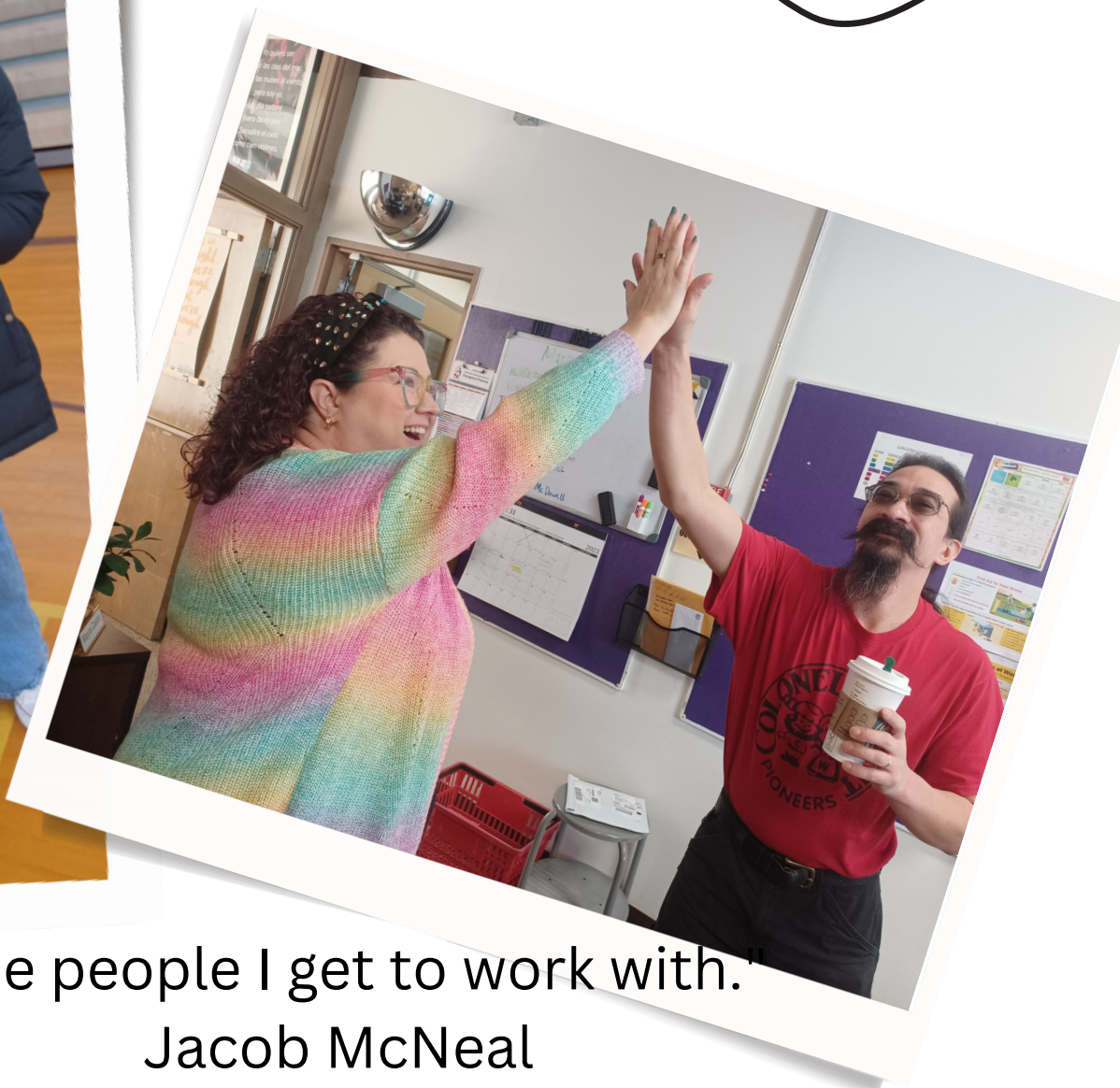
STAFF RECOGNITION



"The relationships I get to build with the kids." Mercedes Chance



"The people I get to work with." Jacob McNeal



North Wasco County School District

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

PERSONNEL CHANGES AND VACANCIES

School Board Meeting – March 16, 2023

Current as of – March 8, 2023

Reference ORS 332.505 (2b) A District Board may employ personnel, including teachers and administrators, necessary to carry out the duties and powers of the board and fix the duties, terms and conditions of employment and the compensation.

Licensed Staff – New Hires

| NAME | POSITION | BUILDING | COMMENTS |
|-------------|------------------------------|----------|----------------------|
| Sarah Smutz | Child Development Specialist | DHE | Begins March 7, 2023 |

Licensed Staff – Internal Transfer and or Hires

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

Licensed Staff – Resignation/Retirements/Separation of Employment

| NAME | POSITION | BUILDING | COMMENTS |
|----------------|-----------------------------|----------|------------------------|
| Carol DePriest | Speech Language Pathologist | CES | Retiring June 30, 2023 |

Licensed Staff– Request for Leave of Absence

| NAME | POSITION | BUILDING | COMMENTS |
|------|----------|----------|----------|
| N/A | | | |

Administrative Staff – New Hires

| NAME | POSITION | BUILDING | COMMENTS |
|------|----------|----------|----------|
| N/A | | | |

Administrative Staff – Internal Transfer and or Hires

| NAME | CURRENT BUILDING AND ASSIGNMENT | NEW BUILDING AND ASSIGNMENT |
|-------------|---------------------------------|---|
| Kim Kiser | TDHS/Math Teacher | CWE/Interim Vice Principal for the 22-23 SY |
| Autumn Loyd | DHE/Dean of Students | DHE/Interim Vice Principal for the 22-23 SY |

Administrative Staff – Resignation/Retirements/Separation of Employment

| NAME | POSITION | BUILDING | COMMENTS |
|------|----------|----------|----------|
| N/A | | | |

Please Note: The following information regarding ESP employment is presented to the Board for purposes of (Information Only) and requires no action.

ESP Staff – New Hires – No Action Required

| NAME | POSITION | BUILDING | COMMENTS |
|------|----------|----------|----------|
| N/A | | | |

ESP Staff –Transfers and Internal Hires – No Action Required

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

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

| NAME | POSITION | BUILDING | COMMENTS |
|------|----------|----------|----------|
| N/A | | | |

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

| NAME | POSITION | BUILDING | COMMENTS |
|------------|---|---------------|----------------------------|
| Curt Harth | Safe Routes to School Program Coordinator | District Wide | Resigned February 27, 2023 |

Confidential Staff – New Hires – No Action Required

| NAME | POSITION | BUILDING | COMMENTS |
|------|----------|----------|----------|
| N/A | | | |

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

| NAME | POSITION | BUILDING | COMMENTS |
|--------------|---------------------------------|----------|--------------------------|
| Keri Newland | Payroll and Benefits Specialist | DO | Resigning March 10, 2023 |

Coaching Staff – New Hires – No Action Required

| NAME | POSITION | BUILDING | COMMENTS |
|----------------|------------------------|----------|-----------------------|
| Brooke Smith | Asst Softball Coach | TDHS | Begins March 6, 2023 |
| Kara Willis | Asst Softball Coach | TDHS | Begins March 6, 2023 |
| Jordan Rowland | Asst Boys Tennis Coach | TDHS | Begins March 8, 2023 |
| Dante Avila | Asst Baseball Coach | TDHS | Begins March 8, 2023 |
| Duane Witter | Asst Softball Coach | TDHS | Begins March 10, 2023 |

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

| NAME | POSITION | BUILDING | COMMENTS |
|------|----------|----------|----------|
| N/A | | | |

Advertised Vacancies

| Position | HRS/FTE | Building | Close Date | Comments |
|---|---------|-----------------|-------------------|------------|
| SLC SPED Assistant | 7.5 Hrs | CES | Open Until Filled | Advertised |
| SELA(s) | 7.5 Hrs | CES | Open Until Filled | Advertised |
| Title I-Reading Assistant | 7.5 HRs | CES | Open Until Filled | Advertised |
| Media Assistant | 8.0 Hrs | CES | Open Until Filled | Advertised |
| Ed Asst II-K | 7.5 Hrs | CWE | Open Until Filled | Advertised |
| SELA(s) | 7.5 Hrs | CWE | Open Until Filled | Advertised |
| District Payroll and Benefits Specialist | 8 Hrs | District Office | Open Until Filled | Advertised |
| Grants Manager | 8 Hrs | District Wide | Open Until Filled | Advertised |
| Behavior Specialist | 8 Hrs | District Wide | Open Until Filled | Advertised |
| Safe Routes to School Program Coordinator | 8 Hrs | District Wide | Open Until Filled | Advertised |
| Physical Therapist | 8 HRs | District Wide | Open Until Filled | Advertised |
| Substitute Teachers 22'-23' | TBD | District Wide | Open Until Filled | Advertised |
| Classified Substitutes 22'-23' | TBD | District Wide | Open Until Filled | Advertised |
| Ed Asst III-SELA | 7.5 Hrs | DHE | Open Until Filled | Advertised |
| Title I Reading Assistant | 7.5 Hrs | DHE | Open Until Filled | Advertised |
| ELL Assistant II | 7.5 Hrs | DHE | Open Until Filled | Advertised |

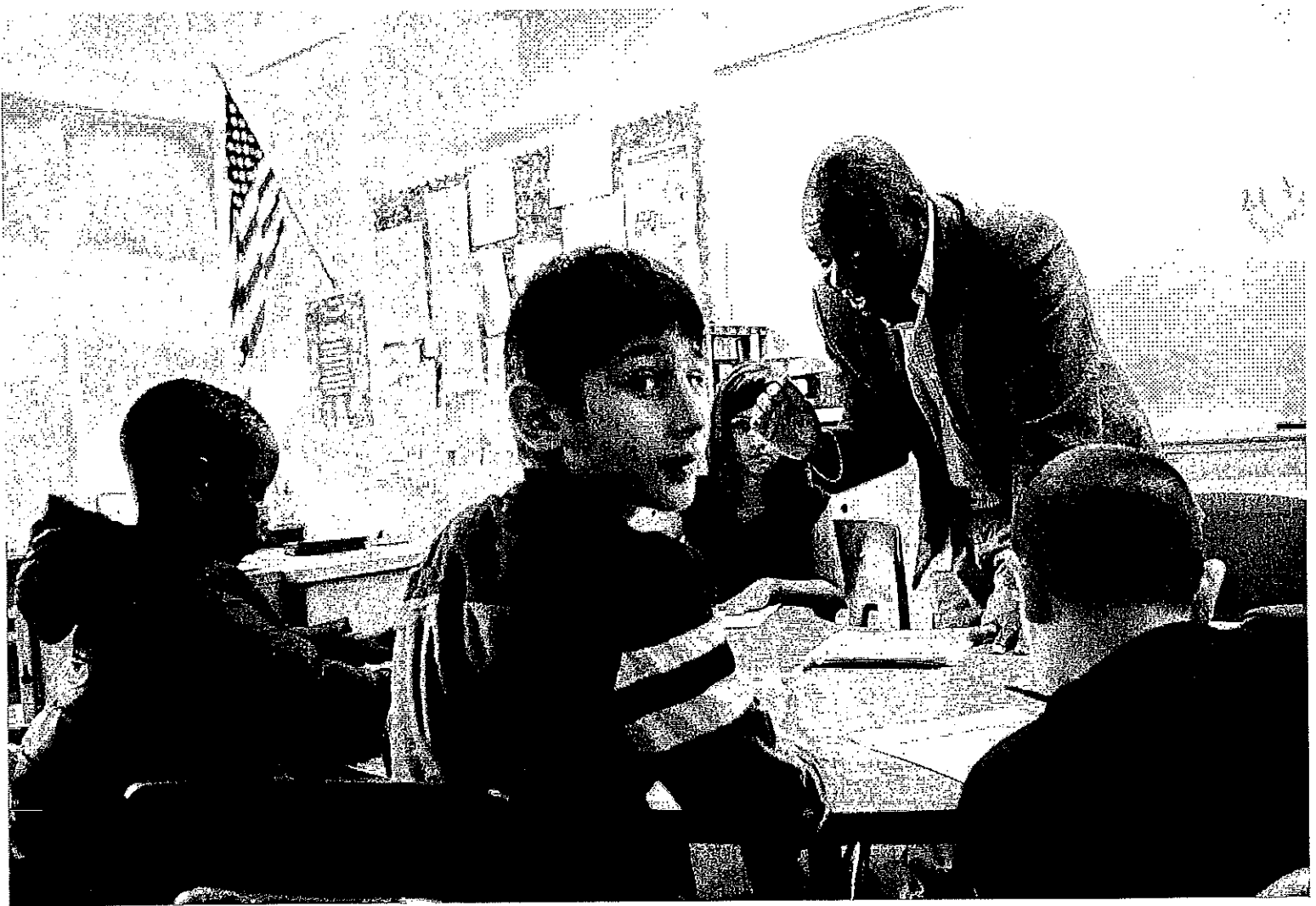
| | | | | |
|---|------------|----------------|-------------------|------------|
| Elementary STEM/ARTS Teacher | 8 Hrs | DHE | Open Until Filled | Advertised |
| Ed Asst II-Instructional Asst | 7.5 Hrs | IA | Open Until Filled | Advertised |
| Ed Asst IV-SPED | 7.5 Hrs | IA | Open Until Filled | Advertised |
| Secondary Science Teacher (Temp 22-23) | 8 Hrs | IA | Open Until Filled | Advertised |
| Secondary Math Teacher (Temp 22-23) | 8 Hrs | IA | Open Until Filled | Advertised |
| Maintenance II-Day Custodian | 8 Hrs | Operations | Open Until Filled | Advertised |
| High School Guidance Counselor | 8 Hrs | TDHS | Open Until Filled | Advertised |
| ELA Teacher 23-24 SY | 8 Hrs | TDHS | 3/13/2023 | Advertised |
| Athletic Trainer | 8 Hrs | TDHS | Open Until Filled | Advertised |
| Assistant Football Coach-Multiple Positions | Seasonal | TDHS | Open Until Filled | Advertised |
| Asst Baseball Coach | Seasonal | TDHS | Open Until Filled | Advertised |
| JV Girls Tennis Coach | Seasonal | TDHS | Open Until Filled | Advertised |
| Head Coach Cross Country | Seasonal | TDMS | Open Until Filled | Advertised |
| Assistant Track Coach | Seasonal | TDMS | Open Until Filled | Advertised |
| Substitute Bus Driver (Pool) | Substitute | Transportation | Open Until Filled | Advertised |
| Bus Driver | 8 Hrs | Transportation | Open Until Filled | Advertised |

A Crisis of Disrupted Learning



Conditions in Our Schools and
Recommended Solutions

Oregon Education Association



Introduction

Over the past three years, OEA members have shared more and more stories about extreme behaviors in Oregon schools. These behaviors have made classrooms feel unsafe for students and educators, and everyone is feeling their impact. Student needs are going unmet and educators have very real concerns about whether they can provide safe, welcoming and inclusive learning environments for all with the resources they have.

Educators' stories bear witness to the complicated challenges students face as well as educators' deep concerns and desire to help their students be successful. It is clear that Oregon students and classrooms are in crisis. Students are coming to school with complex needs, students and educators don't feel safe, and schools and districts don't have the resources to address the root causes of these incidents. Without appropriate resources to support communities, students are biting, kicking, punching. Young children are cursing, yelling, screaming. Innocent objects are turned into dangerous weapons. And without additional investment in schools, families, educators, and school leaders can only apply small Band-Aids and hope for the best.

OEA began exploring the depths of this crisis through an internal Special Education Task Force, which quickly found disrupted learning environments affected all classrooms and students across all grade levels. Then, OEA members and leadership testified to the State Board of Education in November 2017. They pleaded for help with board members – help for themselves, help for their classrooms, and mostly, help for students desperately crying out for resources and support in the only way they knew how. Based on OEA's work, Governor Kate Brown created a task force to explore issues of dis-

rupted learning. OEA leaders began conversations with the Oregon Department of Education (ODE) and launched an ambitious plan to hold community forums around the state to hear from educators about their experiences and their ideas. Questions central to this work: How can we support students? What can be done to ensure safe, welcoming and inclusive classrooms for all? How do we mend a broken system that has created so much need?

Students and educators should feel safe and secure while at school. The disrupted learning environment crisis puts these core values at risk.



The Oregon Education Association believes that each and every student in Oregon deserves a quality public education. Educators around the state are deeply committed to the success of all students, no matter the challenges they face in and out of school. Classrooms should be dynamic environments full of curiosity, imagination, and deep learning. Students and educators should feel safe and secure while at school. The disrupted learning environment crisis puts these core values at risk.

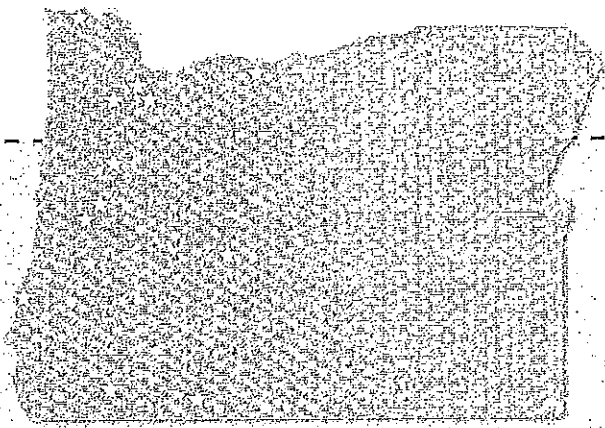
This report is an overview of the current realities that educators and students are experiencing, as well as the resource needs and innovative ideas that will move Oregon toward meeting everyone's needs. Positive learning environments where students, educators and families thrive are achievable. There is no one quick-fix, no one-size-fits-all program, and no single solution or program that can solve this growing crisis. And clearly, the education profession cannot do this alone. The effects of poverty and trauma on families, students, and the community at large is a greater societal concern that calls for a multi-pronged solution to address housing, food insecurity, workforce challenges, and access to healthcare, including mental health services.

This report complements other statewide efforts to examine the growing challenges in the state, specifically ODE's *Safe and Effective Schools for ALL Students Advisory Committee*, the Oregon Legislature's Joint Interim Committee on Student Success, and the Confederation of Oregon School Administrators' Social Determinants of Health and Education Workgroup. Uniquely, this report contains extensive input from more than 2,000 Oregon educators working in classrooms across the state. Their feedback paints a clear picture of the support classrooms desperately need.

Community Forums

Responding to educators' concerns, OEA held a series of 14 community forums across the state in 2018. Educators, parents, and community leaders were invited together to share information, hear local experiences, and solicit ideas for addressing this challenging issue.

Participation was widespread. Across the 14 forums, nearly 700 people attended: teachers, administrators, education support professionals (ESPs)¹, families, Oregon legislators, and community members. Using a set of four open-ended questions, participants were led by OEA President John Larson, OEA Vice President Reed Scott-Schwalbach and OEA staff members in both whole group and small table



FORUM LOCATIONS

| Spring 2018 | Fall 2018 | |
|------------------------|---------------------------|--------------|
| ▪ Albany | ▪ Astoria | ▪ Corvallis |
| ▪ SE Portland | ▪ Beaverton/ Hillsboro | ▪ The Dalles |
| ▪ OEA Rep. Assembly | ▪ Bend/ Redmond | ▪ Eugene |
| ▪ Klamath Falls | ▪ Coos Bay | ▪ Hermiston |
| | | ▪ Medford |
| | | ▪ Salem |

FORUM AND SURVEY QUESTIONS

- 1** *In your classroom, school, or district, what are barriers to ensuring all students can learn in a safe, inclusive, and welcoming environment?*
- 2** *What changes could be made to overcome those barriers in your classroom, school, or district?*
- 3** *What support do you need or does your classroom, school or district need to implement those ideas?*
- 4** *What innovations or success do you know about that could inform changes across Oregon?*

discussions. An online survey provided another opportunity to engage on the topic: 1,137 respondents representing 112 of the 197 Oregon school districts provided their input through the survey.

Oregon policymakers also participated in the forums: the Office of the Governor, Oregon Department of Education, and the Chief Education Office were represented. This included Colt Gill, Director of the Oregon Department of Education, Chief Education Officer Lindsey Capps, and various ODE staff members. They listened, participated in group discussions, and shared information about other statewide efforts to improve learning environments.

What OEA has learned from the high level of engagement in this process and its results is that the crisis of disrupted learning environments is not limited in its scope. It affects urban, suburban, town, and rural classrooms. It affects southern and eastern Oregon as well as the Willamette Valley and the coast. It is a statewide issue, one that has risen to the forefront in the minds of many administrators, educators, and families. Oregonians want to – and can – solve it.

Data Collection and Analysis

Data were collected in three ways. First, note-takers at the forums captured whole group and table discussions and individuals were invited to submit their own notes (see questions on the adjacent page). Second, a Poll Everywhere survey – in which participants respond to close-ended questions using an internet connection via phone or other device – was used at 10 of the 14 forums. Third, a link to an online survey that asked the same four open-ended questions used in the forum discussions was sent to educators three times: before their regional forum, after their regional forum, and coinciding with the last of the 14 forums. The survey closed on November 21, 2018.

All data were analyzed by an external evaluator. The qualitative data – the responses to the four open-ended questions – were analyzed using content analysis, a method that involves repeated readings of responses, first identifying key themes and then coding how often those themes show up. The poll data were averaged for each forum, and then across forums.

“The decision-makers need to understand that this is urgent – that the trauma it causes to others (teachers and students) is serious and real.”



Report Summary

This report synthesizes the extensive data into descriptions of the issue, how it affects those it touches, and recommendations for addressing it. The report uses educators' own words to describe the problem. Key recommendations from OEA are outlined to address different aspects of the crisis. Each recommendation is deeply grounded in the data collected from members. When appropriate, members' data is contextualized with information about Oregon's education landscape.

The report highlights three crucial areas for immediate action that OEA believes will have the greatest impact upon this crisis. Under each area, OEA outlines actions to take at the school, school district, and state level. Additionally, the report elevates seven additional areas where changes will benefit students.

¹ The term education support professionals used in this report includes eight K-12 job categories: clerical services, custodial and maintenance, food service, health and student services, paraeducators, security services, skilled trades, technical services and transportation.

Understanding the Crisis

What is a disrupted learning environment?

Disrupted learning environments occur when student behavior significantly interferes with instruction and/or school staff members' ability to maintain a stable classroom or ensure student safety. At times, extreme student behavior can become dangerous to themselves or the classroom as a whole. These incidents can often result in clearing a classroom of students to ensure everyone's safety, physical restraint of a student, or other intensive interventions.

In their discussions and written responses, educators described student behavior that has increasingly made it challenging to provide safe, welcoming and inclusive learning environments conducive to high-quality instruction. These behaviors included:

- ▶ Verbal abuse: screaming, threatening, name-calling, using profanity
- ▶ Person to person abuse: spitting, kicking, hitting
- ▶ Weaponizing the classroom: overturning furniture, brandishing scissors or other items, stabbing with pencils, throwing objects
- ▶ Destruction of property: intentionally ruining other students' projects, throwing technology, ripping books and other paper materials, tearing materials off walls

Students and educators feel the ongoing impact of these extreme behaviors. Educators spoke of an atmosphere of "violence" that was "palpable," of "attacks" that came regularly, and of the "trauma" students experience in that environment – both students

exhibiting the behavior and students witnessing the behavior. These descriptions came from educators across the state, from every forum and every region.

Why do disrupted learning environments occur?

One participant put the answer to this question in a nutshell: "more problems and less support." Educators named several causes of this increase in disruptive behaviors. First and foremost, and perhaps most impactful, is the chronic and systemic disinvestment in Oregon schools.²

Other factors include:

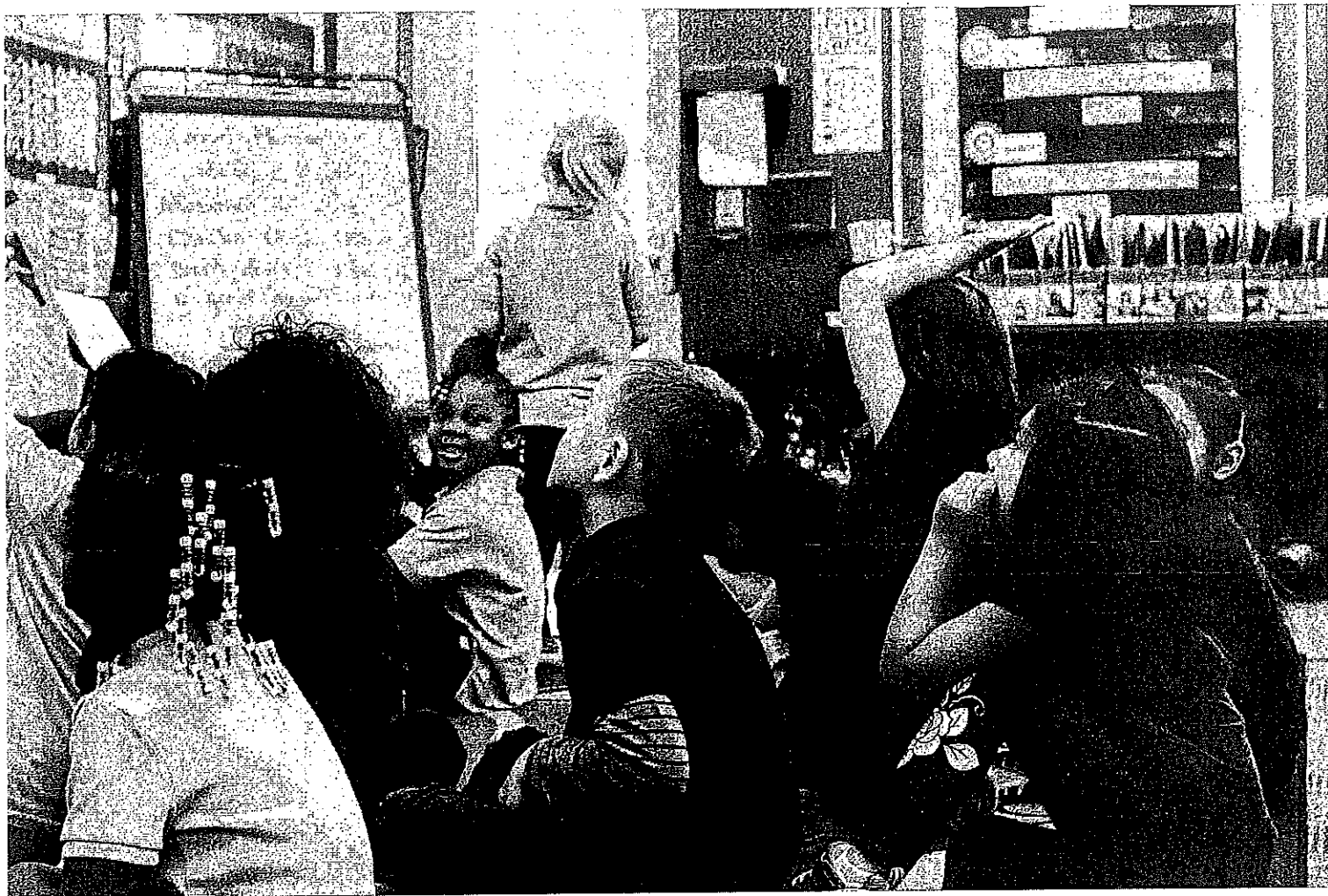
- ▶ Increased class sizes
- ▶ Decreased student support specialists including special education teachers, educational assistants, counselors, and others
- ▶ Students with high needs or special education needs but no resources to support those needs
- ▶ A marked decrease in well-rounded education opportunities and time for physical activity and play, including PE and recess
- ▶ A lack of appropriate training for educators
- ▶ Unclear implementation of policies regarding restraint and seclusion, K-5 expulsion and suspension, and school-/district-specific protocols in the event of disruptions

Class size tops this list as a contributing factor to disrupted learning environments. Educators described class sizes of over 30 students often with no additional support or only limited support from

² Oregon Quality Education Commission. (2018). *Oregon Quality Education Model Final Report 2018*. Salem, OR: Author. Retrieved from <https://www.oregon.gov/ode/reports-and-data/taskcomm/Documents/QEMReports/2018QEMReport.pdf>.

³ Oregon Department of Education. (2018) *Class Roster Collection*. Available from <https://www.oregon.gov/ode/reports-and-data/Pages/Class-Size-Report.aspx>.

⁴ National Education Association. (2008). *Class Size Reduction: A Proven Reform Strategy*. Washington, DC: Author. Available from http://www.nea.org/assets/docs/PB08_ClassSize08.pdf.



educational assistants. Oregon's annual class size report verifies this reality. Nearly 45% of all reported classes have class sizes of 26 students or more, with some classes as large as 56 or more.³ The influential Tennessee Project STAR recommends class sizes of no more than 18 or no more than 26 with a teacher and educational assistant to produce the greatest benefit for students.⁴

Educators describe how overcrowding and cramped classroom conditions make it difficult to maintain a calm environment conducive to learning. Many schools also have reduced non-classroom teaching positions including counseling staff, special education teachers, school psychologists, school nurses and other specialized support personnel. Most schools have limited well-rounded educational opportunities that engage students including music and fine arts, library services, physical education, career technical education offerings, and other electives.

Many educators also note that more students are coming to school with substantial social and emotional needs, physical health needs, and mental health challenges. These intense unmet needs (such as hunger, homelessness, and traumatic events at home) affect students' ability to learn. When students come to school exhausted and stressed because they don't have a stable place to call home or know where weekend meals will come from, they aren't ready to learn fractions or write an essay. These emergency needs take precedence over academic work in students' lives and they need additional support to be successful. Some, but not all, of these challenges are linked to trauma, adverse childhood experiences (ACEs), and the effects of poverty, such as housing and/or food insecurity.

These are some of the root causes educators cited as potential causes of the increase in disrupted learning environments. As with any issue, there are

likely other contributing factors we are not yet aware of or factors specific to certain contexts.

How common are these events?

Educators have reported a noticeable increase in disrupted learning environments across the state over the last several years. This increase, however, is difficult to quantify. The state doesn't require school districts to keep formal data on incidents like room clears or less intensive interventions so the scope of the crisis isn't fully known. Schools and districts do have to report on student and educator injuries, use of restraint, and suspensions and expulsions as required by state statute. All three of those outcomes are the most extreme result of behavior. Other responses to a disrupted learning environment generally go unrecorded.

Educators and students are reporting that they feel unsafe. A third of poll respondents (32%) said they

were scared for students' safety at school because of this issue, and a quarter (25%) said they were concerned about their own safety. Anecdotally, educators, principals, superintendents, school board members and families have reported weekly and even daily room clears as becoming commonplace.

More than half of poll respondents (56%) said that their classroom or their child's classroom had experienced at least one room clear this year. Room clears are emergency procedures in which students temporarily leave a classroom to reduce the likelihood of injury or trauma as a result of extreme behavior, and often occur when one student is exhibiting behaviors that put the classroom at risk of harm. Room clears have been adopted by schools as a last resort option for managing extreme behavior situations. Because schools implemented them in a piecemeal fashion, there is no one legal definition or prescribed protocol, and thus no standard reporting mechanism yet.



Additionally, the Oregon TELL survey⁵ (a bi-annual survey to assess teaching conditions) reflects that educators feel less safe in their school environment now than they did in 2014. In 2014, 92% of respondents agreed or strongly agreed that the faculty work in a school environment that is safe. In 2018, that dropped to 82%. The Oregon TELL survey is administered by a coalition that includes OEA, the Oregon Department of Education, the Confederation of School Administrators, the Oregon School Boards Association, the Chief Education Office, and the Oregon Association of Education Service Districts.

How do disruptions affect students, educators, and families?

Disruptions have a negative impact on everyone involved: students exhibiting extreme behavior, students witnessing extreme behavior, educators, and families. Participants widely said that their schools did not effectively and holistically address disrupted learning. In fact, 91% of poll respondents reported that their school lacked adequate resources to provide safe, welcoming, and inclusive classrooms.

Impact on students

Students exhibiting extreme behavior and students witnessing extreme behavior both suffer when schools cannot provide the supports needed. First, students exhibiting extreme behavior are not getting the supports they need. Educators feel discouraged that often the only intervention available is for students is to be removed from class and “babysat” in an office, rather than addressing their unmet needs or receiving tools to learn to manage their behavior. Schools often only react to disruptive events rather than put proactive strategies into place due to reduced resources and staff supports. Many educators lamented the lack

of “consequences” or “accountability” as part of the continuum of supports, interventions, and tools available to help students. Others advocated for students’ glaring needs to be addressed rather than “band-aided.” Meanwhile, when students are removed from class they miss out academically. They can also experience social isolation and emotional trauma as a result of how peers treat them in the aftermath of disruptive events, which affects student achievement.⁶ Some students have even been hurt physically as a result of their behavior.

The impact on students witnessing extreme behavior is also real and tangible. First is the loss of valuable instructional time, already in short supply. Oregon has one of the shortest school years in the nation.⁷ Students are unable to learn when there are regular and dramatic interruptions in the school day, when they have to leave their classrooms, and when they do not feel safe. Students are also witnessing and ex-

“There is not a reliable, timely, or effective system in place to intervene when there are consistent disruptions. It feels like a Band-Aid approach.”



periencing chaotic, sometimes violent situations as a result of these disruptions. Some students have been physically injured. Many respondents expressed deep concerns about how students were traumatized by exposure to repeated disruptions and how behavioral outbursts were being normalized. Without increased support, all students will continue to suffer.

⁵ Oregon Teaching, Empowering, Leading and Learning survey. (2018) *Oregon summary comparison data*. Available from <https://telloregon.org/results/report/609/172614>

⁶ Willms, J. D. (2003). *Student engagement at school: A sense of belonging and participation: Results from PISA 2000*. Paris, France: Organization for Economic Co-operation and Development. Retrieved from <http://www.oecd.org/education/school/programmeforinternationalstudentassessmentpisa/33689437.pdf>.

⁷ National Center for Education Statistics. (2018). *Table 5.14. Number of instructional days and hours in the school year, by state: 2018*. Retrieved from https://nces.ed.gov/programs/statereform/tab5_14.asp.

Historically, students with disabilities, students of color, and historically underserved students have been disproportionately impacted by these events. They face higher suspension and expulsion rates, have lower graduation rates, and are restrained more frequently. Oregon must reduce disproportional discipline, ensure all students receive support, and continue to collect data on proportionality.

Educators

Educators are negatively affected by disruptions and extremely distressed about their capacity to handle them. They describe the repeated loss of instructional time, the urgency of protecting all children, the psychological toll of experiencing student verbal and physical abuse, often repeatedly, and frustration with a perceived lack of support for addressing and changing student behavior and supporting student needs. Educators expressed feelings of futility and defeat, saying, "I wish we knew what to do."

The toll of this secondary traumatic stress (often referred to as compassion fatigue) educators experience is causing some to consider leaving the profession at a time when Oregon already faces a shortage of experienced educators. Other educators have been seriously injured and have had to take short or long-term medical leaves. Others have sought mental health support, or have resorted to wearing protective gear such as bite sleeves or Kevlar equipment to prevent injury. This impact is felt by all adults who work in schools including Education Support Professionals. These professionals, often referred to as classified staff in Oregon, include clerical staff, bus drivers, nutrition workers, maintenance staff, security personnel and instructional assistants.

Community

Finally, there is an impact on the wider community – including but not limited to students' families. These events and the inability of schools to respond to them effectively can lead to or exacerbate existing distrust

between educators and families. In turn, this erodes family engagement in the school, which can already be a challenge. It can unintentionally undermine community partnerships, which are an essential part of solving this problem. Further, the perception that schools are dangerous places has been taking root in our culture over the past two decades. Disruptions add to that narrative, particularly in light of chronic, systematic disinvestment in our education system.

"I have students standing on desks, screaming in class, getting in fist fights, harming themselves, swearing and running out of the classroom - and this is all at the elementary level."



"Frequent outbursts impact classroom learning and teaching on a daily basis. We feel useless in how we can address it."

What can be done to effectively address and prevent disrupted learning environments?

OEA recommends key actions in these areas at three levels of decision making:

- The school level with actions led by school staff, educators, school leaders, families, and students
- The district level with actions led by district leadership, educators, and the school board
- And the state level with actions led by state education agencies and lawmakers



OEA Recommendations

Take action in three key areas

Across the feedback from educators, families, and community members, three key action areas rose to the forefront. None of them are easy fixes, and all require funding and systemic changes to education. However, these areas are clearly what those who are grounded in the day-to-day reality of classrooms – Oregon educators – believe will provide lasting improvements to the growing crisis of disrupted learning environments.

1. Increase onsite student supports with a focus on mental health

Oregon schools need more supports for addressing student mental health and social and emotional needs. These supports should be provided first, and most importantly, onsite in school buildings, and then secondarily through community partnerships.

- ▶ Speech language pathologists
- ▶ Occupational and physical therapists
- ▶ Other staff with expertise in mental health, behavior, and trauma

The growing mental health and social and emotional needs of students are overwhelming to educators and school staff. Schools are struggling to “fill the gap” for students who lack access to much-needed supports. Existing counseling staff are spread incredibly thin and often must attend to other aspects of their job duties such as testing, scheduling, or career and college counseling rather than supporting students’ mental health and emotional well-being.

These staff can provide ongoing supports for students as well as outside referrals when needed.

Educators are desperate for more such staff onsite and a continuum of supports that are targeted to student and school needs. Additional support staff that schools need onsite or through partnership include:

Access to additional support services can also be developed through connections to providers and programs in the community. This includes bringing resources from the community (such as mental health providers, medical providers, food/shelter programs, and other programs to address the effects of poverty) into the school or co-locating the services at the school. It also can mean having a staff person who connects students and families to services and supports in the community.

- ▶ Mental health counselors (with education and experience in psychology or counseling)
- ▶ School psychologists
- ▶ Behavior specialists
- ▶ Social workers
- ▶ School nurses

One manifestation of this type of connection is “wraparound care,” a highly lauded approach in which a team of the individuals and agencies who provide services to a child or youth engage in a defined and collaborative planning process to develop a support network for the student and their family. This approach could be particularly beneficial in rural areas, in which it can be difficult to recruit full-time trained mental health and other support staff.

Key Actions

SCHOOL:

- Utilize school-based student intervention teams based on best practices that include appropriate school personnel to work proactively to reduce extreme behavior.
- Provide time for school staff (counselors, classroom teachers, education assistants, and others as appropriate) to co-plan and co-teach lessons and strategies on social and emotional learning, anti-bullying, inclusivity, self-regulation, mindfulness and other proactive approaches. These should include whole class, small group, and individual instruction formats.
- Develop community and family engagement plans and programs that include social workers and other mental health professionals.

DISTRICT:

- Recruit and retain highly qualified personnel with expertise and education in mental health, with a focus on hiring personnel that reflect the diversity of students and the community at large.
- Build community resource partnerships that include school-based food programs, mental health resources, school wellness centers, and that use a community school model.
- Utilize a district-based wrap-around model grounded in best practices and with a goal of providing a system of timely supports to schools and students. This should also include strong district policies to prevent bullying and to promote inclusivity.

STATE:

- Support policies that encourage co-location of social services at schools to support students and families.
- Increase funding for hiring additional school counselors, school psychologists, social workers, and school nurses to the nationally recommended ratio levels.
- Add an indicator of social and emotional learning and/or school climate to the state school accountability framework.



2. Reduce class sizes and caseloads

OEA recommends reducing class sizes. Closely aligned with this recommendation is appropriate caseloads for specialized instructional support personnel including special education teachers, school psychologists, counselors, and social workers.

Educators described extremely large class sizes at all levels. Oregon's most recent class size report documented 579 classes with 56 or more students and 40% of classes are 35% to 51% larger than the research recommends.⁸ Large class sizes mean that students do not receive the individualized attention and support that they need. Additionally, large class sizes make it more difficult for educators to implement high quality, evidence-based instructional strategies. Overcrowding also creates an atmosphere that can feel chaotic, overwhelming, or unsupportive and could potentially contribute to disruptive events.

Additional adult support from qualified educational assistants to support individual students, help de-escalate a behavior before it becomes a crisis, prevent bullying, or provide one-on-one or small group instruction can also help.

However, many of these positions have been eliminated due to decades of disinvestment in Oregon's education system. Another recommendation would be to follow the Tennessee Project STAR recommended best

practice of providing a full-time educational assistant in classes with more than 22 students.⁹

Non-classroom specialized instructional support personnel must also have manageable caseloads. High caseloads mean that counselors must make difficult decisions about who to serve and/or what functions of their job are most important. The National Association of School Psychologists¹⁰ and the National Association of School Nurses¹¹ recommends caseloads as follows:

- ▶ 250:1 for school counselors
- ▶ 500-700:1 for school psychologists
- ▶ 400:1 for social workers
- ▶ 750:1 for school nurses (in the healthy student population; higher for more complex needs)

The Oregon Quality Education Model has adopted these recommended caseloads¹².

Even lower caseload ratios are warranted when students have specialized needs. Current caseload data in Oregon is difficult to quantify as Oregon currently only requires school districts to report class size

in core subject areas. Anecdotally, many schools and districts have ratios that greatly surpass these recommended levels.

“Smaller class sizes would go a LONG way toward helping to reduce class disruptions and would allow instructors more time to meet student needs and respond more effectively to individualized learning and education plans.”



⁸ Oregon Department of Education. (2018) *Class Roster Collection*. Available from <https://www.oregon.gov/ode/reports-and-data/Pages/Class-Size-Report.aspx>.

⁹ National Education Association. (2008). *Class Size Reduction: A Proven Reform Strategy*. Washington, DC: Author. Available from http://www.nea.org/assets/docs/PB08_ClassSize08.pdf.

¹⁰ National Association of School Psychologists. (2013). *NASP Recommendations for Comprehensive School Safety Policies*. Bethesda, MD: Author.

¹¹ National Association of School Nurses. (2015). *School nurse workload: Staffing for safe care (Position Statement)*. Silver Spring, MD: Author.

¹² Oregon Quality Education Commission. (2018). Salem, OR: Author. Retrieved from <https://www.oregon.gov/ode/reports-and-data/taskcomm/Documents/QEMReports/2018QEMReport.pdf>.

Key Actions

SCHOOL:

- Use a collaborative school approach to classroom teacher allocation across content and/or grade levels and in creating class rosters that includes the professional input of educators, assistants, and support personnel.
- Use a student-centered approach to developing class rosters that takes into account a classroom profile, existing needs, and available supports.
- Assign caseloads to specialized instructional support personnel that consider individual student needs and human capacity.

DISTRICT:

- Allocate district resources in a way that recognizes variations between schools and changes in classroom and school needs on an ongoing basis.
- In collaboration with educators, develop a clear definition of caseload to ensure appropriate staffing and student support.
- Allow for flexible class configuration policies that encourage innovative approaches to managing class sizes and class rosters.

STATE:

- Include caseload and class size as mandatory subjects of collective bargaining.
- Provide funding to implement the Oregon Quality Education Model recommendations for staffing levels of prototype schools and additional funding for school psychologists, social workers and school nurses.
- Add caseload data to Oregon's statutory class size report.



3. Fully fund targeted professional development and ongoing supports for consistent, high-quality implementation

To effectively address disrupted learning environments, school staff need high-quality professional development in programs, practices, policies and procedures that address the behavior and the myriad root causes of disrupted learning environments. This might include an underpinning model of behavior management. The models most often recommended by forum and survey respondents were:

- ▶ Trauma-informed practices, principles of trauma-sensitive schools, and using the Adverse Childhood Experiences survey (ACEs)
- ▶ Social and emotional learning programs
- ▶ Positive behavior programs including de-escalation skills and strategies
- ▶ Restorative justice and discipline, restorative or community circles
- ▶ Mindfulness approaches and instruction

Regardless of the program or practice, quality and consistency of implementation matters immensely. Staff need ongoing supports to fully transfer new knowledge into practice. The benefits and importance of consistent and ongoing professional development over one-time trainings is well documented in research throughout the education field. Additionally, the federal Every Student Succeeds Acts defines high-quality professional development as *collaborative, on-going, job-embedded, and student-centered*. Educators also requested that professional development be:

- ▶ *Targeted* to the needs of the district and school
- ▶ *Extended* in its reach to include all staff (including administrators, classroom teachers, specialized support personnel, and all classifications of education support professionals)
- ▶ *Supported* with adequate time and ongoing refreshers
- ▶ Developed with the extensive *participation and leadership* of educators

School districts with more resources may have already adopted specific models or program. These districts may need to more finely tune implementation and ensure consistency across all staff. Districts with fewer resources will need access to additional support, which could include collaboration with other school districts, to develop districtwide plans. Notably, OEA does not believe the state should dictate specific content for professional learning. Rather, the state should support systems of learning that allow local schools and districts to identify learning content based on their identified needs.

"[We have] inadequate training for new curriculum ... Teachers in my school are expected to be doing restorative practices/circles regularly in our classrooms; however, not one hour of training has been given so that teachers do this in a truly inclusive and helpful way."

Additionally, schools and districts need to adopt clear and transparent policies and procedures for educators to follow when disruptive learning environments occur. This should include procedures for documenting events; communicating with appropriate stakeholders; and appropriate follow up actions such as functional behavioral assessments, behavior intervention or safety plans, and/or escalating consequences. The next step is therefore for educators to receive ongoing professional development on these policies and procedures so that they are widely understood and used by all school personnel. Finally, schools and districts should engage in a continuous improvement process to regularly review these policies and procedures in order to make necessary and regular adjustments.

Key Actions:

SCHOOL:

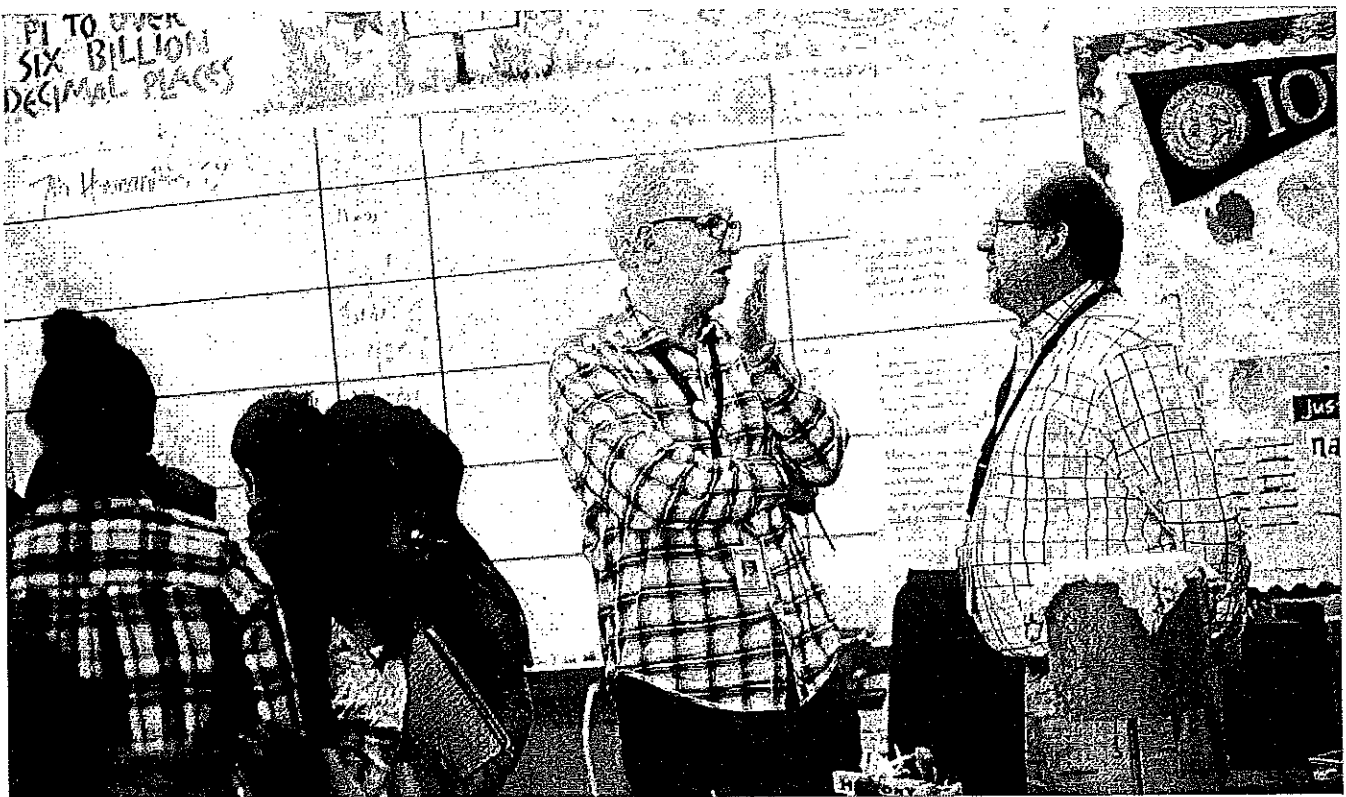
- Create schedules that allow for regular and quality collaboration among classroom teachers, and classroom teachers, specialized instructional support personnel, and education support professionals.
- Employ proven collaborative professional learning designs grounded in adult learning theory, such as peer observation, lesson study, instructional coaching and others, rather than one-time training experiences.
- Implement best practices for professional learning communities that provide educators with autonomy to identify their own learning needs based on current student data.

DISTRICT:

- Allocate resources to include all school staff including education support professionals in high quality professional learning.
- Convene collaborative district professional development committees that include representatives from all employee classifications to develop, implement, and evaluate, a professional learning vision and plan.
- Develop clear, consistent and transparent policies and procedures for discipline, restraint, and managing extreme student behavior. Regularly communicate these policies with school staff, families, and students.

STATE:

- Allocate sufficient resources for high-quality implementation of professional learning at a local level including time within the school day for educators to collaborate.
- Value professional learning on social and emotional learning, trauma-informed practices, de-escalation strategies and other behavior system learning as much as learning related to content.
- Adopt and utilize the Learning Forward Standards for Professional Learning at a state level.



OEA Recommendations

Make additional changes to support students, educators and families

Beyond the top three recommended areas for improvement, OEA recommends additional actions to establish safe, welcoming and inclusive learning environments.

Family wraparound services

Raising children is difficult even when families have access to adequate financial resources, food, and housing, when English is their first language, when there are no severe mental health issues, and when there is no history of trauma. It becomes even more difficult when one or more of these factors changes. For these reasons, many respondents felt that parent and family education was a missing link in attempting to meet students' needs. This content could be explicitly focused on parenting, developing social and emotional skills, or communicating about the school's behavior and discipline model.

Additionally, schools can help coordinate or provide a range of wraparound services to support families'

various needs that can impact student behavior. This should include a range of social services and programs that promote family engagement in the school.

Key Actions:

- Co-locate human and social services at schools including housing assistance, food programs, job-training, or language services.
- Utilize community school models that include family engagement opportunities such as parenting classes, English classes, and other activities that encourage and promote family participation and leadership in the school.
- Clear and consistent communication of school and district policies and procedures.

“Our district has a social worker, free breakfast and lunch, a clothes closet, outside providers, and social/emotional groups at our schools.”



Early education, identification, and support

The earlier that students can receive necessary support, the more successful they can be in school and beyond. There is a clear need for early education, student identification, and appropriate support for students in three key areas:

- ▶ Students' social and emotional readiness for kindergarten
- ▶ Early identification for special education
- ▶ And early identification for behavior that does not qualify for special education but requires additional support

“We need more mental health professionals. Our school psychologist serves 1200 students. We need more trauma-informed help. Our counselors are turning into first responders.”

Specifically, these efforts should be focused on in early childhood programs and the primary grades in elementary school. Any efforts should not result in a disproportional identification of historically underserved students for special education.

Additionally, educators reported that when students had access to high-quality preschool and early education programs, they entered kindergarten more prepared in regards to their social and emotional health and their academics. Students who have access to high-quality preschool also often can more readily receive supports or students can be identified earlier for special education or other interventions.

Key Actions:

- Fully fund Oregon's early intervention and early childhood special education program.
- Provide more access to high-quality, culturally responsive/appropriate preschool programs.
- Fully fund K-12 special education.

Decrease prescriptive academic requirements

Students must learn to read and write, of course. But students should also learn how to think critically, to work collaboratively, and to creatively solve problems. Too often, schools approach school improvement by only looking to improve student scores on the summative statewide assessments. Districts have focused on narrow interventions, more prescriptive curriculum maps and schedules, and by doubling down on skills-based instruction rather than taking a whole child approach.

The Every Student Succeeds Act (ESSA) replaced No Child Left Behind, the federal education framework in place from 2001-2017, which over-emphasized high-stakes tests as the sole measure of school quality and student success. ESSA renews the promise of a well-rounded education for students and recognizes that students and schools are more than just test scores. ESSA reduces emphasis on summative test scores and ODE does not mandate specific interventions or common strategies in schools like rigid 90-minute instructional blocks. Schools and districts should drop overly prescriptive local mandates that leave little time for authentic, interdisciplinary, and student-centered learning opportunities.

Key Actions:

- Evaluate effectiveness of school and district policies or practices that mandate instructional blocks, double-interventions for struggling students, rigid curriculum calendars and other similar prescriptive requirements.
- Include time in the school day for deliberate and intentional social and emotional learning, community building, and creative thinking, learning, and play.
- Restore well-rounded educational opportunities including access to music, fine arts, quality library programs, and other electives, and restore recess, physical education, and opportunity for physical movement.

Diverse range of supported instructional settings

One-size-fits-all classrooms can rarely serve the needs of all. Students need access to a more diverse range of instructional settings ranging from informal calming spaces or calming rooms to more intensive interventions such as specialized programs, both within the school and outside the school. (Placement has a legal definition under the federal Individuals with Disabilities in Education Act and OEA is suggesting a range of settings that include informal structures and formalized placements.)

Over the years, many instructional setting options including informal programs and specific placements have been lost.

Additionally, schools are overcrowded so even if schools or districts could support a variety of instructional settings for students, they often lack the physical space to do so.

An important instructional setting to establish is calming spaces or rooms. These are places students can go when they need help self-regulating or calming down their bodies and emotions. They are sometimes referred to as de-escalation rooms, quiet rooms, or sensory rooms. Widely used in a variety of settings, it is important they are not used as a place of punishment, but rather for prevention and self-regulation. They must also be staffed with appropriately trained personnel who can support social and emotional skills development, self-regulation techniques, and other trauma informed practices. Programmatic elements within a range of settings could include: one-on-one adult support, social skills instruction, smaller class sizes, mental health professionals onsite, and a range of culturally responsive

“Room clears have become the norm and traumatize all students and staff.”

and trauma informed disciplinary options. Additional programs and placements could also include more specialized settings where students temporarily receive instruction and support outside of the traditional classroom. These specialized settings could be on-site or off-site, be run by a district or in partnership with community-based services, or other evidence-based programs.

It is important to note the forum data uncovered concerns about a lack of supports for the inclusion model. In an inclusion model, students identified for special education services receive the majority of instruction

in a traditional classroom with their peers. However, large class sizes and unmanageable caseloads – coupled with reductions in classroom assistants and the loss of other personnel like counselors and

school psychologists – mean that some students enter classrooms in an inclusion model without the necessary supports for success. To ensure success in an inclusion model, necessary supports must be in place.

Key Actions:

- Provide funding for additional instructional setting supports and on-site and off-site programs and placements.
- Increase professional learning on providing social and emotional learning supports and self-regulation techniques to students in a range of settings; and provide more courses and practical experiences in educator preparation programs to prepare aspiring educators to work in inclusion models and a diverse array of on-site and off-site instructional settings.
- Fully fund special education in Oregon to ensure adequate supports for the inclusion model.

¹³ Restraints and Seclusions, Oregon Revised Statutes Vol. 9 §§ 339.285-339.308 (2017).

¹⁴ Committee on Physical Activity and Physical Education in the School Environment, Food and Nutrition Board, Institute of Medicine. (2013). *Physical Activity, Fitness, and Physical Education: Effects on Academic Performance*. In HW Cook and HW Kohl, III (Eds.), *Educating the Student Body: Taking Physical Activity and Physical Education to School*. Washington, DC: National Academies Press. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK201501/>

¹⁵ Oregon Educational Act for the 21st Century, Oregon Revised Statutes Vol. 9 §§ 329.496-329.504.

Clarify physical intervention and restraint protocols

Physical intervention and restraining students should rarely be used as a first response and be reserved for emergencies when physical intervention and restraint is necessary to prevent injury or unwanted touch of an intimate nature. Many of the other recommendations in this report should decrease the need for this level of intervention.

The implementation of Oregon's restraint and seclusion law¹³ in schools and districts has had unintended consequences. Many forum participants reported that there are often not enough adults in a school building who have received the highly specialized training in Oregon-approved restraint protocols or those adults are often out of the building. This leaves educators feeling helpless to physically intervene to prevent extreme behaviors and student injuries.

Oregon's law does allow for non-trained educators to use physical restraint in emergency situations. However, educators have faced discipline for intervening in emergency situations where students could reasonably harm themselves or someone else such as students running into the streets, climbing on furniture, or throwing objects. Instead, educators often resort to clearing classrooms to minimize the threat of harm rather than introduce a physical intervention or, in some cases, sacrifice their own safety to protect students or to avoid discipline.

Educators want clear protocols in place to know when they can use less restrictive physical interventions to prevent a crisis or what to do in cases of emergency when a trained adult is unavailable and failing to intervene would cause harm to a student or the educator. Examples of less restrictive physical interventions include blocking students' hands, removing students from furniture, or removing objects from students' hands.

Key Actions:

- Convene an interagency workgroup that includes state agencies and educator organi-

zations to create joint guidance on Oregon's restraint and seclusion statutes and administrative rules.

- Develop clear reporting guidelines to both define and track the prevalence of room clears and to identify any disproportional use of physical interventions, restraint, or room clears with historically underserved students.
- Create a clear, transparent reporting process for emergency restraint situations that allows for educators to act to keep students and themselves safe while adhering to the intent of the law, eliminating educator fears of discipline, and reducing disproportional responses.
- Consider changes to the restraint and seclusion law to ensure educators can use physical intervention when necessary to prevent injury or inappropriate touch.

Increase opportunities for physical movement

OEA also recommends ensuring that time for physical movement and exercise is part of every school day. Extensive research¹⁴ has linked improved student academic outcomes and improved student behavior with more opportunities for students to engage in physical activity. Opportunities to breathe fresh air and take a break from the pressures of the classroom can be valuable tools for managing student moods and outbursts. Specific ideas included regular recess, structured recess, regular movement breaks, and funding full-time physical education teachers. In Oregon, physical education is the only content area with state-mandated minimal instructional minutes¹⁵ but many schools have struggled to bring on enough qualified physical education teachers, structure schedules to include the mandated minimums, or find enough gym or facility space.

Key Actions:

- Eliminate overly prescriptive district mandates such as instructional blocks or double-intervention schedules that reduce time in the day for physical activity such as recess or PE classes.

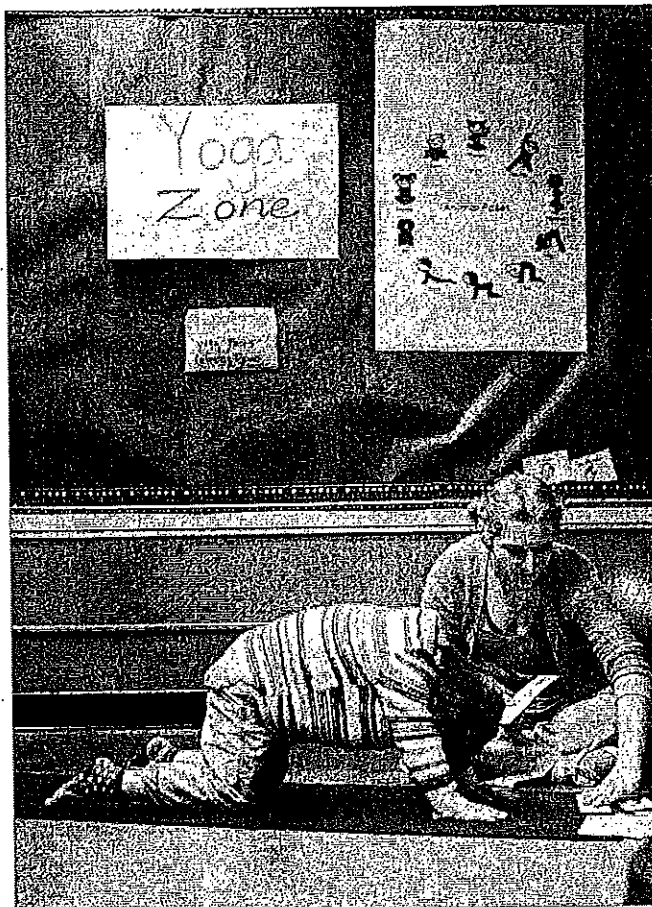
- Provide flexible seating options in classrooms such as standing desks, wobble stools and other non-traditional seating arrangements that encourage movement and flexibility throughout the day.
- Provide opportunities during the day for movement and nutrition breaks and allow educators flexibility to take students on breaks outside of scheduled recess time.

Improve principal leadership and support

Educators in schools look to their principals as leaders on many issues, and behavior and discipline are no exception. Unfortunately, principals are often pulled out of the building for meetings or other activities and have extensive job duties that make them unavailable even while physically present in the building. Many participants asked that principals be there, both literally and figuratively, to “back them up” with disruptive events.

When students who are exhibiting behavior do not respond well, when behavior needs to be communicated to families, or when more intensive interventions are determined appropriate, educators want their principals to actively support the situation. They want “administrators who listen and help,” and who know what the classroom can be like by regularly spending time there. They asked principals to be “present” and “committed” to the school or district’s protocols. As for the district staff, they want them to “provide the supports” necessary to implement their behavior plan and to advocate for their educators on this issue at the state and federal levels.

Several forum participants felt that they were scrutinized for how they tried to help students and address extreme behavior and disruptions: “Often times we hear that we should have prevented the outburst.” Some said they were not supported or backed up by their building and district administrations, who



were reluctant to inform families of incidents or take actions such as suspending students until safety or behavior intervention plans could be put into place. Making sure that teachers feel supported in creating safe classrooms is an essential part of addressing the disruptive environment.

Key Actions

- Limit required off-site meetings for principals during the school day.
- School and district leaders should regularly communicate about district policies and procedures regarding responses to disrupted learning environments.
- School leaders should regularly spend time in classrooms in a non-evaluative function to better understand what supports students and educators need.
- Increase support for implementing culturally responsive and trauma informed systems of discipline.

“Our district needs a K-12 consistent behavior protocol put in place.”

Conclusion

Disrupted learning environments are a significant and growing problem in Oregon classrooms. Society has a duty to provide free and appropriate public education to all students. It is impossible to fulfill this responsibility when schools lack the resources, systems, and support to meet students' needs. Addressing this challenge will not be easy, but it is essential.

Our future is at stake.

Under current conditions, Oregon cannot meet its aspirational goals for student success. Oregon has one of the shortest school years in the nation, averaging 165 days vs. 180 in many states.¹⁶ The 2018 Ed-Week Quality Counts report ranks Oregon education as 40th in the nation.¹⁷ The state's graduation rate is the third lowest in the country.¹⁸ Disrupted learning environments are not the sole cause of these conditions but they further erode educators' ability to deliver high quality instruction and meet the needs of all their students. If no action is taken, educators will continue to leave the profession, public trust in schools will erode, and the violence and disruption of these events will continue to be normalized. And ultimately, it is Oregon's students who will pay the price.

Oregonians must come together with new approaches to solve the entrenched, systemic issues at the root of this issue. The changes enacted must also move us away from former inequities and disproportional impacts on students identified for special education and historically underserved students. To revert back to old models that failed to support all students would be to take a step back, not a leap forward.

In addition to the myriad recommendations made in this report, OEA believes the following decision makers must take swift action to improve experiences for students.

- *Policymakers* can stop the growing crisis by fully funding schools, reducing class sizes and case-loads, and revisiting well-intended legislation that has had unintended consequences.
- *State education agencies* can provide support for high-quality professional development, help recruit and retain more onsite student supports with a focus on mental health, and support family and parent engagement and resources.
- *Districts and buildings* can encourage administrative leadership on this issue, loosen overly prescriptive academic mandates, ensure consistent and clear communication on school and district policies, and work collaboratively with educators, families and students.

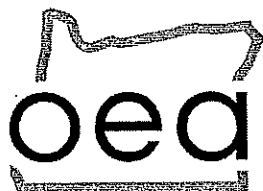
Oregonians want to – and can – solve this issue.

“Let’s be the state that makes the change and helps ALL students.”

¹⁶ National Center for Education Statistics. (2018). *Table 5.14. Number of instructional days and hours in the school year, by state: 2018*. Retrieved from https://nces.ed.gov/programs/statereform/tab5_14.asp.

¹⁷ Education Week. (2018). [Top to bottom rankings of school systems by state.] *Quality Counts 2018: Grading the States*. Retrieved from <https://www.edweek.org/ew/collections/quality-counts-2018-state-grades/report-card-map-rankings.html>.

¹⁸ Hammond, Betsy. (2017, December 6). Oregon's graduation rate remains third-worst in nation. *The Oregonian/OregonLive*. Retrieved from https://www.oregonlive.com/education/index.ssf/2017/12/oregon_graduation_rate_remain.html.



**OREGON
EDUCATION
ASSOCIATION**

Oregon Education Association
Elizabeth Autio, Feedback Loop
January 2019

NORTH WASCO CO.

School District



Integrated Guidance Process

Contents

- Purpose of Presentation
- Background & Context
- Planning Team
- Plan Inputs
- Plan Overview
- What's Next

Purpose for Presentation

- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To seek board approval



Context / History

Six Oregon Initiatives → One Application

High School Success (Measure 98) - 2016

Student Success Act (SIA) - 2019

Perkins V (CTE) - 2020

Continuous School Improvement (CSI/TSI) - Federal Regulations/OAR

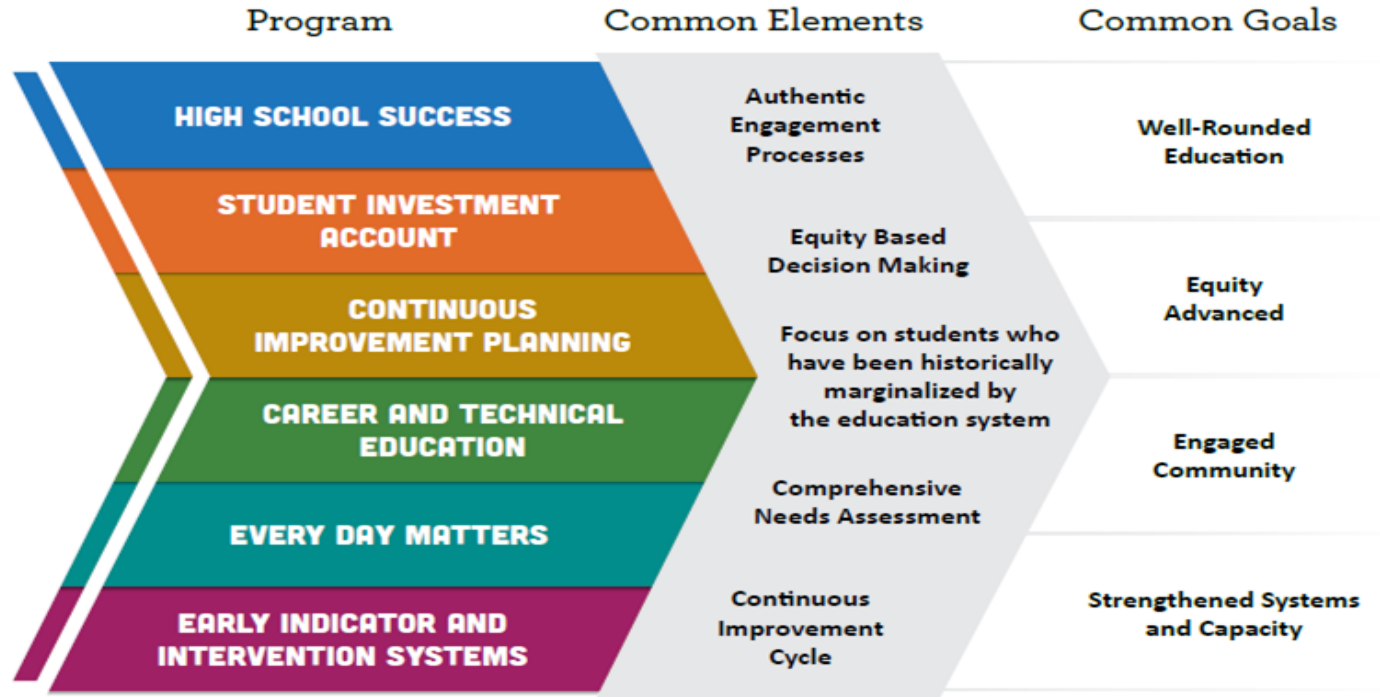
Every Day Matters

Early Indicators Intervention Systems

Background

- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for 6 programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Six Programs & Common Goals



Summary of Program Purposes

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

Continuous School Improvement (CSP) - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Career and Technical Education - Perkins V (CTE) - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

Early Indicator and Intervention System (EIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Meet our Planning Team Members

Dr. Bernal, Superintendent

Stephanie Bowen,
Communications Director

Amy Hampton, Student Services
Director

Sandy Harris, HR Director

Dr. Merklin, TLA Director

Kara Flath, CFO

Kurt Evans, High School
Principal

Ryan LaDouceur, Middle School
Principal

Ajay Rundell, Elementary
Principal

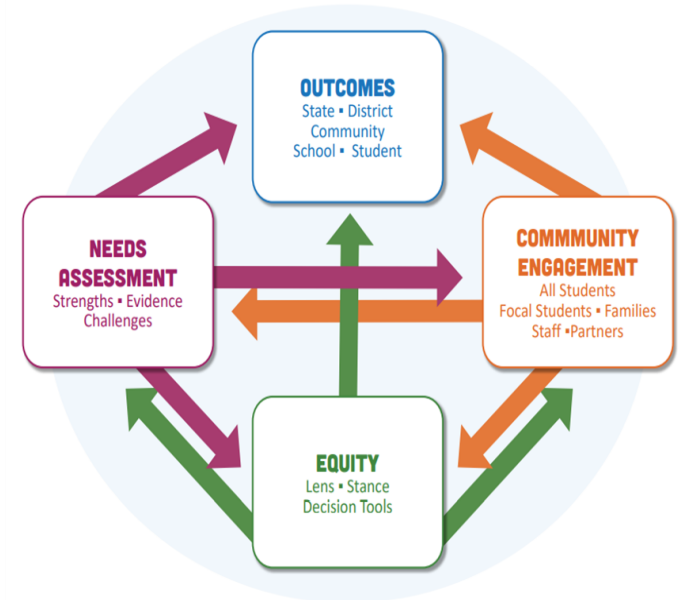
Mauree Revier, Director, CGESD

Our Integrated Guidance Process

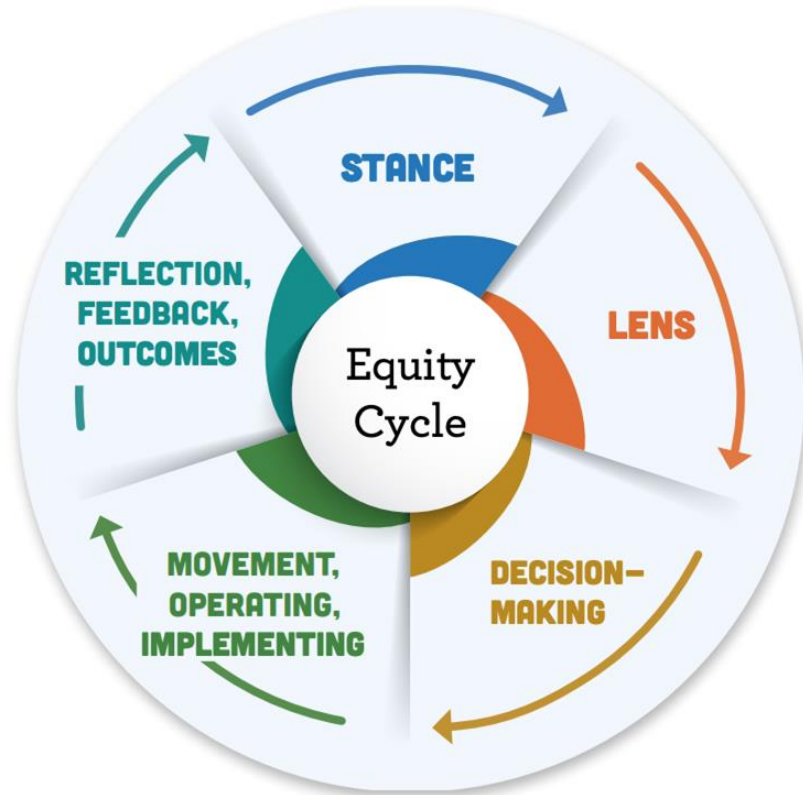
- ★ Gathered key stakeholders for the team
- ★ Looked at the data
- ★ Identified any missing voices
- ★ Held in-person meetings and provided surveys to gather additional information from focal groups we had not yet heard from
- ★ Analyzed the data to identify trends and current priorities of the district
- ★ Created outcomes for our Integrated Guidance
- ★ Determined Strategies to meet our outcomes
- ★ Identified activities that aligned to our strategies and outcomes
- ★ Reviewed budget to allocate funds
- ★ Submit for public review and school board approval before application due on March 31

Required Planning Processes

- Use of an equity lens
- Community engagement
- Tribal Consultation (if applicable)
- Comprehensive Needs Assessment
- Consider the Oregon Quality Education Model and Student Success Plans
- Review and use regional CTE Consortia inputs
- Further Examination of Potential Impact on Focal Students tied to Planning Decisions
- Development of a four-year plan with clear Outcomes, Strategies, and Activities



Equity Lens, Tools, & Decision Making



- **What strengths do you see in your district or school in terms of equity and access?**
- **What needs were identified in your district or school in terms of equity and access?**
- **What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?**
- **What needs were identified in your CTE Programs of Study in terms of equity and access?**
- **How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?**

Needs Assessment Overview

- Gathered any relevant existing data
- Identified focal group participants
- Engaged the community through various focal groups
- Determined gaps in the data and added necessary data sources
- Work team reviewed and analyzed various data sources
- Examined contributing factors that impacted observed trends and patterns
- Identified emerging priorities that informed the plan

Community Engagement Highlights

STRATEGIC PLANNING

- Stakeholder Engagement Surveys
 - 460 Participants
- Focus Groups
 - 12 Groups, 67 Participants
- Interviews

YOUTH THINK SURVEY

- All Middle & High School Students
- Climate, Culture & Healthy Choices

INTEGRATED GUIDANCE SURVEYS

- Student - 948 (4th-12th)
- Parent - 253
- Staff - 127
- Community - 20

FOCAL GROUPS

- Student Roundtable
- Spanish-Speaking Parent Night and Listening Session
- McKinney Vento



Needs Assessment Highlights

Strategic Planning

- Mental health top concern for both families and students
- Helping with support for external stressors was a high priority
- Clear need for skills alignment across classrooms and grade levels

Engagement Survey

- Students, Parents, and teachers agreed on the top 5 barriers to increased engagement with the school
 - Time/schedule
 - Nothing of interest
 - Transportation
 - Fees and cost
 - Other outside responsibilities (work, sibling care, etc.)

Youth THINK Survey

- Students of all grades felt moderate levels of developmental relationships (close connections) with their school and moderate levels of positive school climate

Our Plan

These priorities emerged:

- Student Experience
- Teaching and Learning
- Community Engagement
- Staffing Diversity

Our Plan

Our intended outcomes are:

1. Increase student experience and engagement as demonstrated by increased activities, student participation, and survey data.
2. Increase a sense of belonging in all student groups which can be shown by increased attendance rates, survey data, and equitable curriculum
3. Increase literacy and math student outcomes with particular attention shown to focal student groups.
4. Increase diverse student and family engagement for school events and programming, which can be shown through increased attendance.
5. Reduce the gap between staff and student demographics to reflect the diversity of the student population.

Student Experience Strategies

- Increase career connected activities and strengthen partnerships with community programming
- Continue to expand the number and variety of clubs and afterschool activities based on student interest
- Eliminate barriers for participation in school/after-school activities and events
- Provide culturally relevant learning opportunities for students
- Support district diversity, equity, and inclusion efforts through community partnerships and programs

Student Belonging Strategies

- Provide students with direct access to social emotional resources and mental health services during their school day
- Yearly professional development for all staff to support implementing Restorative Practices to allow for student voice in school community and the outcomes of conflict resolution
- Implement and analyze yearly student climate survey through Youth Think in grades 4-12
- Continue to expand the number and variety of clubs and afterschool activities based on student interest

Literacy and Math Strategies

- Establish a Curriculum Leadership Team who will create K-12 curriculum maps and tools
- Provide professional learning, coaching, and PLC time for staff to build capacity to utilize data to drive instruction and improve student outcomes
- Strengthen instructional practices and differentiation strategies across the district, including multi-tiered systems of support

Student/Family Engagement Strategies

- Increase culture representation or celebrations in district events
- Increase staffing support for vulnerable populations
- Eliminate barriers for participation in school and after-school activities and events

Staffing Strategies

- Develop cultural diverse marketing materials to highlight job opportunities
- Partner with OSU and other local groups to enhance and grow our own program
- Develop Staff Referral Program to increase hiring pool
- Partner with the Columbia Regional Educator Network on recruitment and retention practices
- Develop building mentors from BIPOC staff

Our Plan - Budget Allocations

Key Investments (Preliminary Estimations):

- Student Investment Account \$2.1 million
- High School Success \$800,000
- Early Indicators Intervention Systems \$7,664
- CTE - Carl Perkins - Consortium with High Desert ESD
- CSI/TSI - No funds allocated and no designated schools are CSI/TSI

Our Plan - Budget Allocations (cont)

Key Funding Components:

SIA \$2.1 Million (Estimated)

- ❖ 26.00 FTE
 - Dual language immersion program - 5 staff
 - Additional classroom assistants - 9 staff
 - Bilingual home to school liaisons - 2 staff
 - Dean of Students/AP - 4 staff
 - Special Education Teacher - 1 staff
 - Curriculum coaches (TOSA) - 2 staff
 - Additional SELAs/Counselors - 3 staff
- ❖ Services to students/staff
 - Juntos at TDHS
 - Summer School - Migrant/Native Students
 - Staff Collaboration Time
- ❖ Mosier \$161K

Early Indicators Intervention Systems

\$7,664 (Estimated)

- ❖ Staff Data Collaboration Program
 - Oregon Data Suite

Our Plan - Budget Allocations (cont)

Key Funding Components:

Highschool Success Plan (M98) \$800K (Estimated)

- ❖ 5.65 FTE
 - Career Based Intervention - 1 staff
 - Student Success Coordinator - 1 staff
 - ASPIRE Program - 1 staff, not full time
 - AVID Coordinator - 1 staff, not full time
 - Culinary Arts Program - 1 staff
 - Innovations Academy Equitable Assignments/Alternative Education - 2 staff, one is not full time
- ❖ Services to students/staff
 - Next Door Incorporated Kelley Avenue School
 - CTE Clubs and Programs
- ❖ Teacher Data Collaboration

Our Plan - Tiered Approach

Tiers of Planning & Budgeting allow for nimble course changes that have been pre-considered but aren't within the current budget parameters.

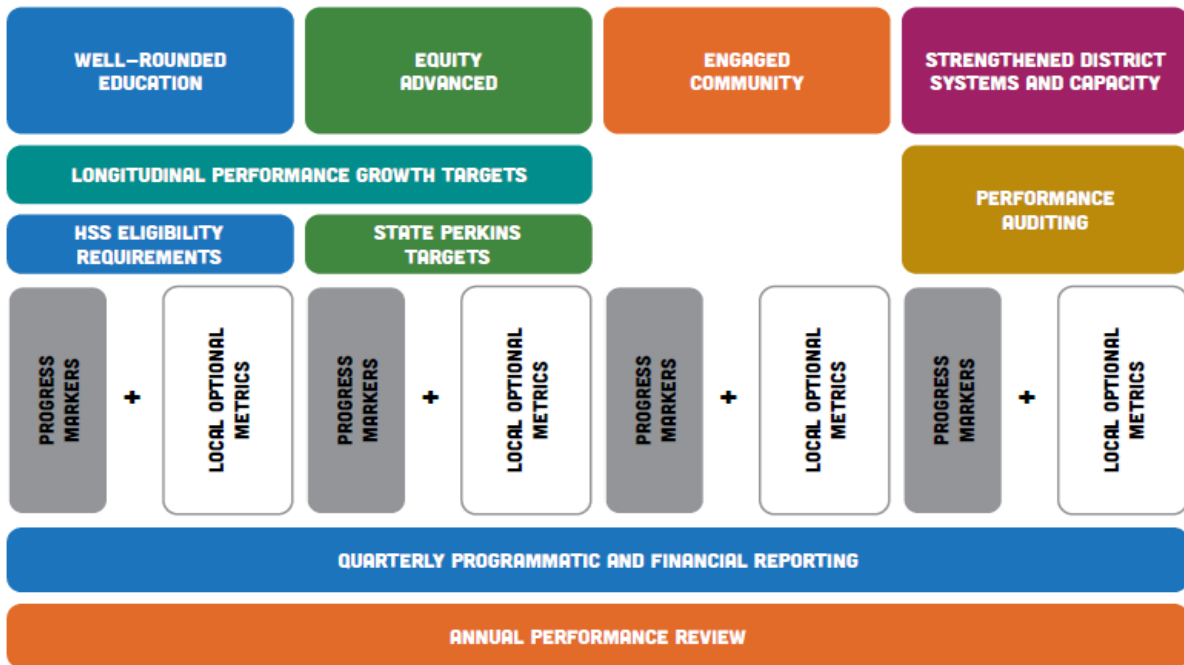
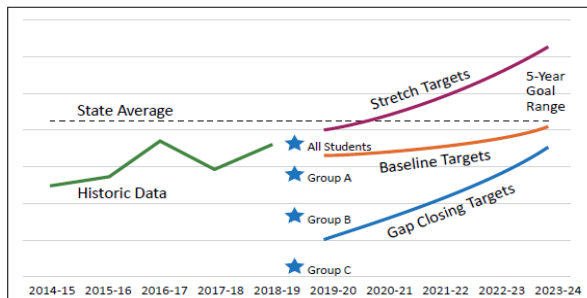
In our district, these additional strategies and activities are possible if we move to another tier in our plan:

How the State understands success

SUMMARY OF PERFORMANCE MEASURES

There are seven distinct performance measures and processes used in the monitoring and evaluation process for implementation under this integrated guidance:

1. Longitudinal Performance Growth Targets (LPGTs)
2. High School Success Eligibility Requirements
3. State CTE Perkins Performance Targets
4. Progress Markers
5. Local Optional Metrics
6. Quarterly and Financial Reporting
7. Annual Reporting
8. Auditing (SIA funds only)
9. Performance Reviews



Future Longitudinal Performance Growth Targets

ODE shall collaborate with the grant recipient to develop applicable Longitudinal Performance Growth Targets, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Use the following applicable metrics for the overall population and disaggregated:
 - **Third-grade reading proficiency rates measured by ELA**
 - **Ninth-grade on-track rates**
 - **Regular attendance rates**
 - **Four-year or on-time graduation rates**
 - **Five-year completion rates**
 - Other local metrics may be used to develop applicable performance growth targets.



Referred to as
"5 Common Metrics"

How we understand success

- **Four-Year Graduation:** % of students earning a regular or modified diploma within four years
- **Five-Year Completion:** % of students earning a regular, modified, extended or adult high school diploma, or a GED within five years
- **Third Grade Reading:** % of students proficient on statewide ELA assessments
- **Ninth Grade On-Track:** % of students earning at least one quarter of their graduation credits by the end of summer following their 9th grade year
- **Regular Attenders:** % of students attending more than 90% of their enrolled school days
- **Local Assessment Data:** % of students performing at or above grade level on local assessments
- **School Engagement and Climate Survey Data:** Continued survey work and analysis of results

Mosier Community School

Context

Team:

Janet Carter, *Executive Director*

Jennifer Langley, *Dean of Students*

Bernadine Herlihy, *Business Manager*

Theresa Peters, *CGESD Liaison*

Funding Streams:

Student Investment Account (SIA) Grant funds only

Parallel Process

- Community Engagement
- Integrated Needs Assessment
- Determining Outcomes, Strategies and Activities

Integrated Planning and Budget Document reviewed with Mosier School Board and submitted as part of the District's application

Mosier Community School Plan

Increase Attendance

- Implement systems for parents, teachers & students

Increase Reading and Math

- Retain K-3 literacy specialist for foundational skills
- Provide professional development for teachers in highly effective instructional strategies

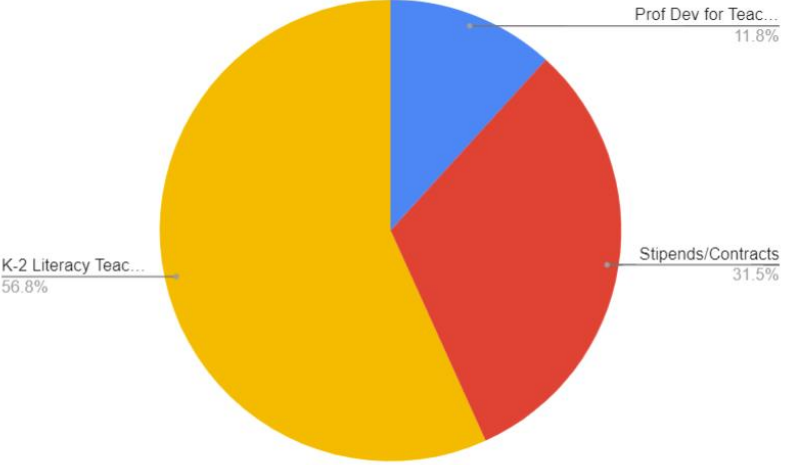
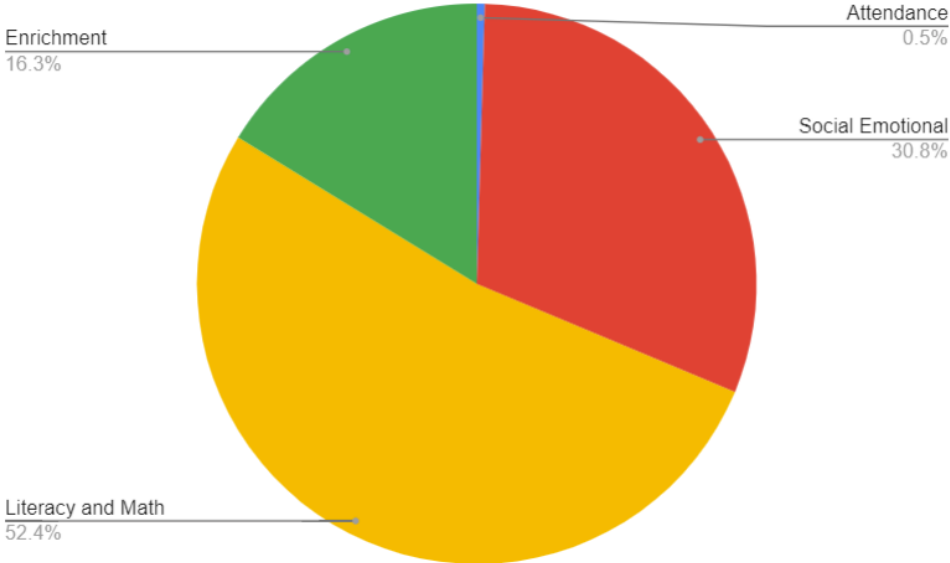
Increase Social Emotional Support

- SEL instruction and increased support through counselor FTE
- Professional development for teachers in Responsive Classroom

Increase Enrichment Opportunities

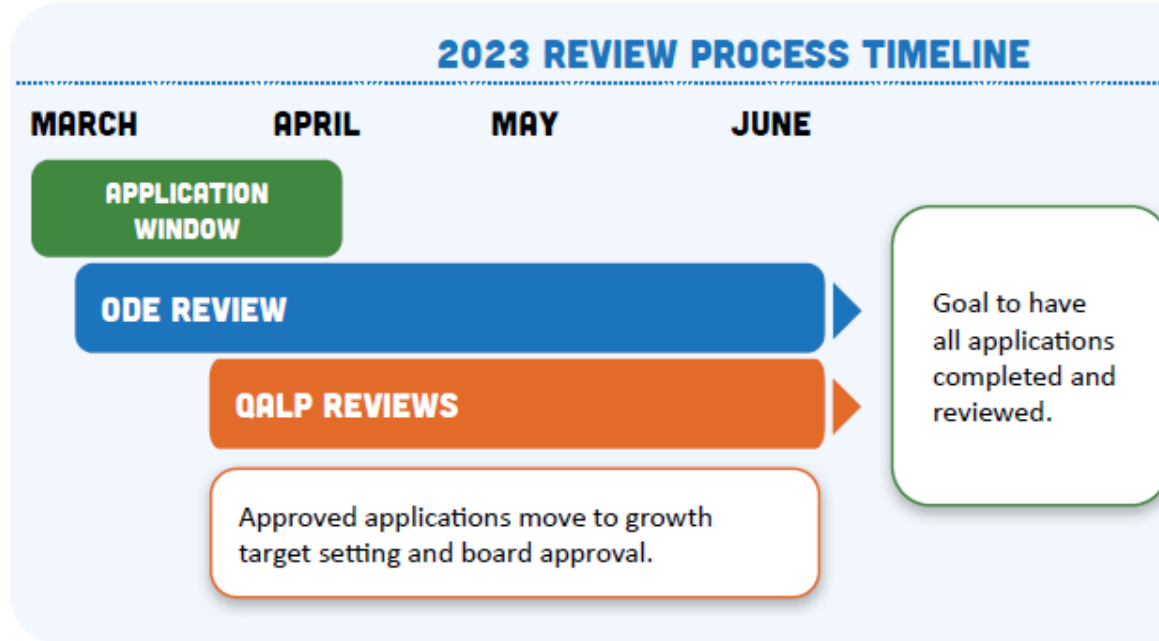
- Cultural and art enrichment activities during the day
- Fund after school clubs through stipends and supplies

Mosier Community School SIA Budget: \$162,600



83% of the budget is spent on people and professional development

What Happens Next?



Questions & Comments



North Wasco County School District #21
School District Board of Directors
Board Motion for Action Item

BOARD ACTION

Date: March 16th, 2023 **Action Requested:** *Motion to Approve the District's Presentation: Aligning for Student Success: Integrated Guidance for six ODE Initiatives*

DISCUSSION

As part of the Oregon Department of Education's process and application for the *Aligning for Student Success: Integrated Guidance for six ODE initiatives*, presenting the district's application to the School Board is beneficial because investments in education must be accompanied by transparency and accountability. Sharing the application is key to being responsive to community needs and building trust. Part of the required application process is to present the work completed by the District's Integrated Guidance Team to the school board with the opportunity for public comment as well as approval by the board.

ACTION

I move to approve the district's Aligning for Student Success: Integrated Guidance for six ODE initiatives application, as presented.

Questions about this request should be directed to Dr. Lauren Merklin, Director of Teaching, Assessment & Learning, at 541-506-3420 or merklinl@nwasco.k12.or.us.

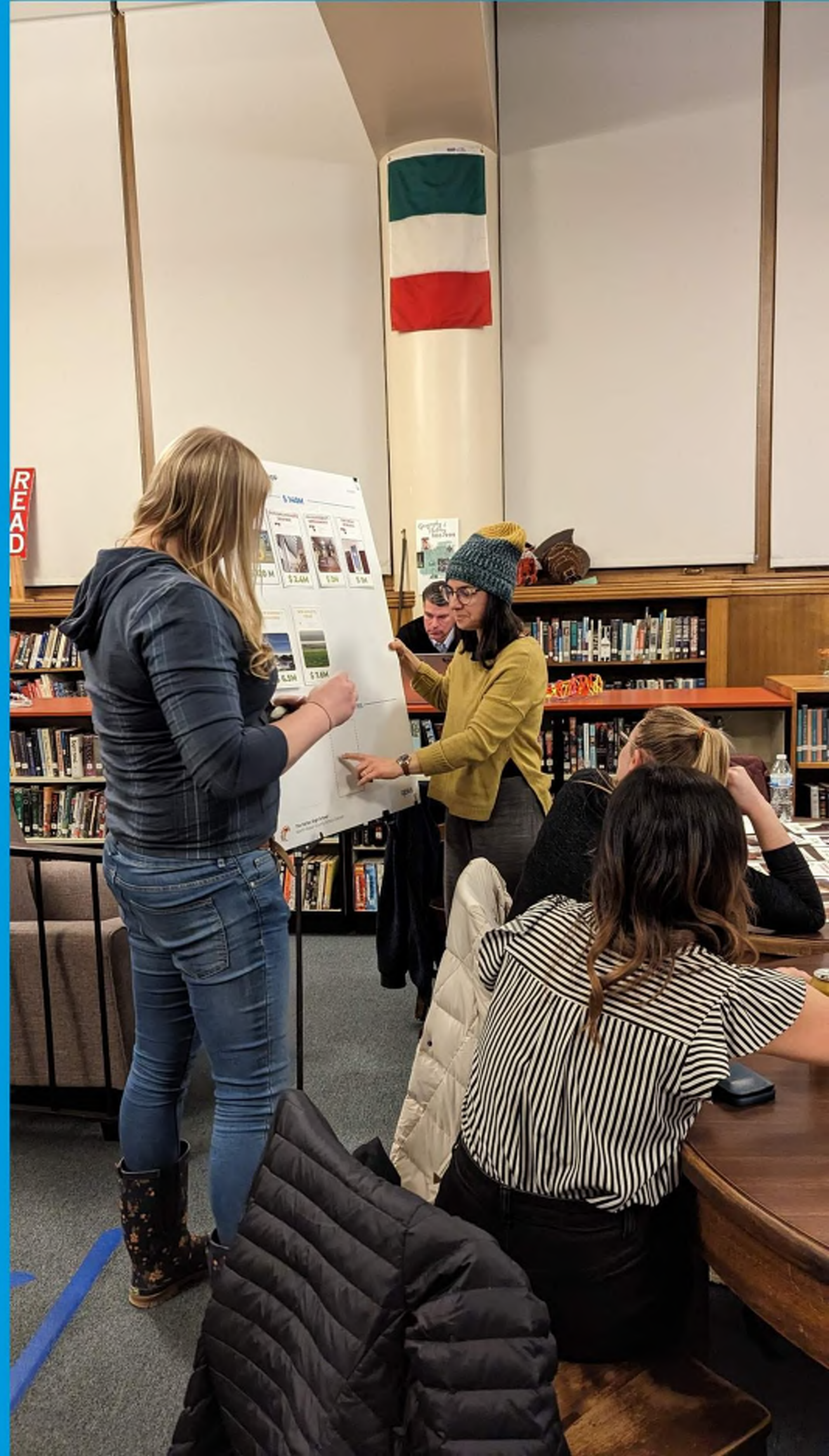
3632 West 10th Street, The Dalles, OR 97058
541-506-3420 Fax 541-298-6018

"The North Wasco County School District is an equal opportunity educator and employer."



NWCSD Pre-Bond Planning

School Board Update
March 16th, 2023



Introductions



Stephanie Bowen
NWCSD Director of
Communications



Steve Nelsen
Opsis Architecture



Liz Manser
Opsis Architecture



Alec Holser
Opsis Architecture



Jeremy Wright
Wright Public Affairs



Davina Craig
CAC Member



Anthony Pereira
CAC Member

Presentation Overview

- Team Introductions
- Foundations for Process
- Engagement
 - *Engagement Structure*
 - *Engagement Process*
 - *Engagement Outcome*
- Next Steps
- Questions/ Discussion



Foundation for Engagement Process

Board & District Goals

1. Facilities: Begin bond discussion and preparations for a bond measure in 2023.

2. Strategic Planning: Hire an outside facilitator to engage internal and external stakeholders in creating a strategic plan for NWCSD 21.

3. Equity: Develop a board advisory committee once the state guidance from recently passed legislation has been issued.

Setting the Table for Discussion

- An Oregon Department of Education (ODE) **Facilities Condition Assessment** (FCA) was completed in 2019 utilizing Technical Assistance Program (**TAP**) **funding**. This evaluated the condition of all district buildings and provided cost estimates for repair or replacement.
- A **Long Range Facilities Plan** (LRFP) was completed in 2019/2020 utilizing **TAP funding**. This includes a facilities condition assessment, population projections, community involvement, index on historic buildings, educational adequacy assessment, and a 10 year proposed plan.
- With the submittal of the completed FCA and LRFP to the State of Oregon, ODE has **qualified the District for over \$4M in OCSIM Grant funds** to apply to capital improvements pending the passage of the construction bond.
- The district completed the **seismic upgrade** project at the HS Gymnasium utilizing ODE funding thru the TAP program
- The district engaged **Piper & Sandler**, to help structure bond packages and determine tax impacts.
- The district engaged **Wright Public Affairs**, to help craft bond language and conduct community polling
- District Leadership met with **community groups** such as the Rotary and Lions Club taking the temperature related to a potential Bond.

Phase 1: *Develop Initial Scope*

- Bond leadership team developed the **engagement structure**
- Opsis completed initial **building tours** of the elementary, middle and high schools in an effort to begin developing bond content and collateral information.
- Review of Facilities Condition Assessment to **understand district building deficiencies**
- Review of the Long Range Facilities Plan to understand district educational **adequacy deficiencies**

Overall Engagement Structure



Engagement Structure



What was the Role of the Bond Leadership Committee (BLC)?

- Decision Making Group
- Group makeup includes district leadership
- Provides direction for the outreach process
- Makes decisions related to bond scope

DISTRICT LEADERSHIP TEAM

| | |
|---------------------------|-------------------------|
| Dr. Carolyn Bernal | Superintendent |
| Kara Flath | CFO |
| Jose Aparicio | Board of Directors |
| Stephanie Bowen | Communications Director |

CONSULTANT TEAM

| | |
|----------------------|-------------------------------|
| Alec Holser | Opsis Architecture |
| Steven Nelsen | Opsis Architecture |
| Liz Manser | Opsis Architecture |
| Jeremy Wright | Wright Public Affairs |
| Carol Samuels | Piper I Sandler |
| Jon Bayles | JB Consulting Cost Estimating |



What was the Role of the Bond Leadership Committee (BLC)?

- Advisory Group
- Small group of select district staff
- Works to identify priorities and refine options
- Provide community advocacy

DISTRICT LEADERSHIP TEAM

CONSULTANT TEAM

DISTRICT ADMINISTRATION / FACULTY TEAM

| | |
|-----------------------|---|
| Billy Brost | Athletic Director, NWCS D |
| Carol Dowsett | Principal, Coloel Wright Elementary |
| Kurt Evans | Principal, The Dalles High School |
| Amy Hampton | SPED / Student Services Director |
| Sandra Harris | Principal, The Dalles Middle School |
| Lisa Kaseberg | Director of Transportation |
| Teresa Peters | Principal, Dry Hollow Elementary |
| Dottie Ray | Nutrition Services |
| Doug Rice | Facilities |
| Ajay Rundell | Principal, Chenowith Elementary |
| Kim Tyskiewicz | Educational Success and Innovative Programs |
| Phil Williams | Vice Principal, The Dalles High School |

Engagement Structure



CONSULTANT TEAM (FACILITATION)

Alec Holser Opsis Architecture
Steven Nelsen
Liz Manser
Joe Baldwin
Heather DeGrella
Adam Wilson
Jeremy Wright Wright Public Affairs

NWCSD LEADERSHIP AND ADVISORY TEAM

Dr. Carolyn Bernal Superintendent
Kara Flath CFO
Jose Aparicio Board of Directors
David Jones Board of Directors
Doug Rice Facilities
Kurt Evans TDHS Principal
Phil Williams TDHS VP
Ajay Rundell Chenoweth ES Principal
Amy Hampton Student Services Director
Sandra Harris HR Director
Billy Brost Athletic Director
Stephanie Bowen Communications Director

STUDENT REPRESENTATIVES

Sophia Lewis
Larkin Hampton
Aizlynn Rubio

Keri Claussen
Faith Gouge

PARENT REPRESENTATIVES

Alan Easling
Corey Case
Ryan LeBreton
Lamont Crichton-Tuanai
Kristi Timmons
Anthony W Pereira
Courtney Judah
Jennifer Gunter
Greg Cummings

Eleanor Lemann
Michael Springston
Dana Journey
William Pielli
Jared Gosson
David Ortega
Rachael Brown
Marie Mourou
Matthew Chaisson

COMMUNITY REPRESENTATIVES

Robbie Denning Community at Large
Michael Held Community at Large
Serena Smith Community at Large
John Grant Community at Large
Diana Bailey Community at Large
Linda Skov Retired Teacher
Debi Ferrer Retired Teacher
Terry B. Armentrout Community at Large

COMMUNITY PARTNERS

Marta Cronin Columbia Gorge Community College
Dan Spatz Columbia Gorge Community College
Rich Mays Mayor City of The Dalles
Jill Amery Wasco County Representative
Davina Craig Education Foundation Representative
Pat Sublette Columbia Gorge ESD
Lucille Begay CGESD - Native Americans of The Dalles
Silvestre Deras McClaskey Orchards
Megan Thompson The Dalles Chamber
Carrie Pippinich MCEDD
Andrea Flores Juntos
Rachael Carter Parks and Recreation Board Member
Scott McKay MCSS
Melissa Hollister Union Leadership
Mindy Claussen Union Leadership

THANK YOU !

Community Advisory Committee Development

What was the Role of the CAC?

- Community focused advisory group to help set bond priorities
- Provide broader community advocacy
- Basis for leadership during bond campaign

How was the CAC Created?

- A publicly advertised application process was used to enlist any community members interested in joining the process
- Community partners and select district staff were invited to participate

Why was the CAC so large?

- All applicants were accepted for participation



Engagement Schedule



CAC Meeting 1: Kickoff Meeting

Meeting Location: The Dalles Middle School
June 1, 2022

Meeting Goals

- Overview of the bond process
- Understand obstacles
- Understand what a next generation learning environment provides
- Prioritization of potential bond projects within the district

Meeting Presentations

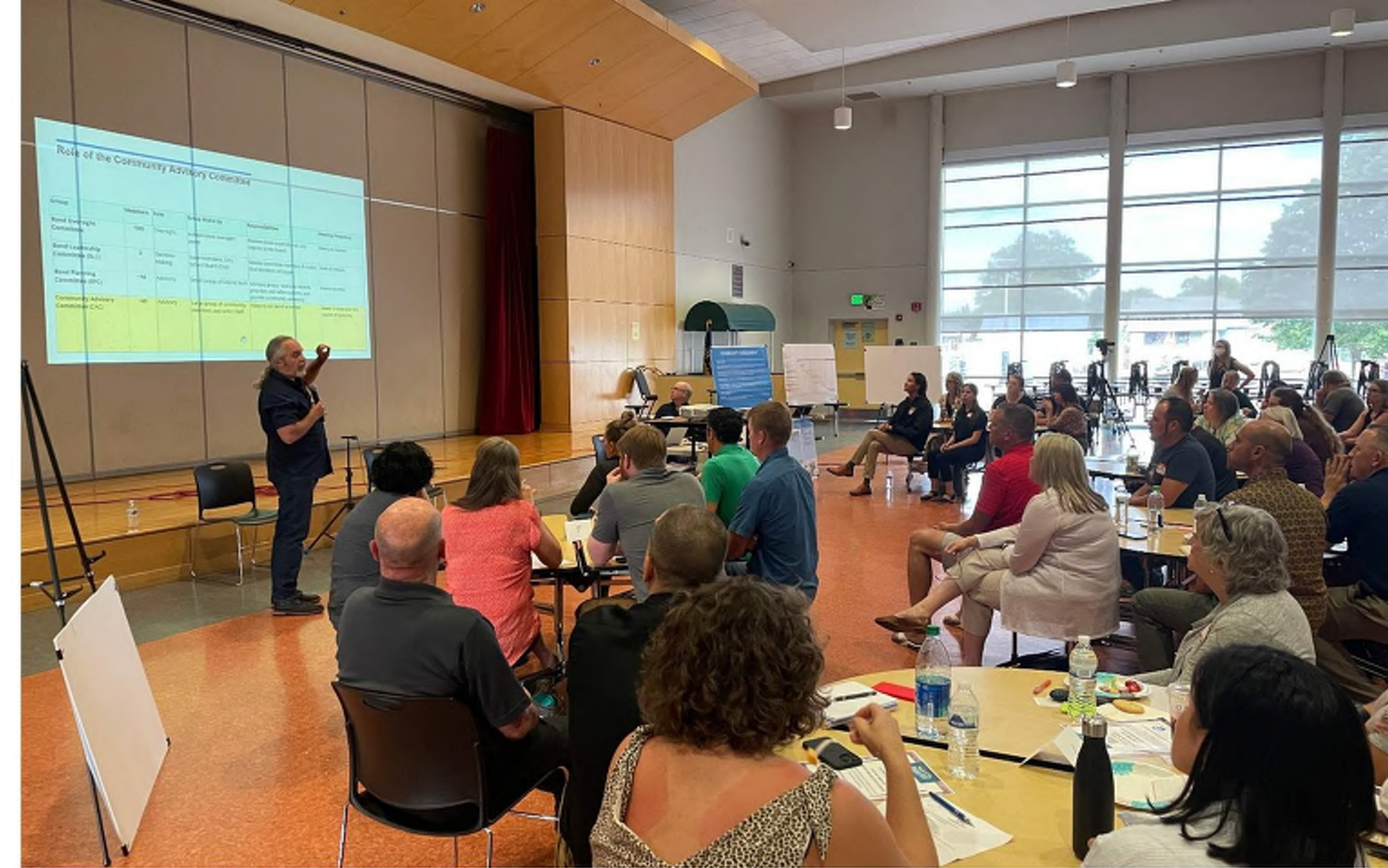
- Bond Basics: what has been happening, and lessons learned from prior bonds
- What does the "Next Generation" of learning environments look like?

Meeting Activities

- Opportunity and obstacle brainstorming session
- Bond priority work session

Meeting Feedback

- Group report back on activities



CAC Meeting 1: Activity

Small group brainstorming session

- **Discuss potential district wide facility need categories including:**
 - Essential improvement and repairs
 - Capacity improvements
 - Safety and security improvements
 - A replacement of TDHS on a comprehensive campus
- **Prioritize these needs**

Report back



CAC Meeting 1: Feedback

Highest priority is replacement of New High School

Warm / Safe / Dry also important

Need to communicate use for existing TDHS

priority
1

priority
2

comments

Essential Improvements and Repairs
Address repairs & replacement of systems and building materials equitably across the district based upon need
Relative Cost: \$\$ 3
Example Scope:

- Roof replacements
- Interior finish upgrades
- Exterior finish repair
 - Painting
 - Siding repair
- Classroom technology
- Playground improvements
- Boiler replacements
- Domestic HW/CW improvements
- Ventilation air upgrades
- Window replacements
- Initial 'tier 1' evaluation on existing buildings to confirm viable improvement projects
- Leverage services to address deferred maintenance

 Financial Impact on Maintenance
 AC Air Scrubber Concerns for (F) being Condensed

Capacity Improvements
Create next generation learning environment equitably across the district
Relative Cost: \$ 4
Example Scope:

- Classroom additions to accommodate students currently housed in modulars
- Common space additions to allow for capacity increase
- Building additions for future enrollment
- Program driven improvements:
 - CTE
 - Specialized Learning
 - Alternative Learning
 - Support

 Survey of the Kids
 Revive moral in the community
 Attracting families to move here
 On the Cusp of Change
 Buy in for Programs Facilities
 Promote TRADES IN ADDITION TO COLLEGE
 Graduation Rates Child Engagement
 Modular Removal
 Place for the Center of Community

Safety & Security Improvements
Secure entries & improved visibility
Security cameras
Electronic access controls
Door hardware upgrades
Parking upgrades

- Parent drop off
- Bus Access

 Accessibility improvements
 Fencing
 ADA
 1+2
 Clear list of Requirements
 Open Door Sensors
 Cranes tied to Law Enforcement
 Electronic Access Flexibility of Control
 Taxes Already High... Where to Reduce

TDHS Replacement
Build comprehensive high school campus
Relative Cost: \$\$\$ 1+2
Example Scope:

- Scenario 1:
 - New
 - TDHS for
- Scenario 2:
 - New
 - TDHS

 Stadium Seating
 1st Bond Could be example of Future Bonds
 If only High School Clear Next Steps for Future Bonds
 More Home Gains
 Peer Spectate due to less travel
 Adequate Catchment
 Fields on Site Reduce travel
 Plan at
 Timeline of Kids in the Area
 Trades Education
 Alternative Fund raising outside of Taxes
 Decree Transparent Learning
 Transparency of Scope
 What School is it?
 Phasing w/ (E) Student Where they Go?
 Loss of History w/ High School
 HS Replacement

Photos at the bottom show: 1. Mechanical equipment (HVAC units). 2. A group of people working at a long table in a meeting room. 3. A person in a wheelchair at a table. 4. A school hallway with stairs.

Do it right the first time, no second chance!



CAC Meeting 2 : Programming and Costs

Meeting Location: Wahtonka School
September 21, 2022

Meeting Goals

- Clearly communicate status of the bond planning work
- Aspirational conversation about what the community would want to see in a new HS
- Provide key points for polling

Meeting Presentations

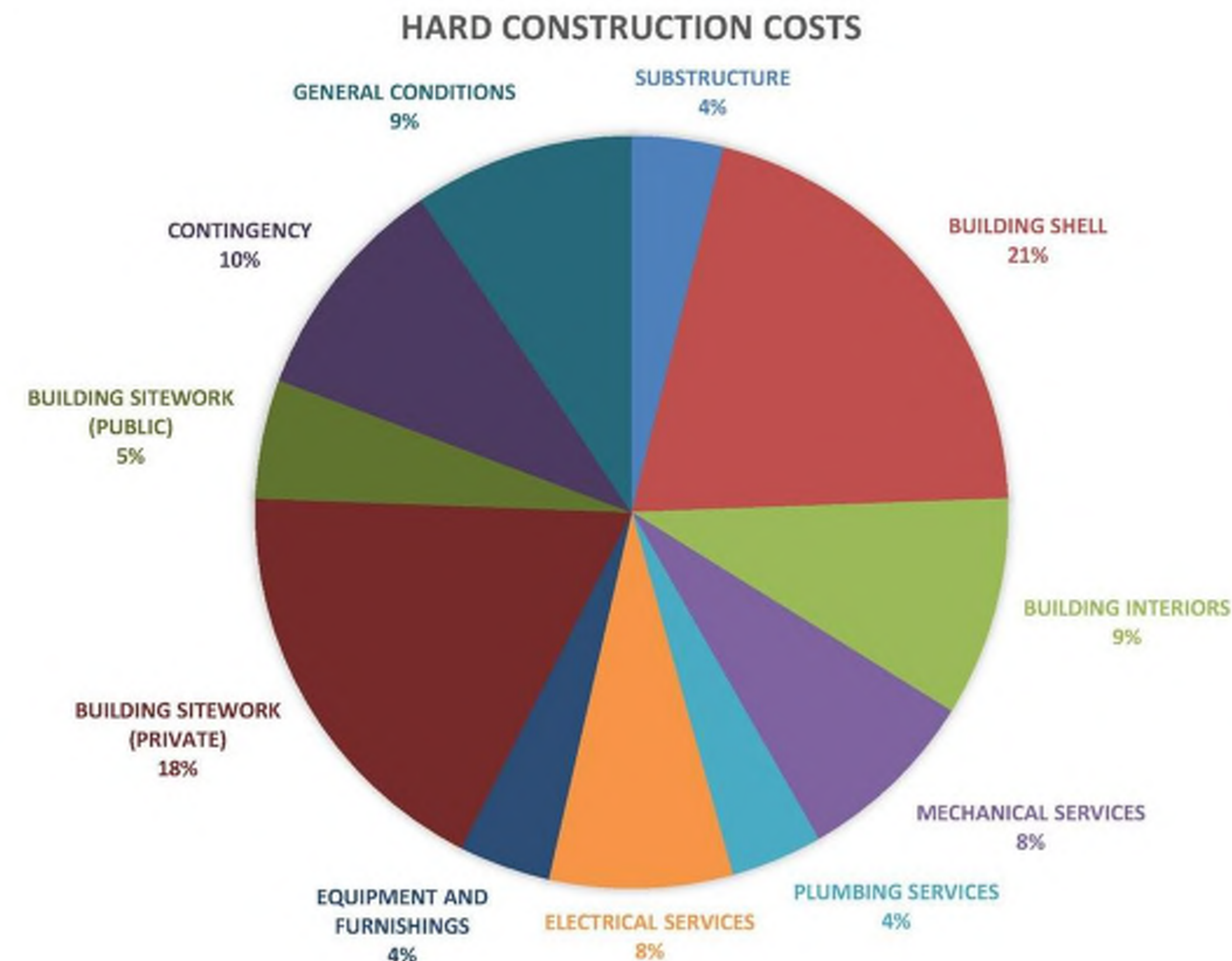
- Bond planning effort: update on what has been happening
- Enrollment and a comprehensive HS program for NWCSD at the Wahtonka Site
- Case Study: North Eugene HS
- K12 construction project costs and comparables

Meeting Activity

- Group activity - ideal HS project project prioritization

Meeting Feedback

- Group report based on activities



CAC Meeting 2: Activity

Small Group Brainstorming Session

- **Individually answer these questions:**
 - Should the bond focus on a singular project?
 - Should the bond focus on multiple smaller projects?
 - Are there specific tradeoff items, and are there any wildcards?
- **Prioritize top 3 as a Group**

Report back



CAC Meeting 2: Feedback

Bond scope focus should remain primarily on a replacement high school for TDHS

A comprehensive HS program should be accommodated, including CTE, specialized instruction, and athletics

Stakeholder Columns:

- Rachel:**
 - STEAM - Focused Classrooms / Flexible classrooms
 - Safety + Security
 - CTE Focus
- Marie:**
 - 1. STUDENTS FEEL VALUED THAT THE GREATER COMMUNITY CARES.
 - 2. Safety + Security
 - 3. STEAM / CTE
- DEBI:**
 - All inclusive if at all possible.
 - A place kids want to + can learn.
 - Safety + Security
- KARA:**
 - 1. Educational space for all groups + meeting all educational aspirations.
 - 2. Inclusive + Welcoming Space - Safety
 - A large place to eat.
- Robbie:**
 - Commons Spaces for social interaction
 - Safety & Security
 - Inspiring Opportunities Culture
- SERENA:**
 - Include everything in new H.S. Don't use old H.S. facilities
 - MUSIC + Art Facilities Centrally located
 - CTE Focus

Central Questions:

- are there specific tradeoff items?
- what are the wildcards?
- focus on singular project?
- multiple smaller projects?

Other Notes:

- 3** (written on a white card)
- Trade Off:** Having all athletic fields on site
- Place where students feel:** Valued, Inspired, Included, Welcomed, + other comments
- Classrooms to accommodate all learning styles:** CTE, STEAM, Arts + Sports

Bottom Bar:

- NWC SCHOOL DISTRICT #1
- opsis
- innovations academy
- CTE Focus
- field development
- Full Theater
- competition gym
- field development
- keep Wahtonka
- TDHS Renovations
- Misc District Upgrades
- Safety and Security
- Other?

Focus on a new High School!

CAC Meeting 3 : Polling

Meeting Location: The Dalles High School Auditorium
November 2, 2022

Meeting Goals

- Clearly communicate status of the bond planning work
- Outline taxation conditions and polling process
- Present and discuss polling results

Meeting Presentations

- Recap of bond basics, and a "tax 101" discussion
- Polling results discussion
- Student feedback

Meeting Feedback

- Group discussion

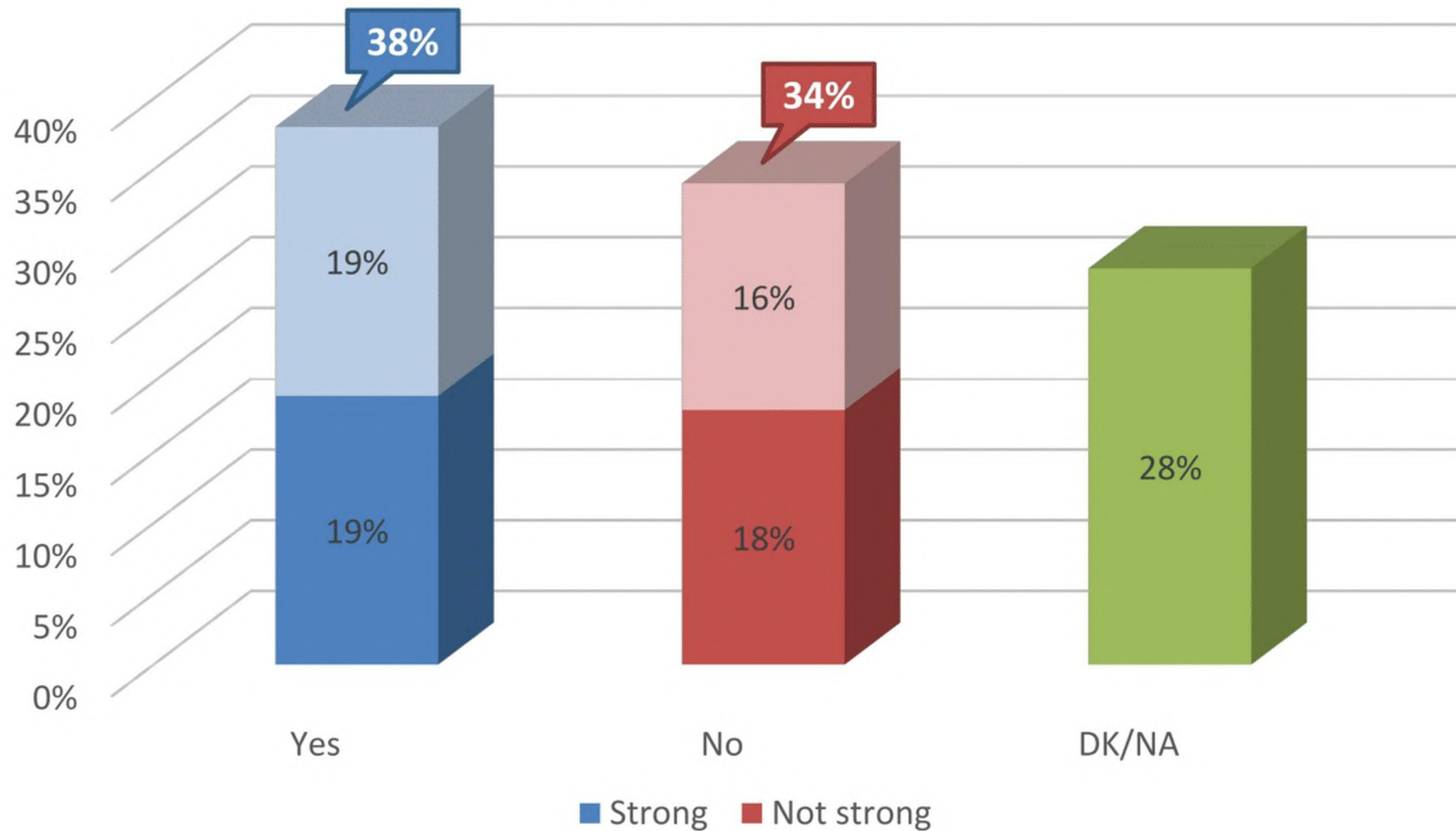


Voters start out divided on the \$180 million bond option



Intensity of feeling is also divided.

\$180 Million Bond Language



The North Wasco County School District may place a bond measure on the May, 2023 ballot which would read: "Bonds to replace, modernize high school, update technology, increase safety. Shall District replace The Dalles High School to increase safety, job training, update technology, modernize classrooms; issue \$180 million dollars in general obligation bonds; with citizen oversight?"

Having heard this, if the election were held today, would you vote "yes" or "no" on this bond measure?

Do you feel that way strongly or not so strongly?

Bond packages tested:



[180 MILLION COMPREHENSIVE HIGH SCHOOL CAMPUS]

A bond that would cost the average homeowner four dollars and two cents per thousand dollars of assessed home value. This bond would allow the district to replace The Dalles High School with a safe, modern building with the technology needed to prepare students for today's economy. It would also create additional spaces for career and technical education and pay for site improvements including parking, practice field, and a new stadium, as well as paying for the removal of the existing Wahtonka High School to allow for additional practice fields and parking

[160 MILLION WAHTONKA BUILDING TO REMAIN]

A bond that would cost the average homeowner three dollars and 57 cents per thousand dollars of assessed home value. This bond would pay for all of the individual projects we discussed in the previous question but the existing Wahtonka HS building would remain.

[140 MILLION EXISTING TRACK & WAHTONKA BUILDING TO REMAIN]

A smaller bond that would cost the average homeowner three dollars and 12 cents per thousand dollars of assessed home value. This bond would pay for all of the individual projects we discussed in the previous question, but would require utilizing existing practice and athletic facilities without money allocated for additional improvements

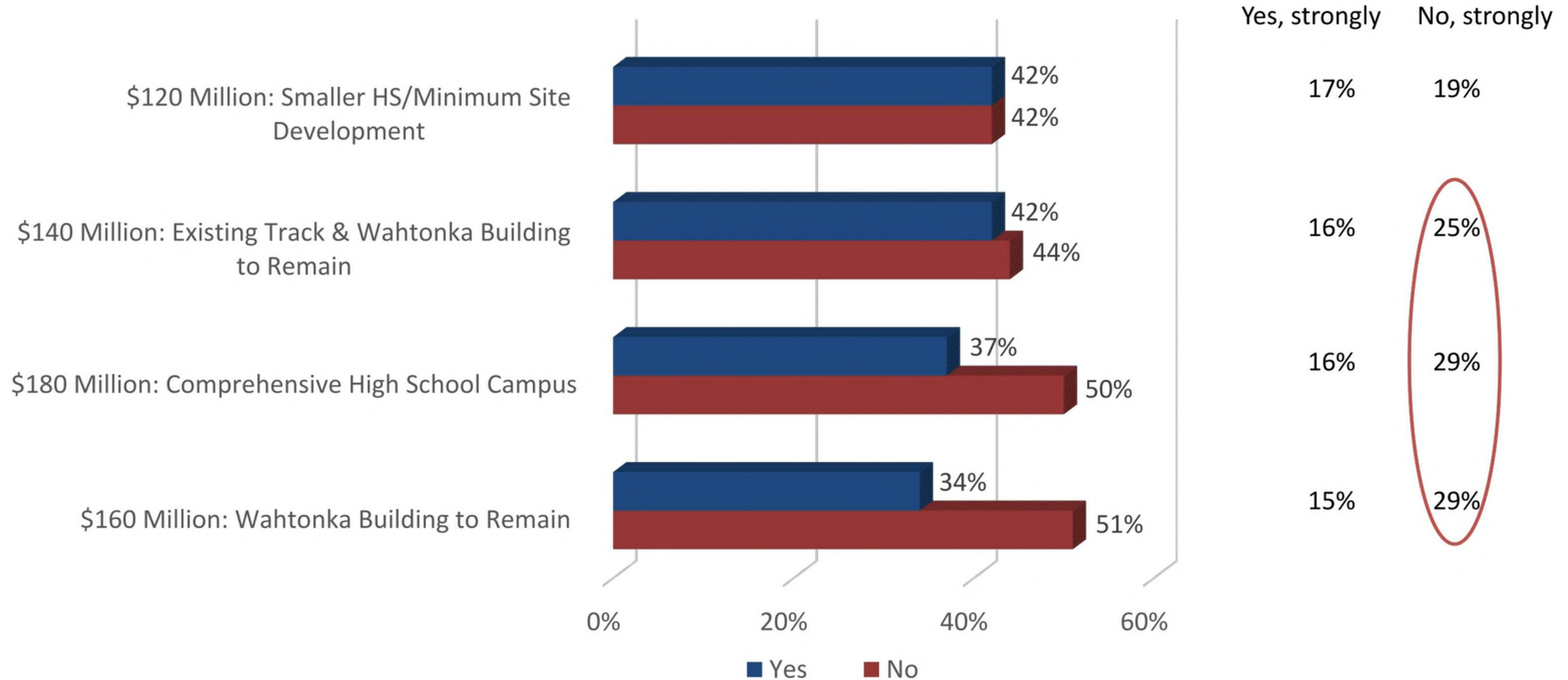
[120 MILLION SMALLER HIGH SCHOOL/MINIMUM SITE DEVELOPMENT]

The smallest option that would cost the average homeowner two dollars and 67 cents per thousand dollars of assessed home value. This bond would pay to replace the Dalles High School with a smaller building with reduced capacity for performing arts, athletics, and alternative learning spaces for programs like career and technical education. It would require utilizing existing practice and athletic facilities without money allocated for additional improvements

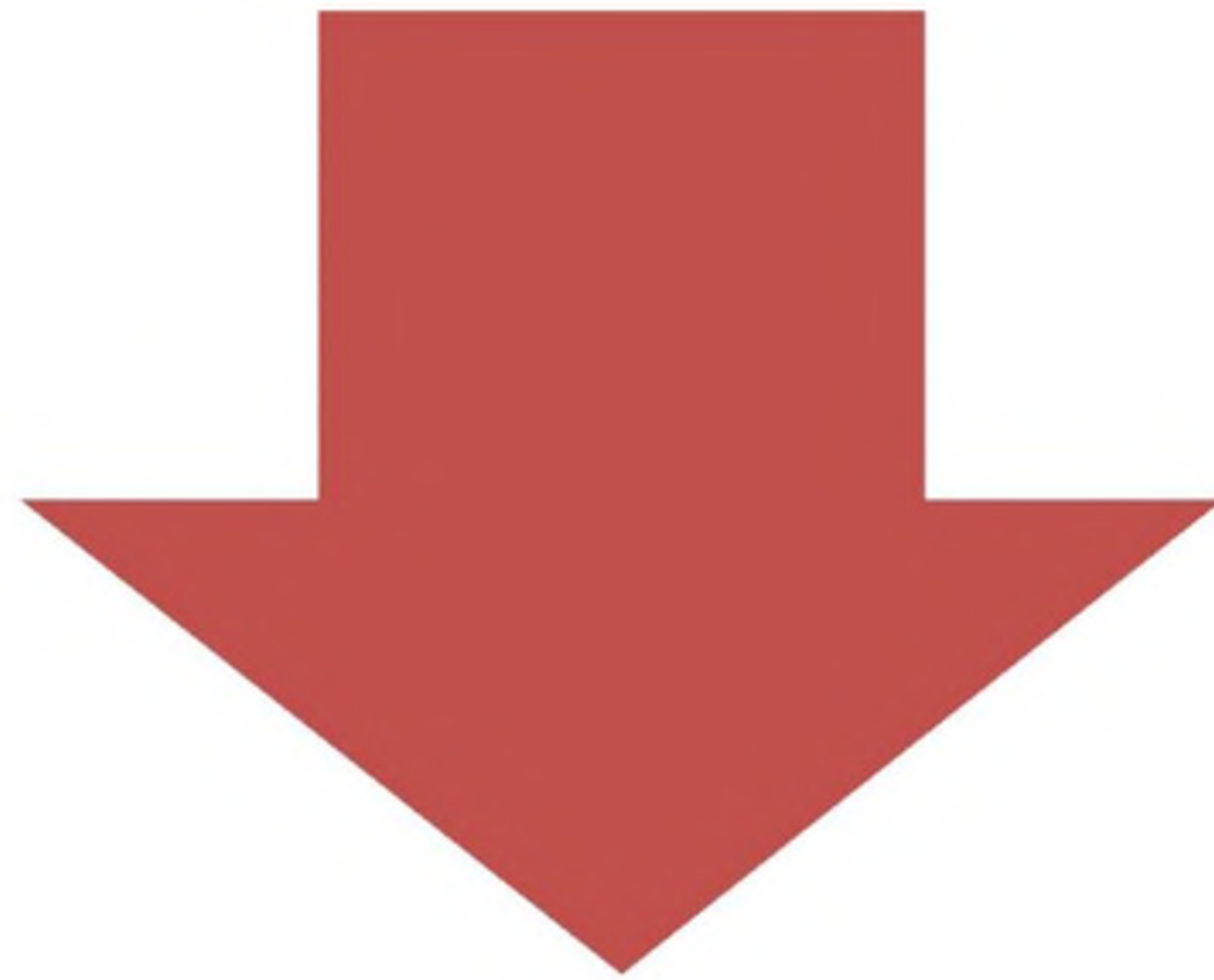
Once voters hear specifics about the bond projects, including the price per thousand, voters are divided over both the \$120 and \$140 million options



There's more opposition to the \$160 and \$180 million options.



Looking at the movement between \$160 and \$140 million:

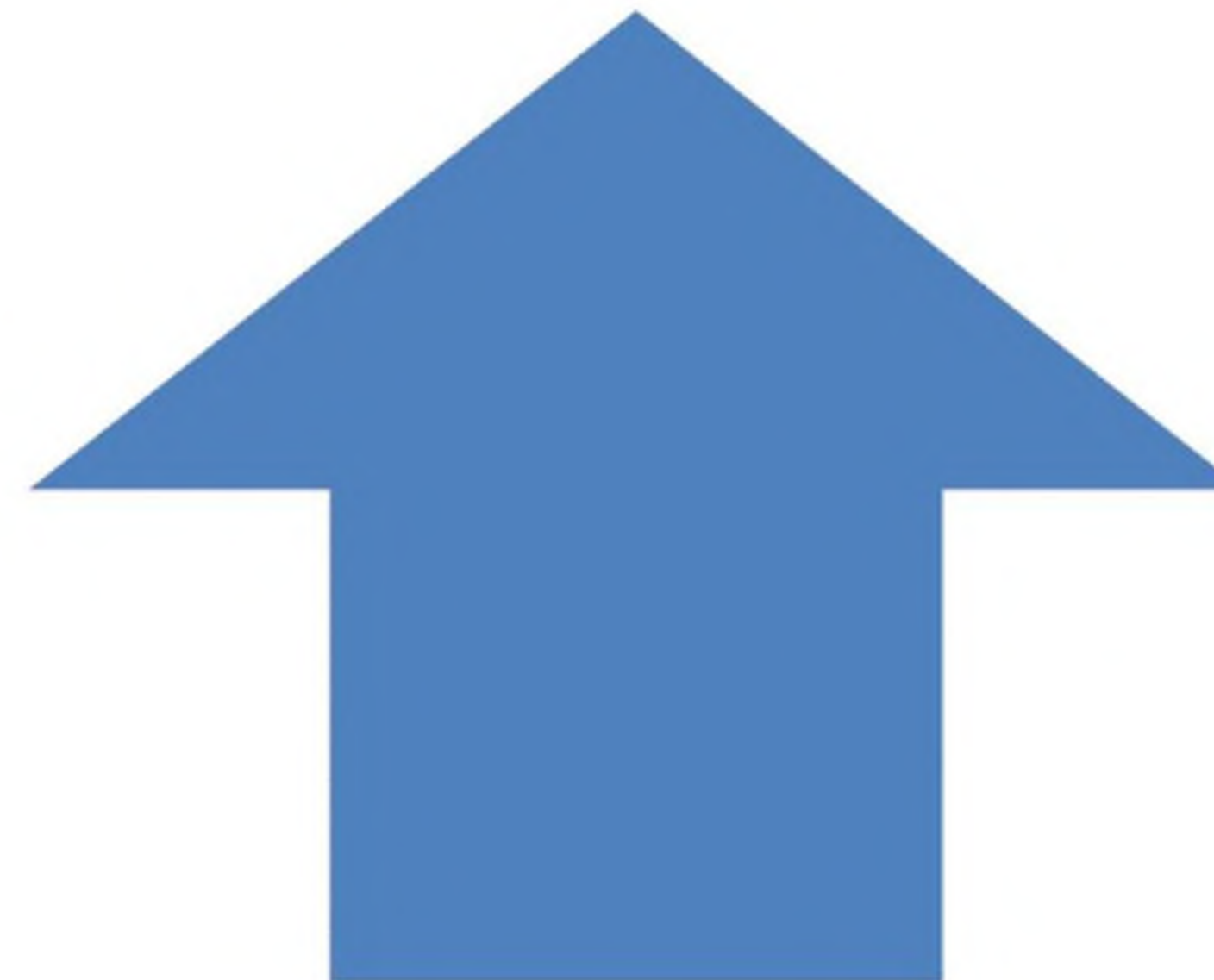


Where opposition decreases the most:

| | |
|------------------------|-----------|
| Current SD parents | -17 |
| Under age 50 | -16 |
| Registered Republicans | -15 |
| College+ | -12 |
| All voters | -7 |

Where support increases the most:

| | |
|------------------------|-----------|
| Current SD parents | +18 |
| Registered Republicans | +16 |
| Under age 50 | +16 |
| College graduates | +15 |
| All voters | +8 |



CAC Meeting 3: Summary of Poll Results

- *Only 4 in 10 voters are aware that school facilities are in need of repair*
- *A plurality of satisfied with the quality of educations being provided*
- *Voters start out divided on the larger bond options without plurality of support, and whether they are motivated by need or by general support for kids*
- *Price sensitivity is an issue*
- *Voters under 50 or with kids in NWCSD tend to be most supportive*
- *Demographic breaks occur based upon party registration*
- *Level of support or opposition remain constant when additional bond information is provided*
- *Voters are divided over the lower bond amounts*
- *Top testing bond projects focus on warm, safe, and dry, an ensuring the bond is fiscally responsible*
- *Education is needed related to programmatic deficiencies within the district*
- *A vision for the reuse of the existing TDHS is needed*

CAC Meeting 4: Tax & Timing Implications

Meeting Location: The Dalles High School Library
December 13, 2022

Meeting Goals

- Understand current political environment and rate recap
- Review existing TDHS condition and programmatic deficiencies
- Discuss TDHS potential uses
- Understand bond timing pro's and con's

Meeting Presentation

- Update on the bond planning effort and current election results
- Tax rate comparison and bond rate recap
- Facility Condition, program, and operational deficiencies at TDHS, and the cost to address them
- Bond Timing Implications: May vs. November Pro's and Con's

Meeting Feedback

- Group Discussion on Preliminary Go - No Go / recommendations



CAC Meeting 4: Discussion

Recent Election Results

The November 22 Elections provided some positive news related to bond efforts in Oregon

- *Despite unfavorable economic indicators, there were good outcomes in multiple campaigns*
- *Forest Grove has the closes parallel to NWCSD in terms of total tax and potential bond size*

Construction Cost Escalation

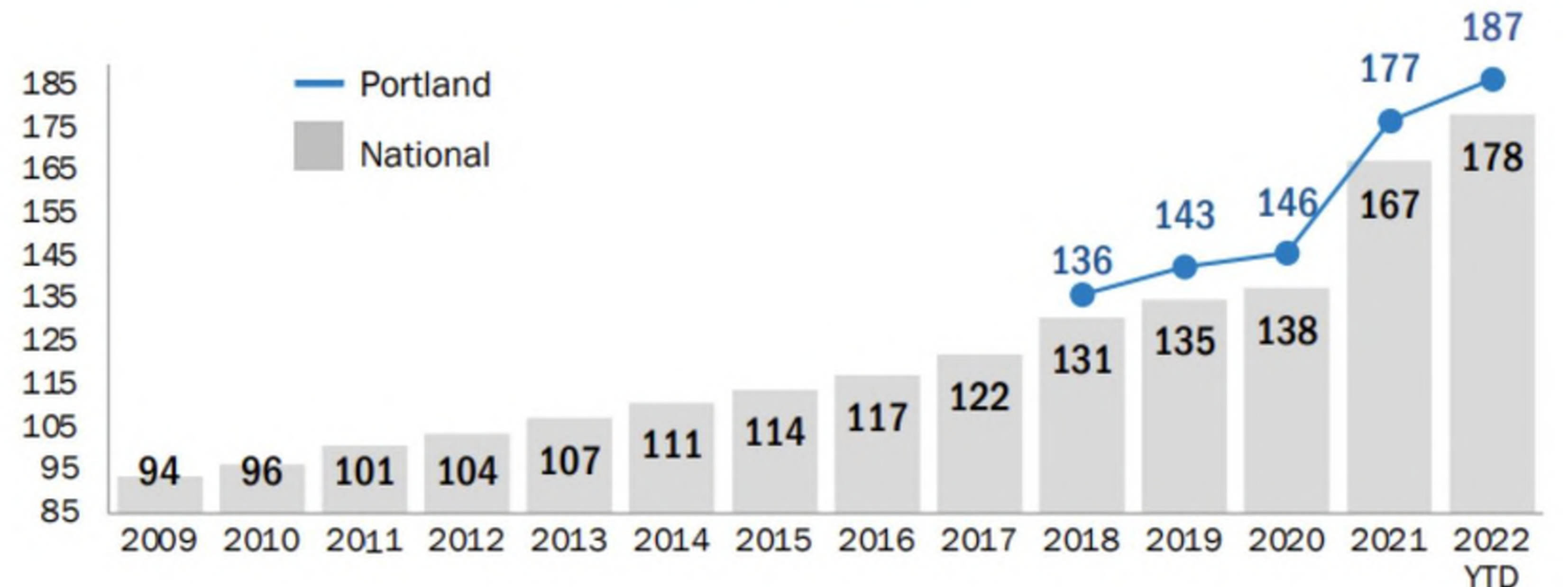
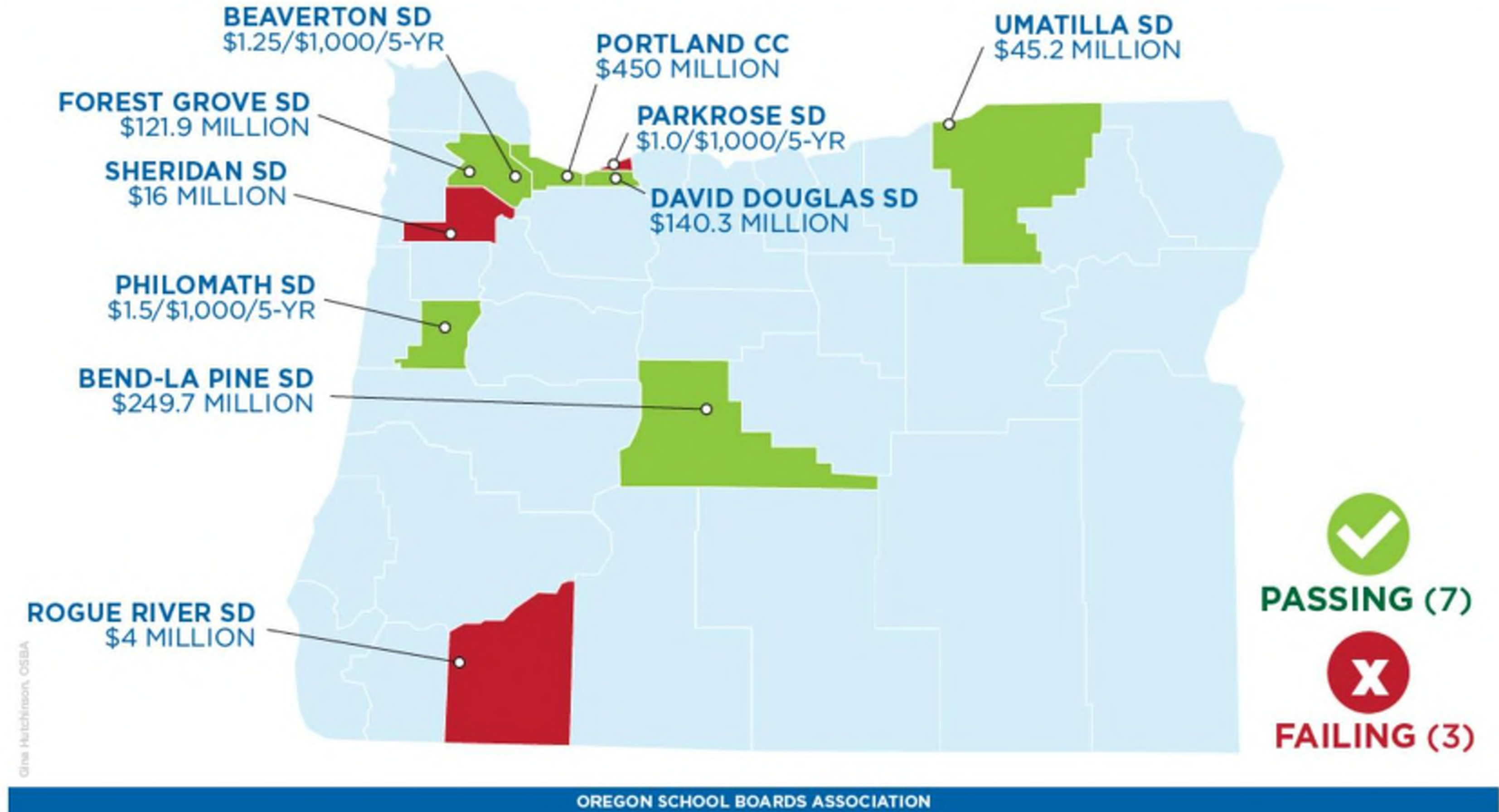
Some indications are that construction cost increases are beginning to ease:

Q2 single quarter increase of **3.3%** nationally and **3.6%** in Portland

Q3 single quarter increase of **0.8** nationally and **.3%** in Portland

ELECTION RESULTS

SCHOOL DISTRICT BONDS AND LOCAL OPTION LEVIES | NOV 2022

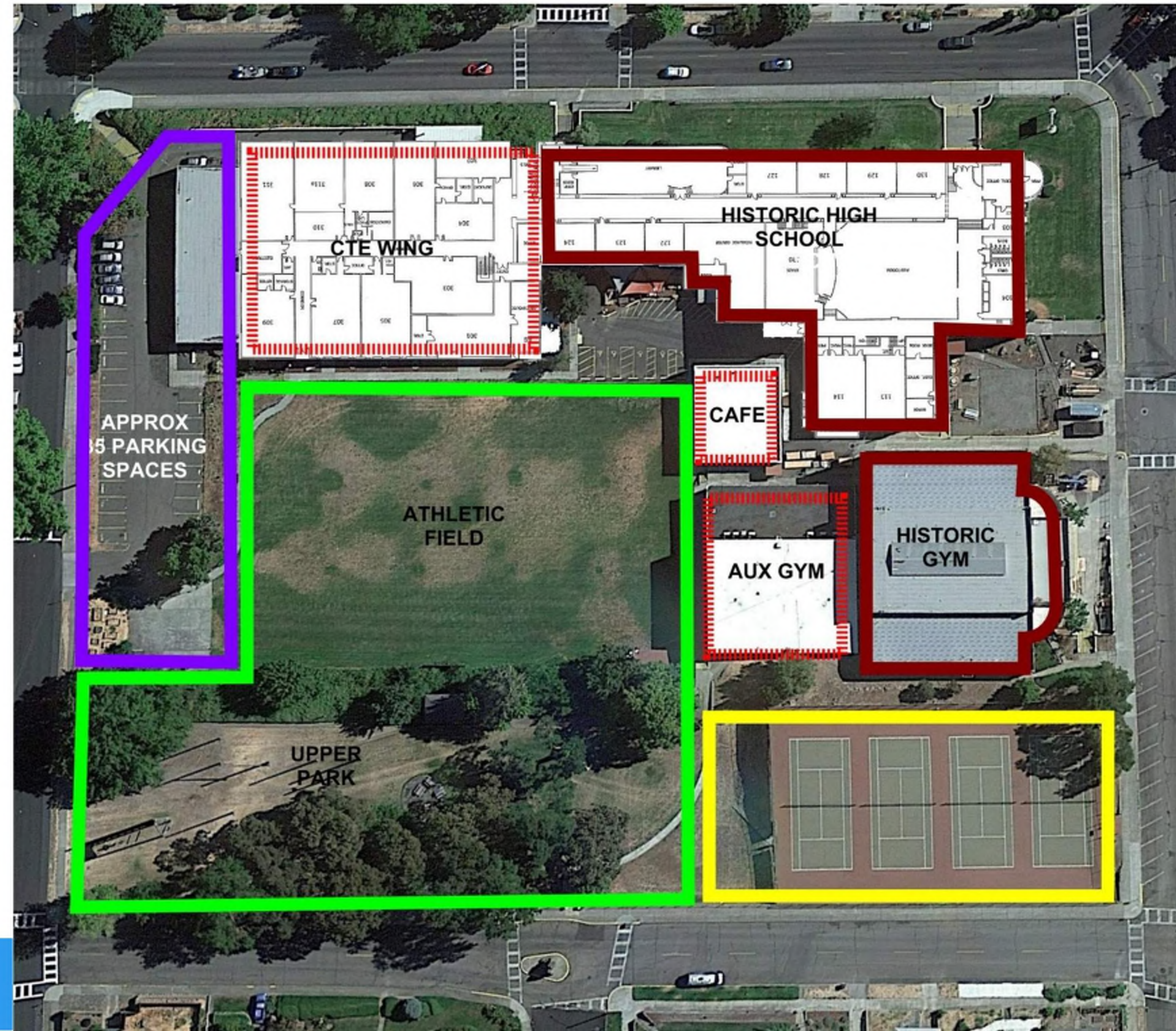


CAC Meeting 4: Discussion

Why can't we just renovate the current building?

There are **major Programmatic and Operational deficiencies** identified in the Long Range Facility plan that are not solvable on the existing site related to accessibility, security, athletics, and infrastructure. Additionally there are significant facility condition deficiencies that when combined with the program upgrades would push the overall costs above the level of a complete replacement.

- Site is too small to support full athletics program on campus
- Site is too small to support required parking for a comprehensive HS
- Alternative Learning and CTE programs are remotely located



A Vision for TDHS will be key to the bond effort!

CAC Meeting 5 : Build-A-Bond

Meeting Location: The Dalles High School Library
January 10, 2023

Meeting Goals

- Finalize prioritizations of Bond Scope
- Confirm timing recommendations and next steps

Meeting Activities

- Build-A-Bond Exercise
- Group Discussion regarding bond timing

Meeting Feedback

- Group Report Back and Discussion



CAC Meeting 5: Activity

Small Group Brainstorming Session

- **Build a \$140M bond**
 - Prioritize what an ideal high school would include. Identify what are your "must haves" and what are your "trade offs"?
 - **Playing Cards:** Separate cards for the New HS and Existing TDHS
 - Begin with a \$120M baseline cost for new HS. Balance remaining \$20M investment between the existing TDHS and opportunities at the New HS

Report back



WAHTONKA DEMO & NEW PRACTICE FIELD

- Demolish existing facility
- Construct new practice field
- Provide additional parking



\$ 5.9M

NEW ATHLETIC FIELDS

- Track resurfacing
- New synthetic football field
- Associated site work
- Lighting and athletic equipment



\$ 7.6M

INCREASED CAPACITY

- Varsity classrooms, More CTE space, larger commons area & larger media center
- New double Innovators Academy (New HS)



\$ 8.9M

ELECTRICAL UPGRADES

- Lighting & controls



\$ 1M

ADA ACCESSIBILITY IMPROVEMENTS

- Elevators
- Doors & hardware
- Site walkways & ramps
- Signage
- Technology



\$ 2M

ENVELOPE UPGRADES (ROOFING)

- Replacement of roofing at the Historic building & CTE building



\$ 2.4M

CAC Meeting 5: Feedback

Increased Capacity

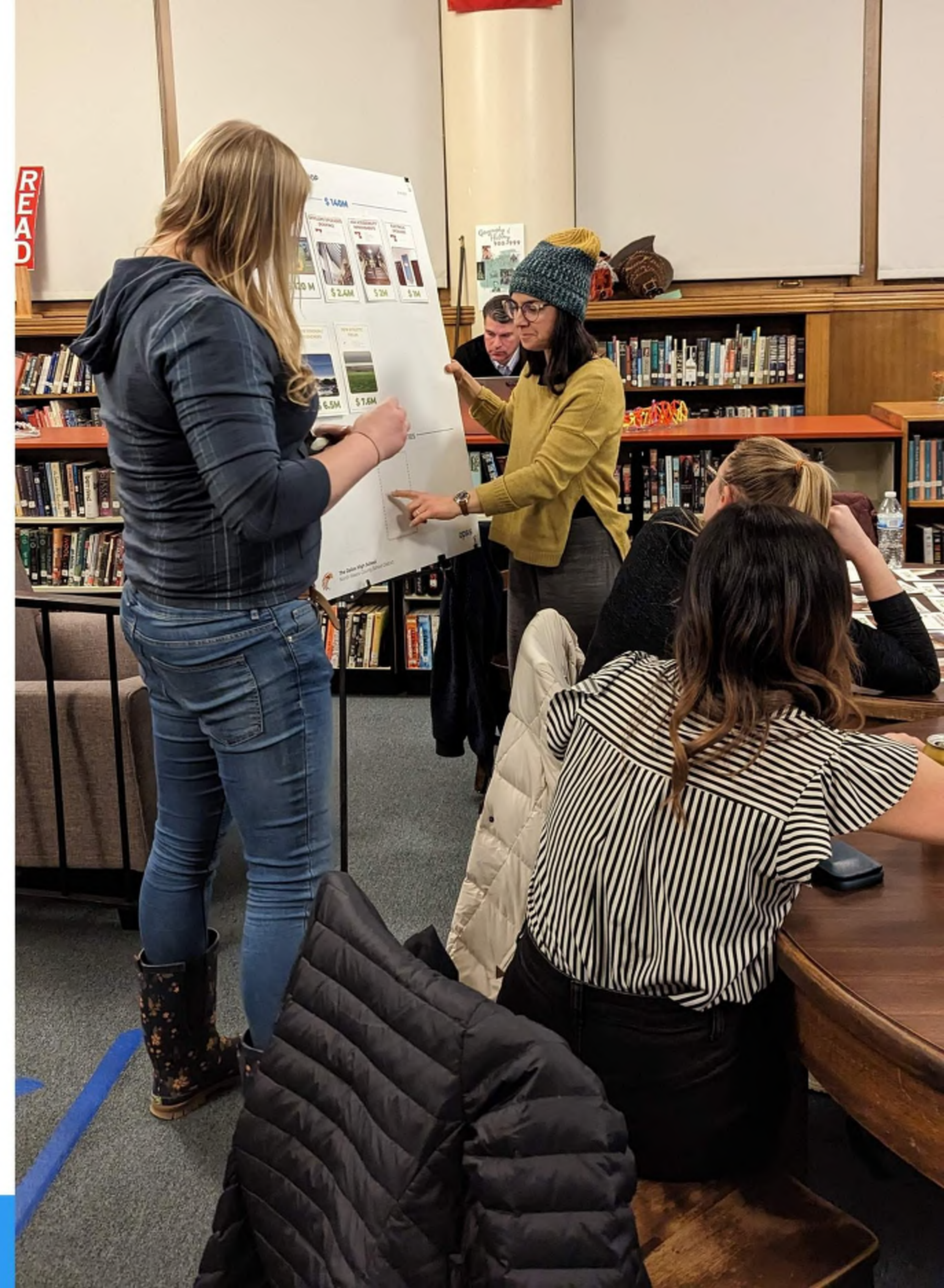
- Identified as a high priority by (4) of the (5) groups
- What is the right choice for Innovations Academy?

Athletic Fields

- Identified as a high priority by (3) of the (5) groups

Existing TDHS Investment

- Lighter investment into TDHS
- Focus on Warm / Safe / Dry
 - Critical HVAC repairs
 - Security and ADA Accessibility upgrades
 - Roof repair and replacement
- Window Replacement - Appearance speaks to the historical importance of the facility
- Messaging related to the future of TDHS is critical to success of the Bond



Leverage the CAC's momentum to build community support!

CAC Feedback: Bond Scope

Highest Priority

- Increased capacity of new high school, creating a comprehensive campus

Second Highest Priority

- Accessibility, Envelope Improvements (Energy Efficiency), and Athletic Fields at the new High school

Third Highest Priority

- Upgrades to TDHS, and removal of Wahtonka for additional site improvements

Bond Scope:

New High School on Wahtonka Site

Additional Priorities:

- Increased HS Capacity
- New Athletic Fields
- New Practice Fields
- Existing HS ADA Accessibility Improvements
- Existing HS Envelope Upgrades
- Existing HS Electrical Upgrades

Scope Prioritization

New High School (Base)

Existing HS Scope

- Critical HVAC Upgrades
- Non Critical HVAC Upgrades
- Plumbing Upgrades
- Electrical Upgrades
- Safety/ Security
- Restroom Renovations
- ADA Accessibility Improvements
- Envelope Upgrades - Windows
- Envelope Upgrades - Roof
- Auditorium Upgrades
- Interior Finishes - CTE Building
- Interior Finishes - Historic Building
- Cafeteria Refresh
- Parking and Paving

New HS

- Increased Capacity
- New Athletic Fields
- New Stadium/ Bleachers
- Wahtonka Demo & New Practice Field
- 400 Seat Theater
- New Auxillary Gym

| \$\$ | OVERALL | |
|--------|---------|-----------------------|
| | Base | Additional Priorities |
| \$120M | 5 | 0 |
| | | |
| | 0 | 1 |
| | 0 | 0 |
| | 0 | 1 |
| \$1M | 2 | 1 |
| | 1 | 1 |
| | 1 | 0 |
| \$2M | 3 | 1 |
| | 1 | 1 |
| \$2.4M | 4 | 0 |
| | 0 | 0 |
| | 0 | 0 |
| | 0 | 1 |
| | 0 | 0 |
| | 0 | 0 |
| | 0 | 0 |
| \$8.9M | 4 | 1 |
| | | |
| \$7.6M | 3 | 1 |
| | 2 | 0 |
| \$5.9M | 2 | 1 |
| | 0 | 0 |
| | 0 | 0 |
| | | |

CAC Feedback: Bond Structure

- *Postponing bond vote until November allows more time to gain public support*
- *\$140M bond amount provides more opportunities reach the recommended goals being proposed*
- *The final bond will not include all of the identified scope priorities*

The 45¢ difference between the estimated bond rates for a 120M bond amount and a 140M bond amount allows the district to better meet its educational goals

Summary Recommendation

Bond Structure

Bond Amount: \$120-140M

Bond Timing: November 2023

Estimated Bond Tax Rate: \$2.67 to \$3.12 / \$1,000

Bond Length: 30 year

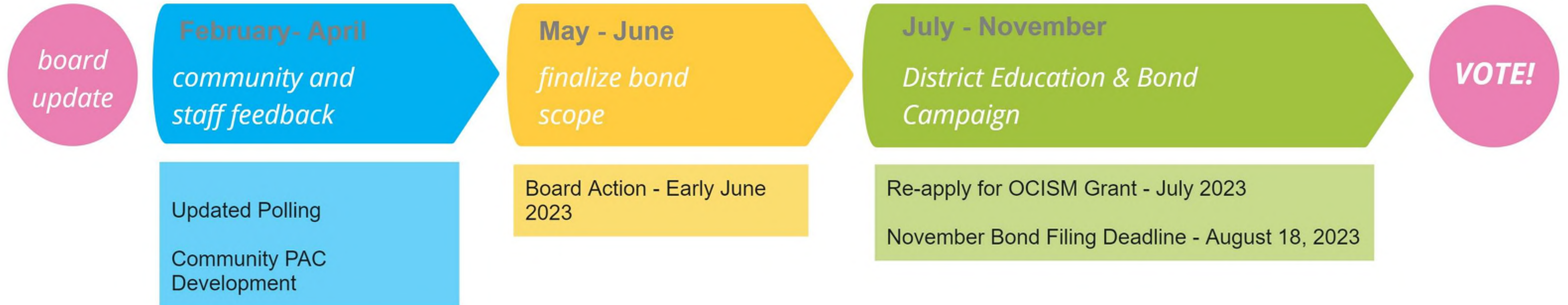
Bond Scope

New High School Replacement on the Wahtonka Site, with Athletic Fields Highest Priority

Warm, Safe, and Dry projects at TDHS, allowing for the repurposing of the facility

Upcoming Timeline

- Affords a longer strategy to "build the need"
- Allows more time for community education
- Fall campaign gives a lot of opportunity to dovetail into existing school events
- Off-year election
- PAC development and fundraising



Next Steps

What does the district plan on doing next:

- Continue improvement of existing facilities
 - Grant applications being targeted
 - Development of Facilities Group
- FAQ's and posting to the District Website

Considering the following:

- Creation of a Community Liaison Group
- Develop visioning group for the existing TDHS
 - Comprehensive Youth Services
 - Work sessions to determine additional uses and vision for the future of the building
- Broader Community Education
 - Develop 360 videos of TDHS
 - Host open houses at TDHS

Bond Planning

Bond FAQ's

Meeting Minutes



SCHOOL DISTRICT 21

Have questions or comments about the Bond Planning Process? Submit your questions below...

Submit Your Questions

TDHS Visioning

- Recognize the strong connection the community has with the high school building.
- Clear communication is key to bond support
- **Knowns:** what NWCSD Programs can occupy a repurposed THDS building
- **Unknowns:** Level of participation from community partners
- Next Steps: Hold building tours and listening sessions to help refine a vision for the facility.





Questions

School Board Update
March 16th, 2023



opsis

North Wasco County School District
Student Investment Account (SIA): Annual Report for 2021 / 2022
How Our Funds Are Being Spent and How They Benefit Students and Staff

| | |
|--|--|
| <p>1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?</p> | <p>During the 22-school year, the district primarily focused on COVID response and getting students back into school. There was a variety of changing policies relating to COVID. The established SIA goals were still in place and functioning; however, the ability to expand any programs beyond adding the base concepts was not an option.</p> |
| <p>2. What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?</p> | <p>Staffing is a challenge. In addition, staff we do have are burnout. We did not make any substantial changes.</p> |
| <p>3. SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year?</p> | <p>The district did work through developing a strategic plan, which is in place. Many focal groups and community events were held to provide input. The full strategic plan can be found here - https://4.files.edl.io/86fd/08/26/22/152436-dfc0f413-54c3-442e-b1ce-4a223e405a94.pdf. This document was developed with community, board, staff, and administration input.</p> |
| <p>4. As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?</p> | <p>The primary effort driven by the districts SIA plan is the continuation of the dual language immersion program. The district expanded to 1st grade with the SIA funds. In addition, instructional assistants were hired to have a one-to-one in K - 1 classrooms, and ensuring there are counselors in each school available for students SEL needs.</p> |



North Wasco County School District #21
 School District Board of Directors
Board Motion for Action Item

BOARD ACTION

Date: March 16th, 2023 Action Requested: Motion to Appoint Budget Committee Members

DISCUSSION

There are **four** vacant budget committee appointments.

| Name | Term Expires | Name | Term Expires |
|-----------------|--------------|---------------|--------------|
| Brian Stephens | 2025 | Molly Rogers | 2023 |
| Dawn Rasmussen | 2023 | Liset Mendoza | 2024 |
| David Jones | 2023 | Lucille Begay | 2024 |
| John Nelson | 2025 | Vacant | 2025 |
| Adrian Lopez | 2023 | Vacant | 2025 |
| Jose Aparicio | 2023 | Vacant | 2025 |
| Judy Richardson | 2025 | Vacant | 2025 |

Five candidates have volunteered to be part of the committee. The board needs to appoint for members. Please see the attached applications.

- Kristi Timmons
- Anthony Pereira
- Jennifer Gunter
- Serena Smith
- Jarrod Gosson

ACTION

I move to appoint XX as budget committee members through the term of today (3/16/23) to 6/30/2025. (Can be separate or combined motion.)

Questions about this request should be directed to Kara Flath, CFO, at 541-506-3424 or flathk@nwasco.k12.or.us.

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

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



North Wasco County School District #21
Superintendent's Office
3632 West 10th Street
The Dalles, Oregon 97058
Phone: 541-506-3420 Fax: 541-298-6018

The North Wasco County School District would like to thank you for your interest in applying for the **appointed position of a Budget Committee member**. This appointed position term is a 3-year term.

We would like to get to know you by having you fill out the following information below and either mailing or emailing it back to Kara Flath, Chief Financial Officer at flathk@nwasco.k12.or.us. If you have any questions, please contact Ms. Flath at 541-506-3420.

Name: Kristi Timmons

Address:

Telephone:

Email:

Please tell us why you would like to be a member of the North Wasco County School District Budget Committee:

I strangely enjoy reviewing and evaluating budgets, especially those related to local city, county, and governmental agencies. I think it's important to have community involvement and input for these budgets to ensure full transparency. I also simply want to better understand the school districts budget and operations.

Please tell us about any previous experience you have had on a budget committee or other service organization board (if any):

I have a Bachelors degree in Accounting and a Masters in Business Administration. I served on the Port Budget Committee for 14 years, 12 of which I was a Port Commissioner. I was a board member for the Mid-Columbia Health Foundation for 8 years, and was the acting Chair for 3 of those years. I sat on the Finance Committee for the Health Foundation for 5 years and assisted staff with the review and approval of the budget during that time.

Please tell us what goals you would like to see for School District 21:

I want to better understand the school district's budget and operations. I am in full support of the upcoming bond for a new high school and I believe having this knowledge will be helpful as I speak to fellow community leaders and members to gain support for this bond.

2/10/23

Signature

Date



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Superintendent's Office
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The Dalles, Oregon 97058
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Name: Anthony W Pereira

Address:

Telephone:

Please tell us why you would like to be a member of the North Wasco County School District Budget Committee:

To understand the challenges that face the district and how the district directs resources to help solve those challenges. this would give me insight on how to help.

Please tell us about any previous experience you have had on a budget committee or other service organization board (if any):

Served on Parks and Rec budget Committee for 3 years in 2000's
Served on Mainstreet Board for 2018 to present
Served on TD Booster Club board from August 2022 to present
Served on Lions Club board in 2009-2010
Treasurer of Rotary fo three years.
Worked in Finance services industry for 25 years as a commercial Lender and Financial Registered REP

Please tell us what goals you would like to see for School District 21:

To provide a high level of K through 12 education in The Dalles, which includes a strong vertically integrated after school program which included sports and stem activities and performance arts program. The District should also have long term goals laid out and a plan in place to accomplish those goals. Those goals should also be effectively communicated to all staff members and the public.

Date 2-27-2023



North Wasco County School District #21
Superintendent's Office
3632 West 10th Street
The Dalles, Oregon 97058
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Name: Jennifer Gunter

Address:

Telephone:

Email:

Please tell us why you would like to be a member of the North Wasco County School District Budget Committee:

Throughout the last 19 years, I have volunteered in various capacities, mainly centering around team sports. Now that three of my children have graduated from the district, and only one remains, I find that work, our family owned business and our lessening immediate family commitments can allow me more time to give back to the school community, local taxpayers and families.

Please tell us about any previous experience you have had on a budget committee or other service organization board (if any):

As a parent, resident of The Dalles and business owner, I look forward to gaining a better understanding of the district's finances, as well as adding a unique perspective to discussions on the Budget Committee. Amongst some of the rolls in my adult life I had managed Maurice's clothing store and was in the top 10 Managers company wide of 700 plus stores for growth in under a year, then moving on to clothing sales of Equestrian Wear and traveling the country bringing a 7-13 percent growth to failing regions. I have been in various customer service based

Please tell us what goals you would like to see for School District 21:

Transparent community outreach, openness to our citizens questions and concerns surrounding all topics. Bridging the gaps between our district and families is of the utmost importance, as well as opening up the area of more student involvement and lessening the student fee's to support local function attendance. Volunteering for our most recent school bond committee, it would be very beneficial to gain all knowledge of our districts finances and how our budgeting affects all future goals. Those are just a few at front of mind.

2/13/23

Signature

Date



North Wasco County School District #21
Superintendent's Office
3632 West 10th Street
The Dalles, Oregon 97058
Phone: 541-506-3420 Fax: 541-298-6018

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Name: Jared Gosson

Address:

Telephone:

Email:

Please tell us why you would like to be a member of the North Wasco County School District Budget Committee:

I wanted to bring in my judgment to help in the best determination to responsibly distribute the finances for the new High School that my children, my friends children, and community members children will be attending. Also, helping the other schools and campus' in giving our children the best education.

Please tell us about any previous experience you have had on a budget committee or other service organization board (if any):

While I haven't been on any specific budget committee, I have been involved in our household budget, and a volunteer at non-profit organizations making financial decisions. I've also been involved in a few new building construction projects multiple times through work, having an IT career means being involved in building control systems, wiring, security, and door lock systems.

Please tell us what goals you would like to see for School District 21:

I would love it if our schools in Wasco county could be elevated to a higher standard of environment and education. Our local schools are rated below average in Oregon, while Oregon is already below the national average. Growing up here, this is embarrassing to me and I would love to be part of a team that could turn this around for our community.

Signature

2/13/23

Date



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Superintendent's Office
3632 West 10th Street
The Dalles, Oregon 97058
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Name: Serena Smith

Address:

Telephone:

Email:

Please tell us why you would like to be a member of the North Wasco County School District Budget Committee:

I previously served on the City of The Dalles budget committee. It was a good experience, and I have confidence in my ability to serve in this role for the school district.

Please tell us about any previous experience you have had on a budget committee or other service organization board (if any):

City of TD budget committee (past), The Dalles Art Center board member (past), the Wasco Cultural Trust Coalition chair (present)

Please tell us what goals you would like to see for School District 21:

Very much hopeful for a new high school, and updates to the rest of the facilities, bond measure in the near future.

Signature

2/14/23

Date



North Wasco County School District

School Year 2022 – 2023, February Financial Summary

FY 2023:

Currently, the general fund balance is \$8.2 M, which is still an early report of expenditures and revenues. Here are the ending balances currently:

| Fund | General Fund | State Special Revenues | Nutrition Services | Technology Fund | Replacement Funds | Debt Service Funds | Capital Projects | District Fund Totals |
|--------------|--------------|------------------------|--------------------|-----------------|-------------------|--------------------|------------------|----------------------|
| Fund Balance | 8,257,006 | (313,520) | 79,189 | 25,711 | 24,402 | 1,589,643 | 67,194 | 9,729,625 |

While looking at the financial income statement, please note there are several budget adjustments that will occur in the next two months. First, a thorough review of all programs, such as JDEP program expenditures, needs to be reviewed then the budget adjustments will come before the board. There are many staffing changes that occurred through the year, it is vital to ensure the staffing are being appropriately charged to each funding source before making major adjustments. In addition, the goal to is ensure the general fund balances are in line with the district and board goals. That will all happen together. To make the adjustments, a supplemental budget hearing will need to occur.

REMINDER: All school board members will be required to complete the ethics reporting filing, (Statement of Economic Impact SEI), with the state. Emails should be in each of your school district emails to complete the signup process. This was a legislative requirement and changed this year.

Athletics Corner:

Updates to come next month.

Facilities Corner:

There are several projects in the works for the facilities department.

- Spring cleaning is beginning for the facilities staff.
- There were 5 trees removed around TDHS by 12th street due to safety concerns. The trees were dying and branches were likely going to break away and injure a passerby.
- The Sodexo position is hired, and Ryan will start March 13th. This position will be strategic and will assist with building reporting, community information, and assisting in larger scale projects.

- Grounds staff are working diligently to get the athletic fields prepared for spring sports.
- The district, in conjunction with Sodexo, is looking at purchasing a 8 x 20 cargo trailer for the recently purchased stage for TDHS graduation ceremonies. The district expanded and purchased the necessary equipment for the stage to be ADA compatible.
- The district is still looking for staffing, full time, and substitute positions.

Nutrition Corner:

- Nutrition now has a new logo designed by TDHS graphics art department.
- The food truck also has a new logo.

More to come next month as the hope is to have the food truck ready to go by the next board meeting.

Transportation Corner:

The North Wasco County School District transportation department has been very busy supporting the students and staff at nine different school sites. There is a staff of 30 transporting students based in both Wasco and Sherman Counties.

By the numbers: To date the transportation department has logged approximately 142,600 home to school miles with 25 routes serving students needs. Staff have also traveled 48,848 miles (291 trips) between athletic and academic field trips through the end of February. Although the winter sports season winding down, the spring sports season is gearing up. Spring also brings the opportunity of many field trips on the schedule.

The department has also been busy continuing to update equipment. Staff are in the process of placing an order for four (4) new school buses for delivery next spring with approximately \$350,000 in grant funding in place. The district is in last school year of awarded grant funds for bus replacements so the Transportation Director is actively looking for additional grants to apply for.

In addition to the daily support offered to the students at North Wasco County School District and Sherman County School District, the department continues to support neighboring districts offering training staff and the certified training facility to train their new drivers. To date the Transportation Department has billed out \$558,487.96 for transportation over and above what is provided daily to the North Wasco School District students.

Questions about this report can be directed to Kara Flath, CFO, North Wasco County School District #21 at flathk@nwasco.k12.or.us.

NORTH WASCO COUNTY SCHOOL DISTRICT

FY 2023 Expenditure Status Report
For the month ending February 28th, 2023

| DESCRIPTION | Budget | Year to Date | Encumbrances | Balance | % Budget Expended |
|---|-------------------|-------------------|-------------------|------------------|-------------------|
| 100 General Fund | | | | | |
| 1000 - Instruction | 21,596,297 | 12,432,582 | 8,971,472 | 192,243 | 57.57% |
| 2000 - Support Services | 14,589,358 | 9,120,047 | 4,677,176 | 792,135 | 62.51% |
| 5000 - Debt Service & Fund Transfers | 870,000 | 870,000 | - | - | 100.00% |
| 6000 - Contingency | - | - | - | - | 0.00% |
| 7000 - Unappropriated Ending Fund Balance | 501,764 | - | - | 501,764 | 0.00% |
| Totals | 37,557,419 | 22,422,629 | 13,648,648 | 1,486,142 | 59.70% |
| 210 - Federal Programs Fund | | | | | |
| 1000 - Instruction | 3,722,792 | 1,143,989 | 1,864,117 | 714,686 | 30.73% |
| 2000 - Support Services | 912,396 | 745,294 | 359,242 | (192,140) | 81.69% |
| 3000 - Enterprise & Community Services | 21,075 | 55,807 | - | (34,732) | 264.80% |
| 4000 - Capital Outlay | 66,757 | 111,828 | - | (45,071) | 167.52% |
| 7000 - Unappropriated Ending Fund Balance | 4,495,531 | - | - | 4,495,531 | 0.00% |
| Totals | 9,218,551 | 2,056,918 | 2,223,359 | 4,938,274 | 22.31% |
| 220 - State Grant Funds | | | | | |
| 1000 - Instruction | 3,108,881 | 1,503,998 | 800,966 | 803,917 | 48.38% |
| 2000 - Support Services | 2,029,658 | 1,028,875 | 712,072 | 288,711 | 50.69% |
| 3000 - Enterprise & Community Services | 15,000 | 41,589 | - | (26,589) | 277.26% |
| 4000 - Capital Outlay | - | 2,900 | - | (2,900) | 0.00% |
| 7000 - Unappropriated Ending Fund Balance | 100,000 | - | - | 100,000 | 0.00% |
| Totals | 5,253,539 | 2,577,362 | 1,513,038 | 1,163,139 | 49.06% |
| 230 - Local Grants | | | | | |
| 1000 - Instruction | 53,300 | 4,070 | - | 49,230 | 7.64% |
| 2000 - Support Services | 43,045 | 42,047 | 241 | 757 | 97.68% |
| 3000 - Enterprise & Community Services | 634,241 | 245,725 | 78,043 | 310,473 | 38.74% |
| Totals | 730,586 | 291,842 | 78,284 | 360,460 | 39.95% |
| 240 - Vocational Education Fund | | | | | |
| 1000 - Instruction | 46,009 | 3,224 | 45,625 | (2,840) | 7.01% |
| Totals | 46,009 | 3,224 | 45,625 | (2,840) | 7.01% |
| 242 - Enterprise Zone Funds | | | | | |
| 1000 - Instruction | - | - | 14,905 | (14,905) | 0.00% |
| 2000 - Support Services | 442,000 | 21,958 | 30,293 | 389,749 | 4.97% |
| 4000 - Capital Outlay | - | 37,552 | - | (37,552) | 0.00% |
| Totals | 442,000 | 59,510 | 45,198 | 337,292 | 13.46% |
| 250 Nutrition Services Fund | | | | | |
| 3000 - Enterprise & Community Services | 1,512,823 | 838,185 | 382,437 | 292,201 | 55.41% |
| Totals | 1,512,823 | 838,185 | 382,437 | 292,201 | 55.41% |
| 285 Technology Fund | | | | | |
| 2000 - Support Services | 176,031 | 187,356 | 25,333 | (36,658) | 106.43% |
| 7000 - Unappropriated Ending Fund Balance | - | - | - | - | 0.00% |
| Totals | 176,031 | 187,356 | 25,333 | (36,658) | 106.43% |
| 290 - Student Body Funds | | | | | |
| 1000 - Instruction | 285,000 | - | - | 285,000 | 0.00% |
| 2000 - Support Services | 1,250 | - | - | 1,250 | 0.00% |
| 7000 - Unappropriated Ending Fund Balance | 229,231 | - | - | 229,231 | 0.00% |
| Totals | 515,481 | - | - | 515,481 | 0.00% |

| DESCRIPTION | Budget | Year to Date | Encumbrances | Balance | % Budget Expended |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| 292 - Textbook Replacement Fund | | | | | |
| 1000 - Instruction | 755,000 | 530,862 | 16,145 | 207,993 | 70.31% |
| 2000 - Support Services | - | 6,386 | - | (6,386) | 0.00% |
| 7000 - Unappropriated Ending Fund Balance | 380,880 | - | - | 380,880 | 0.00% |
| Totals | 1,135,880 | 537,248 | 16,145 | 582,487 | 47.30% |
| 295 - Bus Replacement Fund | | | | | |
| 2000 - Support Services | 591,718 | 446,634 | - | 145,084 | 75.48% |
| 3000 - Enterprise & Community Services | 163,568 | 81,380 | - | 82,188 | 49.75% |
| Totals | 755,286 | 528,014 | - | 227,272 | 69.91% |
| 298 - Vehicle Replacement Fund | | | | | |
| 2000 - Support Services | 56,100 | 43,585 | - | 12,515 | 77.69% |
| Totals | 56,100 | 43,585 | - | 12,515 | 77.69% |
| 303 - OSBA PERS Bonds | | | | | |
| 5000 - Debt Service & Fund Transfers | 1,837,230 | 226,115 | - | 1,611,115 | 12.31% |
| 7000 - Unappropriated Ending Fund Balance | - | - | - | - | 0.00% |
| Totals | 1,837,230 | 226,115 | - | 1,611,115 | 12.31% |
| 304 - Full Faith & Credit Obligation | | | | | |
| 5000 - Debt Service & Fund Transfers | 379,363 | 79,681 | - | 299,682 | 21.00% |
| 7000 - Unappropriated Ending Fund Balance | - | - | - | - | 0.00% |
| Totals | 379,363 | 79,681 | - | 299,682 | 21.00% |
| 401 - Capital Improvements | | | | | |
| 2000 - Support Services | 91,000 | - | - | 91,000 | 0.00% |
| 4000 - Capital Outlay | 60,000 | - | - | 60,000 | 0.00% |
| Totals | 151,000 | - | - | 151,000 | 0.00% |
| Total All Funds | 59,767,298 | 29,851,669 | 17,978,067 | 11,937,562 | 49.95% |

NORTH WASCO COUNTY SCHOOL DISTRICT

FY 2023 Expenditure Status Report

For the month ending February 28th, 2023

| Balance Sheet | General Fund | State Special Revenues | Nutrition Services | Technology Fund | Student Body Funds** | Replacement Funds | Debt Service Funds | Capital Projects | District Fund Totals | **Totals |
|---------------|--------------|------------------------|--------------------|-----------------|----------------------|-------------------|--------------------|------------------|----------------------|----------|
|---------------|--------------|------------------------|--------------------|-----------------|----------------------|-------------------|--------------------|------------------|----------------------|----------|

| ASSETS: | | | | | | | | | | |
|---------------------------|------------------|------------------|---------------|---------------|----------------|---------------|------------------|---------------|-------------------|-------------------|
| Cash & Investments | 8,095,821 | (695,619) | 79,034 | 25,711 | 361,923 | 24,402 | 1,589,643 | 67,194 | 9,186,186 | 9,548,109 |
| Accounts Receivable | 763,909 | 382,099 | 1,221 | | | | | | 1,147,229 | 1,147,229 |
| Inventory/Prepaid expense | 419,025 | - | 8,544 | | | | | | 427,569 | 427,569 |
| Total Assets | 9,278,755 | (313,520) | 88,799 | 25,711 | 361,923 | 24,402 | 1,589,643 | 67,194 | 10,760,984 | 11,122,907 |

| LIABILITIES: | | | | | | | | | | |
|--------------------------|------------------|----------|--------------|----------|----------|----------|----------|----------|------------------|------------------|
| Accounts Payable | 55,921 | - | - | - | | - | | | 55,921 | 55,921 |
| Payroll Liabilities | 549,705 | - | - | | | | | | 549,705 | 549,705 |
| Deferred Revenue | 416,123 | - | 9,610 | | | | | | 425,733 | 425,733 |
| Total Liabilities | 1,021,749 | - | 9,610 | - | - | - | - | - | 1,031,359 | 1,031,359 |

| FUND BALANCE: | | | | | | | | | | |
|---------------------------|------------------|------------------|---------------|---------------|----------------|---------------|------------------|---------------|------------------|-------------------|
| Total Fund Balance | 8,257,006 | (313,520) | 79,189 | 25,711 | 361,923 | 24,402 | 1,589,643 | 67,194 | 9,729,625 | 10,091,548 |

| Revenues & Expenditures: 2022-23 Year to Date | | | | | | | | | | |
|---|------------------|------------------|---------------|---------------|----------------|---------------|------------------|---------------|------------------|-------------------|
| Beginning Fund Balance | 1,119,091 | 372,075 | 281,689 | 112,836 | 361,923 | 588,078 | 15,752 | 24,158 | 2,513,679 | 2,875,602 |
| Year to Date Revenues | 29,560,544 | 4,303,261 | 635,685 | 100,231 | - | 545,171 | 1,879,687 | 43,036 | 37,067,615 | 37,067,615 |
| Year to Date Expenditures | 22,422,629 | 4,988,856 | 838,185 | 187,356 | - | 1,108,847 | 305,796 | - | 29,851,669 | 29,851,669 |
| Year to Date Net Income (Loss) | 7,137,915 | (685,595) | (202,500) | (87,125) | - | (563,676) | 1,573,891 | 43,036 | 7,215,946 | 7,215,946 |
| Ending Fund Balance | 8,257,006 | (313,520) | 79,189 | 25,711 | 361,923 | 24,402 | 1,589,643 | 67,194 | 9,729,625 | 10,091,548 |

NORTH WASCO COUNTY SCHOOL DISTRICT

FY 2023 Expenditure Status Report

For the month ending February 28th, 2023

| Fund | Beginning Fund Balance | Budgeted Revenue | Revenue Collected YTD | % Collected | Projected Revenue | Total Budget | Expended YTD | Encumbered | Projected Expenditures | % of Budget Expended | Revenue - Expenditures YTD | Projected Ending Fund Balance |
|---------------------------------|------------------------|---------------------|-----------------------|---------------|---------------------|----------------------|---------------------|----------------------|------------------------|----------------------|----------------------------|-------------------------------|
| 100 - GENERAL FUND | \$ 1,119,091 | \$37,557,419 | \$29,560,544 | 78.71% | \$35,810,905 | \$ 37,557,419 | \$22,422,629 | \$ 13,648,648 | \$ 34,871,277 | 59.70% | \$ 7,137,915 | \$ 2,058,719 |
| 210 - FEDERAL PROGRAMS | \$ 39,546 | \$ 9,218,551 | \$ 910,284 | 9.87% | \$ 4,234,881 | \$ 9,218,551 | \$ 2,056,918 | \$ 2,223,359 | \$ 4,273,789 | 22.31% | \$ (1,146,634) | \$ 638 |
| 220 - STATE GRANTS | \$ 74,106 | \$ 5,253,539 | \$ 3,042,992 | 57.92% | \$ 4,373,239 | \$ 5,253,539 | \$ 2,577,361 | \$ 1,513,038 | \$ 4,090,399 | 49.06% | \$ 465,631 | \$ 356,946 |
| 230 - LOCAL GRANT PROGRAMS | \$ 121,143 | \$ 730,586 | \$ 109,387 | 14.97% | \$ 527,616 | \$ 730,586 | \$ 291,843 | \$ 78,284 | \$ 370,127 | 39.95% | \$ (182,456) | \$ 278,632 |
| 240 - VOCATIONAL EDUCATION FUND | \$ 45,905 | \$ 46,009 | \$ 598 | 1.30% | \$ 898 | \$ 46,009 | \$ 3,224 | \$ 45,625 | \$ 48,849 | 7.01% | \$ (2,626) | \$ (2,046) |
| 242 - ENTERPRISE ZONE PROJ FUND | \$ 91,375 | \$ 442,000 | \$ 240,000 | 54.30% | \$ 240,000 | \$ 442,000 | \$ 59,510 | \$ 45,198 | \$ 49,042 | 13.46% | \$ 180,490 | \$ 282,333 |
| 250 - NUTRITION SERVICES | \$ 281,689 | \$ 1,512,823 | \$ 635,685 | 42.02% | \$ 1,489,839 | \$ 1,512,823 | \$ 838,185 | \$ 382,437 | \$ 1,220,621 | 55.41% | \$ (202,500) | \$ 550,907 |
| 285 - TECHNOLOGY & EQUIPMENT | \$ 112,836 | \$ 176,031 | \$ 100,231 | 56.94% | \$ 100,231 | \$ 176,031 | \$ 187,356 | \$ 25,333 | \$ 212,689 | 106.43% | \$ (87,125) | \$ 378 |
| 290 - STUDENT BODY ACCOUNT | \$ 361,923 | \$ 515,481 | \$ - | 0.00% | \$ 229,647 | \$ 515,481 | \$ - | \$ - | \$ 215,733 | 0.00% | \$ - | \$ 375,837 |
| 292 - TEXTBOOK REPLACEMENT FUND | \$ 433,559 | \$ 1,135,880 | \$ 384,480 | 33.85% | \$ 386,470 | \$ 1,135,880 | \$ 537,247 | \$ 16,145 | \$ 553,392 | 47.30% | \$ (152,767) | \$ 266,637 |
| 295 - BUS REPLACEMENT | \$ 89,120 | \$ 755,286 | \$ 158,158 | 20.94% | \$ 520,693 | \$ 755,286 | \$ 528,014 | \$ - | \$ 610,202 | 69.91% | \$ (369,856) | \$ (389) |
| 298 - VEHICLE REPLACEMENT | \$ 65,399 | \$ 56,100 | \$ 2,533 | 4.52% | \$ 2,833 | \$ 56,100 | \$ 43,585 | \$ - | \$ 43,585 | 77.69% | \$ (41,052) | \$ 24,647 |
| 303 - OSBA PERS BONDS | \$ 98 | \$ 1,837,230 | \$ 1,500,324 | 81.66% | \$ 1,837,130 | \$ 1,837,230 | \$ 226,115 | \$ - | \$ 1,837,230 | 12.31% | \$ 1,274,209 | \$ (2) |
| 304 - FULL FAITH & CREDIT OBLIG | \$ 15,654 | \$ 379,363 | \$ 379,363 | 100.00% | \$ 379,363 | \$ 379,363 | \$ 79,681 | \$ - | \$ 379,363 | 21.00% | \$ 299,682 | \$ 15,654 |
| 401 - CAPITAL PROJECTS | \$ 24,158 | \$ 151,000 | \$ 43,036 | 0.00% | \$ 57,381 | \$ 151,000 | \$ - | \$ - | \$ - | 0.00% | \$ 43,036 | \$ 81,539 |
| Total All Funds | \$2,875,602 | \$59,767,298 | \$37,067,615 | 62.02% | \$50,191,126 | \$ 59,767,298 | \$29,851,668 | \$ 17,978,067 | \$ 48,776,298 | 49.95% | \$ 7,215,947 | \$ 4,290,430 |

NORTH WASCO COUNTY SCHOOL DISTRICT

Federal Relief Funds

For the month ending February 28th, 2023

| ESSER (CARES Act) | | \$760,676.15 | Period: 03/13/2020 - 09/30/2022 | | | |
|---|---------------------|-----------------------------|--|---------------------|----------------|--|
| ACCOUNT TITLE | Budget | FY 2021 Expenditures | FY 2022 Budgeted | Total | Balance | |
| ESSER District | \$664,755.15 | | | \$665,077.05 | (\$321.90) | |
| *Staffing (5 Staff plus blue print teams) | | \$648,548.05 | \$0.00 | | | |
| Computers & Distance Learning Programs | | \$15,029.00 | | | | |
| Professional Development (COSA) | | \$1,500.00 | | | | |
| ESSER LTCT/JDEP | \$402.00 | \$402.00 | | \$402.00 | \$0.00 | |
| ESSER Mosier | \$57,455.00 | \$57,455.30 | \$0.00 | \$57,455.30 | (\$0.30) | |
| ESSER Cares Act (St.Marys) | \$14,364.00 | \$14,041.80 | \$0.00 | \$14,041.80 | \$322.20 | |
| ESSER Riverbend | \$23,700.00 | \$23,700.00 | \$0.00 | \$23,700.00 | \$0.00 | |
| Totals | \$760,676.15 | \$760,676.15 | \$0.00 | \$760,676.15 | \$0.00 | |

| ESSER (CARES CDL GEER Funds) | | \$166,339.42 | Period: 07/01/2020 - 04/31/2021 | | |
|--|---------------------|-----------------------------|--|----------------|--|
| ACCOUNT TITLE | Budget | FY 2021 Expenditures | Total | Balance | |
| CDL - District | \$146,043.42 | | \$145,924.35 | \$119.07 | |
| Distance Learning Software (Acellus, ect) | | \$58,260.31 | | | |
| Communications to Family/Parents | | \$3,875.00 | | | |
| Student Technology (Chromebook, hotspots, ect) | | \$79,968.63 | | | |
| Indirect Costs | | \$3,820.41 | | | |
| CDL - Mosier | \$10,569.00 | \$10,569.57 | \$10,569.57 | (\$0.57) | |
| CDL - St.Marys | \$7,817.00 | \$7,935.50 | \$7,935.50 | (\$118.50) | |
| CDL - Riverbend | \$1,910.00 | \$1,910.00 | \$1,910.00 | \$0.00 | |
| Totals | \$166,339.42 | \$166,339.42 | \$166,339.42 | \$0.00 | |

| ESSER II (CRRSA) Funds | | \$2,988,063.00 | Period: 03/13/2020 - 09/30/2023 | | | | | |
|--|-----------------------|-----------------------------|--|-------------------------|--|-------------------------|--------------------|-------------------------------|
| ACCOUNT TITLE | Budget | FY 2021 Expenditures | FY 2022 Expended | FY 2023 Budgeted | FY 2023 Expended and Encumbered | FY 2024 Budgeted | Total | FY 2024 - 2025 Balance |
| ESSER 2 District | \$2,791,630.40 | | | | | | \$0.00 | \$2,791,630 |
| Staffing | | | \$396,145 | | \$47,220 | | \$443,365.00 | (\$443,365) |
| APU /Fans | | \$208,570.10 | \$102,943 | | | | \$311,513.10 | (\$311,513) |
| Communications to Family/Parents | | \$3,487.50 | | | | | \$3,487.50 | (\$3,488) |
| PPE - Dividers, masks, ect | | \$9,638.35 | \$53,743 | | | | \$63,381.35 | (\$63,381) |
| *Student Technology (Chromebook, Acellus, ect) | | \$289,619.53 | \$952,372 | | \$291,683 | | \$1,533,674.53 | (\$1,533,675) |
| Band Supply Students | | | \$62,481 | | \$0 | | \$62,481.00 | (\$62,481) |
| Portables, Miscellaneous COVID Items | | \$21,934.00 | \$121,124 | | \$29,100 | | \$172,158.00 | (\$172,158) |
| Professional Development | | | | | | | \$0.00 | \$0 |
| Food Service/Cafeteria Items | | | \$51,225 | | | | \$51,225.00 | (\$51,225) |
| Expanded Health Services | | | \$37,800 | | | | \$37,800.00 | (\$37,800) |
| Transportation Program | | | \$8,436 | | | | \$8,436.00 | (\$8,436) |
| Indirects | | \$15,090.96 | \$51,625 | | \$9,459 | | \$76,174.96 | (\$76,175) |
| ESSER 2 Mosier | \$196,432.87 | | \$68,374 | | \$68,045 | | \$136,419.00 | \$60,014 |
| ESSER 2 Riverbend | | | | | | | \$0.00 | \$0 |
| ESSER 2 JDEP Funds | \$40,000.00 | | \$6,110 | | \$67 | | \$6,177.00 | \$33,823 |
| Totals | \$3,028,063.27 | \$548,340.44 | \$1,912,378 | \$0 | \$445,574 | \$0 | \$2,906,292 | \$121,770 |

| ESSER III (ARP Act) Funds | | \$6,710,765.64 | Period: 03/13/2020 - 09/30/2024 | | | | | |
|------------------------------------|--------------------|-----------------------------|--|-------------------------|--|-------------------------|--------------------|-------------------------------|
| ACCOUNT TITLE | Budget | FY 2021 Expenditures | FY 2022 Expended | FY 2023 Budgeted | FY 2023 Expended and Encumbered | FY 2024 Budgeted | Total | FY 2024 - 2025 Balance |
| ESSER 3 District | \$6,274,002.61 | | | | | | \$0 | \$6,274,003 |
| Staffing | | | | | \$331,345 | | \$331,345 | (\$331,345) |
| Technology/Distance Learning | | | | | \$144,043 | | \$144,043 | (\$144,043) |
| Unfinished Learning | | | | | | | \$0 | \$0 |
| Summer Programs | | \$23,127.16 | \$140,983 | | \$121,980 | | \$286,090 | (\$286,090) |
| Summer Program - Refridgerated Van | | | \$11,531 | | | | \$11,531 | (\$11,531) |
| TDHS Pavilion/Maintenance | | | \$109,905 | | \$166,828 | | \$276,733 | (\$276,733) |
| Supplies/Maintenance | | | | | \$16,482 | | \$16,482 | (\$16,482) |
| Health Services | | | | | \$23,912 | | \$23,912 | (\$23,912) |
| Indirects | | | \$7,295 | | \$12,377 | | \$19,672 | (\$19,672) |
| ESSER 3 Mosier | \$441,469.73 | | | | \$0 | | \$0 | \$441,470 |
| ESSER 3 Riverbend | | | | | | | \$0 | \$0 |
| Totals | \$6,715,472 | \$23,127 | \$269,714 | \$0 | \$816,967 | \$0 | \$1,109,808 | \$5,605,665 |

| | | | | | | | | |
|---------------|------------------------|-----------------------|--------------------|----------------|---------------------------------|----------------|--------------------|---------------------------|
| Totals | \$10,670,550.84 | \$1,498,483.01 | \$2,182,092 | \$0 | \$1,262,541 | \$0 | \$4,943,116 | \$5,225,951 |
| | Total Grant Budget | FY 2021 Expenditures | FY 22 Expenditures | FY 2023 Budget | FY 2023 Expended and Encumbered | FY 2024 Budget | Total Expended | Balance of District Funds |

Mosier Funds \$501,484



North Wasco County School District Technology Status Report

February 2023

This report is designed to summarize the status of the Technology Department and act as an overview on license inventory.

Updates

Happy March! February was once again a busy month for us and we have some exciting updates to share with you!

- New intern for our CGESD Tech Dept
 - We were recently presented with an opportunity to hire on an intern through the pre-college program through Columbia Gorge Community College. That intern started with us this week (week of February 27th). So welcome Riley DeMoss to the team! She will be working with us part-time for the next couple of months and we are appreciative of the opportunity to give Riley some hands-on experience and provide some help to our team.
- WiFi updates
 - A reminder that we are still doing a slow rollout of new WiFi networks. This will require staff at each location to connect to the new networks in order to maintain their connection. Principals, encourage your staff to connect to the new networks as they roll out to avoid disruptions to their work.
 - On 2/3/2023, we will begin deploying a new Wi-Fi network, starting at Chenowith, the District Office, and Operations. The name of this network will be D21-Staff. Instead of only using a password to authenticate, you will connect with a username (your Google email address) and a password (your Google password). We will be able to individually verify who is connected to the network and prevent students from using their own accounts. D21-Staff is for work devices. Do NOT connect personal devices (smartphones, etc.) to this network. All student and staff personal devices should connect to D21-Public, a new network that will replace D21-Guest. Staff will have 2 weeks from their building's deployment date to switch over to the new network. After two weeks, we will turn off D21-WiFi. We will continue to transition to D21-Staff according to the following schedule:
 - 02/3/2023
 - Chenowith, the District Office, and the Operations Office
 - 02/20/2023
 - Dry Hollow, Colonel Wright, and Mosier

- 03/06/2023
 - The Dalles Middle School, The Dalles High School, and the Wahtonka Campus/Innovations Academy
- More information will be sent to staff at each location as we approach these dates. If you have questions, please contact support@nwasco.k12.or.us or call (541) 506-3355 (ext. 3002)
- Security cameras
 - We are continuing to install and replace security cameras throughout the district based on input from the police department and administration at each building. This is a time consuming process as some of these installs require running cable from the wiring closet to the location where each camera is going to be installed (usually requires running cable in the attic or basement of each building).
- Upcoming maintenance window
 - The Columbia Gorge Education Service District will be performing server and network maintenance Friday, March 3rd, starting at 10 PM.
 - This recurring maintenance window is scheduled for the first Friday of every month, from 10 PM – 2 AM.
 - During this time, network resources may be unavailable.
- E-Rate Projects
 - New wireless access points
 - As part of one of last year's e-rate projects, we upgraded 20 wireless access points throughout the district (District Office, Operations, Chenoweth Elementary School, Dry Hollow Elementary School, and Colonel Wright Elementary School. Due to supply chain issues, even though we had ordered these access points early last year, they didn't arrive until last month.
 - Upcoming E-Rate Projects - The bidding process for the following projects will close next week, at which point we will be evaluating proposals.
 - The Dalles Middle School Fiber Project
 - When the Dalles Middle School was built, an old form of fiber optic cabling was installed called OM1. The latest version of this cabling is OM5 and provides speeds that are 100X faster than what we can currently support with OM1. In addition to OM5, there is another type of fiber optic cabling that we are hoping to install called OS2. This cabling provides speeds even faster than OM5 and is what most new fiber optic installations are standardizing on.
 - The Dalles High School Fiber Project
 - At The Dalles High School, there is almost zero fiber optic cabling inside the building besides the primary Internet connection. There is a cable connecting the gym to the main building, but no fiber connecting other data closets. Our plan is to connect all data closets at the high school (around 12) back to the primary network closet with OS2 fiber optic cabling. This will expand bandwidth available to client devices and reduce current bottlenecks we are experiencing on legacy copper based connections.

- Mosier Network Project
 - We are also working with Mosier Community School to replace their legacy wiring with two new data closets, fiber optic cabling, and around 115 new CAT 6A Ethernet runs to classrooms.

Software Licensing Information

| Zoom Licenses in Use | Available Licenses |
|----------------------------|---|
| 65 standard, 6 webinar 500 | 204 standard, 3 webinar 500, 2 webinar 1000 |

| Adobe Licenses | Licenses in Use | Available Licenses |
|-------------------------|-----------------|--------------------|
| Creative Cloud All Apps | 232 | 268 |

Helpful Information for staff and faculty

If you have any questions about this report, or requests for more information, please email us at helpdesk@nwasco.k12.or.us or call 541-506-3355, or ext. 3002.

Fun fact!

Google receives more than 99,000 searches every second!

View our Helpdesk ticket stats on the next two pages!



North Wasco County School District

School Year 2022 – 2023, March Enrollment Summary

| School Year 2022 – 2023 | Chenowith | Col. Wright | Dry Hollow | Mosier | TDMS | TDHS | Innovative Academy | MAP Virtual | Total |
|----------------------------|-----------|-------------|------------|--------|------|------|--------------------|-------------|--------------|
| September 15 th | 382 | 291 | 422 | 172 | 555 | 822 | 124 | 83 | 2,851 |
| October 4 th | 385 | 292 | 424 | 173 | 558 | 814 | 118 | 85 | 2,849 |
| November 1 st | 383 | 288 | 423 | 174 | 552 | 798 | 103 | 101 | 2,822 |
| December 1 st | 378 | 285 | 421 | 169 | 550 | 797 | 96 | 90 | 2,786 |
| January 3 rd | 381 | 281 | 415 | 167 | 541 | 795 | 94 | 93 | 2,767 |
| February 1 st | 388 | 283 | 414 | 166 | 544 | 780 | 90 | 89 | 2,754 |
| March 1 st | 391 | 284 | 414 | 165 | 539 | 779 | 91 | 97 | 2,760 |
| April | | | | | | | | | |
| May | | | | | | | | | |
| June | | | | | | | | | |

| | | | | | | | | | |
|----------------|------------|------------|------------|------------|------------|------------|------------|-----------|--------------|
| Average | 384 | 286 | 419 | 169 | 548 | 798 | 102 | 91 | 2,798 |
|----------------|------------|------------|------------|------------|------------|------------|------------|-----------|--------------|

| | | | | | | | | | |
|-------------|------------|------------|------------|------------|------------|------------|-----------|------------|--------------|
| Peak | 385 | 292 | 424 | 174 | 558 | 822 | 33 | 195 | 2,851 |
|-------------|------------|------------|------------|------------|------------|------------|-----------|------------|--------------|

| | | | | | | | | | |
|----------------------------|------------|------------|------------|------------|------------|------------|-----------|------------|--------------|
| Average 2021 - 2022 | 348 | 263 | 437 | 175 | 594 | 754 | 26 | 156 | 2,752 |
| Avg Change 2023-2022 | 36 | 23 | (18) | (5) | (46) | 44 | 76 | (65) | 47 |
| Peak 2021-2022 | 364 | 267 | 444 | 177 | 614 | 801 | 33 | 92 | 2,814 |
| Peak Change 2023-2022 | 27 | 25 | (20) | (3) | (56) | 21 | 0 | 0 | 37 |

| | | | | | | | | | |
|-----------------------------|----|----|------|------|------|-----|----|------|----|
| Change June 2022 to Current | 27 | 21 | (14) | (10) | (43) | 81 | 71 | (82) | 51 |
| Change PY Month to Current | 3 | 1 | 0 | (1) | (5) | (1) | 1 | 8 | 6 |

*Innovations Academy includes former Riverbend Charter School and the adult learning center.

*MAP includes all virtual students. Last year, this was reported K – 8 Virtual and 9 – 12 Virtual.

| Enrollment Summary by Building and Grade as of 3/1/2023 | | | | | | | | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------|
| School | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Totals |
| Chenowith Elementary | 69 | 73 | 75 | 60 | 57 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 391 |
| Colonel Wright Elementary | 48 | 45 | 54 | 52 | 39 | 46 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 284 |
| Dry Hollow Elementary | 67 | 74 | 75 | 64 | 70 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 414 |
| Mosier Community School | 18 | 20 | 14 | 20 | 17 | 17 | 17 | 17 | 25 | 0 | 0 | 0 | 0 | 165 |
| The Dalles High School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 246 | 175 | 185 | 173 | 779 |
| The Dalles Middle School | 0 | 0 | 0 | 0 | 0 | 0 | 175 | 179 | 185 | 0 | 0 | 0 | 0 | 539 |
| Innovations Academy | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 7 | 11 | 10 | 14 | 24 | 13 | 91 |
| MAP Virtual (Innovations) | 1 | 1 | 5 | 1 | 3 | 6 | 4 | 10 | 12 | 10 | 10 | 20 | 14 | 97 |
| Totals | 203 | 213 | 223 | 197 | 186 | 190 | 208 | 213 | 233 | 266 | 199 | 229 | 200 | 2,760 |
| | | | | | | | | | | | | | | |
| June 2022 Totals | 215 | 221 | 194 | 188 | 192 | 205 | 214 | 232 | 243 | 201 | 239 | 192 | 173 | 2,709 |
| Difference Now – June 2022 | (12) | (8) | 29 | 9 | (6) | (15) | (6) | (19) | (10) | 65 | (40) | 37 | 27 | 51 |
| Previous Month (Oct 2022) | 200 | 215 | 222 | 196 | 183 | 189 | 205 | 214 | 234 | 265 | 207 | 224 | 200 | 2,754 |
| Difference | 3 | (2) | 1 | 1 | 3 | 1 | 3 | (1) | (1) | 1 | (8) | 5 | 0 | 6 |

*Note: The budgeted ADMr is at 2,850, with additional weights of 709.69, which includes Mosier Community School, for a total ADMw of 3,559.69.

North Wasco County School District 21

Code: GCBD/GDBD
Adopted: 6/14/01; 5/18/00; 3/31/04; 4/13/17

Leaves and Absences

The Board grants authority to the superintendent to grant short leaves of absences, with or without loss of pay, to a district employee when such a leave is for the best interests of the school system, subject to applicable provisions of the employee's collective bargaining agreement.

Leave entitlement for personal illness or injury will accrue at the rate of 10 days each year as provided by Oregon Revised Statutes. Twelve-month employees will accrue 1 day per month or 12 days each year.

In accordance with state law, this leave will accumulate without limit.

The district reserves the right after an absence of more than ~~five~~ **three** consecutive days, to require proof of personal illness or injury from all employees, including a medical examination by a physician chosen and paid for by the district. Any employee refusing to submit to such an examination or to provide other evidence as required by the district shall be subject to appropriate disciplinary action, up to and including dismissal.

All medical information will be kept confidential, in a separate file from personnel records, and released only in accordance with the requirements of the American with Disabilities Act or other applicable law.

Other paid and unpaid leaves will be determined by the district's collective bargaining agreements.

Sickness or other unavoidable circumstances which prevent a teacher from teaching 20 school days immediately following exhaustion of sick leave accumulated under Oregon law will result in the teacher being placed on unpaid leave for the remainder of the school year or until the teacher's disability is removed and he/she is able to return to work. If the teacher is unable to return to work the following August 1st the Board may terminate the teacher's employment, subject to state and federal law.

END OF POLICY

Legal Reference(s):

ORS 332.507
ORS 342.545
ORS 342.610

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006).
Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2006); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2006).
Americans with Disabilities Act Amendments Act of 2008.

North Wasco County School District 21

Code: **KBA**
Adopted: 9/14/00
Revised/
Readopted: 6/23/04; 10/09/08; 8/18/16; 2/22/18
Orig. Code(s): KBA

Public Records Request**

~~“Public record” means any information that:~~

- ~~1. Is prepared, owned, used or retained by the district;~~
- ~~2. Is related to an activity, transaction or function of the district; and~~
- ~~3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.~~

~~A request to inspect or receive a copy of a public record shall be in writing and will be presented to the district office.~~

~~Public record does not include messages on voice mail or on other telephone message storage and retrieval systems, or spoken communication that is not recorded.~~

~~A “public record” includes any writing that contains information relating to the conduct of the public’s business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.¹ “Writing” means handwritten, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public’s business and that is contained on a privately owned computer.² request to inspect or receive a copy of a public record shall be in writing and will be presented to the superintendent’s office.~~

~~Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.~~

~~The Board’s official minutes, its written policies and its financial records will be available at the superintendent’s office for inspection by any citizen desiring to examine them during hours when the superintendent’s office is open. All such information will be made available to individuals with disabilities in an appropriate accessible format, upon request and with appropriate advance notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.~~

¹ There are multiple definitions for “public record” in ORS 192. This definition comes from ORS 192.311 and applies to the inspection of records.

² In accordance with [Bialostosky v. Cummings](#), 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.

The Board supports the right of the people to know about programs and services of their schools and will make [reasonable every efforts](#) to disseminate information. Each principal is authorized to use [all available means available](#) to keep parents and others of [his/her in the](#) particular school's community informed about the school's program and activities.

~~No records will be released for inspection by the public or any unauthorized persons—either by the superintendent or any other person designated as custodian for district records—if such disclosure would be contrary to the public interest, as described in state law.~~

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for ~~qualified~~ persons with disabilities.

Employee and volunteer [personal residential](#) addresses, [personal](#) electronic mail addresses (~~other than district electronic mail addresses assigned by the district to district employees~~), social security numbers, dates of birth and [personal telephone or cellular numbers, and other information listed in Oregon Revised Statute \(ORS\) 192.355 as exempt](#), contained in personnel records maintained by the district are exempt from public disclosure pursuant to ~~Oregon Revised Statute (ORS) 192.363-368 445 and ORS 192.355(3) 502(3)~~. [District electronic mail addresses assigned by the district to district employees are not exempt.](#) ~~Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law.~~ This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. ~~District electronic mail addresses assigned by the district to district employees are not exempt.~~

The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) [166-005-0010 and Chapter 166](#), Division 400 [and ORS Chapter 192](#).

END OF POLICY

Legal Reference(s):

[ORS Chapter 192](#)
[OAR 137-004-0800\(1\)](#)
[OAR 166-400](#)

~~HB 3464 (2017)~~

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (~~2017~~[18](#)); 29 C.F.R. Part 1630 (~~2017~~[2021](#)); 28 C.F.R. Part 35 (~~2017~~[2021](#)).

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S PUBLIC RECORD AND MEETINGS MANUAL (~~2014~~).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).
Bialostosky v Cummings, 319 Or. App. 352 (2022).

North Wasco County School District 21

1st Reading
No action is needed

Code: JEA
Adopted: 4/12/01
Revised/
Readopted: 6/09/04; 6/11/13; 12/15/16; 9/28/17; 1/30/18
Orig. Code(s): JEA

Compulsory Attendance

Except when exempt by Oregon law, all ~~students~~ **children** between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term. **Persons having legal control of a child between the ages 6 and 18, who has not completed the 12th grade, are required to have the child attend and maintain the child in regular attendance during the entire school term.**

All ~~students~~ **children** five of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. **Persons having legal control of a child, who is five years of age and has enrolled the child in a public school, are required to have the child attend and maintain the child in regular attendance during the school term.**

~~Persons having legal control of a student between the ages 6 and 18, who has not completed the 12th grade, are required to have the student attend and maintain the child in regular attendance during the school term. Persons having legal control of a student who is five years of age and has enrolled the child in a public school, are required to have the student attend and maintain the child in regular attendance during the school term.~~

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. ~~Failure to send a student and to maintain a student in regular attendance is a Class C violation.~~

The district will develop procedures for issuing a citation.

A parent who is not supervising ~~his/her student~~ **their child** by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c); Failing to supervise a child is a Class A violation.

In addition, under policy JHFDA - Suspension of Driving Privileges, the district may report students with 10 consecutive days unexcused absence or 15 cumulative days unexcused absences in a single term to the Oregon Department of Transportation.

Exemptions from Compulsory School Attendance

In the following cases, students shall not be required to attend public schools full-time:

1. ~~Students~~ **Children** being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.

2. ~~Students~~ Children proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. ~~Students~~ Children who have received a high school diploma or a modified diploma.
4. ~~Students~~ Children being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.
5. ~~Students~~ Children being educated in the home by a parent, ~~or~~ guardian or private teacher:
 - a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Columbia Gorge Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD ~~superintendent~~ shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
 - b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
 - c. Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029;
 - d. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
 - e. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - f. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
 - g. All costs for the test instrument, administration and scoring are the responsibility of the parent;
 - h. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent ~~shall provide the parent with a written statement of the reasons for the finding, based on the test results and~~ shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
6. Children whose sixth birthday occurred on or before September 1 immediately ~~proceeding~~ preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.

7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
8. Students excluded from attendance as provided by law.
9. [Children who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.](#)
10. An exemption may be granted to the parent or guardian of any ~~student~~ [child](#) 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 163.577](#)
[ORS 336.615](#) to -336.665
[ORS 339.010](#) to -339.090
[ORS 339.095](#)

[ORS 339.257](#)
[ORS 339.990](#)
[ORS 419B.550](#) to -419B.558
[ORS 807.065](#)
[ORS 807.066](#)

[OAR 581-021-0026](#)
[OAR 581-021-0029](#)
[OAR 581-021-0071](#)
[OAR 581-021-0077](#)

North Wasco County School District 21

Code: JHCCF
Adopted: 6/09/04
Revised/Readopted: 10/09/08; 3/02/17; 4/28/22

Pediculosis (Head Lice)

The Board recognizes that district programs should be conducted in a manner that protects and enhances student and employee health and is consistent with recognized health practices. Consequently, in order to prevent the spread of pediculosis (head lice) in the school setting, district staff shall institute guidelines for classrooms that will assist in the prevention and spread of head lice. Students with suspected cases of lice shall be referred to the school nurse, building administrator or designated personnel for assessment. Students found with live lice ~~or nits~~ will be excluded from school attendance. The district recognizes that the Oregon Department of Human Services, Health Services, no longer requires excluding for the presence of nits (lice eggs) and allows discretion to districts to exclude. Students excluded from school will be readmitted after assessment by designated personnel to confirm no lice are present.

Successful treatment of head lice requires a coordinated approach and may involve the use of antilouse products, combing and implementation of preventative measures recommended by health authorities. The district will provide parents of students found to have contracted head lice with treatment information.

The superintendent will develop administrative regulations, as necessary, to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 433.255](#)
[ORS 433.260](#)

[OAR 333-019-0010](#)
[OAR 437-002-0360](#)

[OAR 581-022-2220](#)

Code: KBA-AR(1)

Revised/

Reviewed: 9/14/00; 6/23/04; 10/09/08; 8/18/16; 1/30/18; 2/22/18; 3/16/23

Public Records Request

In compliance with Oregon law the following guidelines apply to the dissemination, inspection and examination of the public records of the district:

1. A public records request ~~shall for information concerning sensitive, technical or emotional issues~~ **may** be submitted in writing through the district ~~superintendent's~~ office at 3632 West 10th Street, The Dalles, Oregon 97058.
2. Upon receipt of a written request, the district shall respond within five business days¹ acknowledging receipt of the request or completing² the district's response to the request. If the district provides an acknowledgment of the request, it must:
 - a. Confirm that the district is the custodian of the requested record;
 - b. Inform the requester that the district is not the custodian of the requested record; or
 - c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.
3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:
 - d. Complete its response to the public records request **in accordance with ORS 192.329(2)**. If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
 - e. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.

¹"Business day" means a day other than Saturday, Sunday or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.

²The district response to a public records request will be considered complete when it complies with criteria in Oregon law (ORS 192.329410-192.505).

4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:
 - f. The staff or volunteers³ necessary to complete a response to the public records request are unavailable;
 - g. Compliance would demonstrably impede the district's ability to perform other necessary services; or
 - h. Of the volume of the public records request being simultaneously processed by the district.

The [In these situations, the](#) district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.

5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification. [If the requester fails to respond within 60 days to a good faith request from the district for information or clarification, the district shall close the request.](#)
6. If a copy of a public record is requested, the district will provide a single ~~certified~~ copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be ~~provided~~ [made available](#) in the form the record is maintained.
7. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.
78. Information will be made available to individuals with disabilities in an ~~appropriate~~ [accessible](#) format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.
89. Where the labor effort exceeds 30 minutes, labor, material and out-of-pocket charges will be reimbursed to the district. Labor will be calculated at the hourly rate of the employee affected. Materials and out-of-pocket charges will be reimbursed at the established rate of \$0.25 per page. Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

³Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date he/she was they were informed of the fee or fails to pay the fee within 60 days of the date on which the district informed them of the denial of the fee waiver, the district shall close the request.

~~9. The district reserves the right to restrict the inspection of some public records to the district's facilities.~~