

Regular Meeting

Thursday, June 26, 2025 6:00 PM

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

1. 5:15pm / Call the Executive Session to order pursuant to: **Presenter:** David Jones, Chair

- *ORS 192.660(2)(d): To conduct deliberations with persons designated to carry on labor negotiations.*

2. Adjourn Executive Session **Presenter:** David Jones, Chair

3. Call the Budget Hearing to Order and Pledge of Allegiance **Presenter:** David Jones, Chair

3.a. *Public Comments on the FY 2025-2026 Budget Document.*

4. Adjourn the Budget Hearing

5. Call the Supplemental Budget Hearing to Order

5.a. *Public Comments on the Supplemental Budget*

6. Adjourn Supplemental Budget Hearing

7. Call School Board Meeting to Order **Presenter:** David Jones, Chair

8. District Mission / Vision Statement / Values

9. Review / Revision of the Agenda

10. Public Comments on Agenda Items Only

11. Consent Agenda

11.a. 25-26 School Board Meeting Calendar.

11.b. School Board Meeting Minutes from the May 22nd School Board Meeting.

11.c. Personnel Report

11.d. 2nd Reading and Adoption Policy IKFB: Graduation Exercises

11.e. 2nd Reading and Adoption Policy IIA: Instructional Resources Instructional Materials

11.f. 2nd Reading and Adoption Policy JHCD/JHCDA: Medications

12. Board Action Calendar - Review

13. Student / Staff Recognition

14. Student Representatives to the Board - Report:

15. Staff Reports:

16. School Board Sub Committee Reports

17. New Business:

17.a. Presentations / Reports:

17.a.1. *Mosier Community School Annual Report* **Presenter:** Michelle Dawkins, Executive Director

17.a.2. Superintendent's Report **Presenter:** Dr. Carolyn Bernal, Superintendent

17.a.2.a. Presentation: *DLI Expansion*

17.a.3. Chief Financial Officer's Report **Presenter:** Randy Anderson, CFO

17.a.3.a. Action Item: *Approve and Adopt Resolution 25-26-01 - Adopting the budget*

17.a.3.b. Action Item: *Approve Resolution 24-25-16 - Resolution Adopting a Supplemental Budget and Making Appropriations within the High School Success Fund.*

17.a.3.c. Action Item: *Approve Resolution 24-25-17 - Resolution Adopting a Supplemental Budget and Making Appropriations within the Capital Improvements Fund.*

17.a.3.d. Action Item: *Approve Resolution 24-25-18 - Resolution Adopting a Supplemental Budget and Making Appropriations within the Student Investment Account Fund.*

17.a.3.e. Action Item: *Approve Resolution 24-25-19 - Resolution Transferring Appropriations within Various Funds.*

17.a.3.f. Action Item: *Approve Resolution 24-25-20 - Resolution Adopting a Supplemental Budget and making Appropriations within the Federal Programs Fund.*

17.a.3.g. Action Item: *Approve contract extension for Nutrition Services with Sodexo.*

17.a.3.h. Action Item: *Declare Surplus Property*

17.a.3.i. Action Item: *Approve Re-Appointment of Three Budget Committee Members.*

17.a.3.j. Financial Statements:

17.a.3.k. Student Enrollment:

17.a.4. Board Attorney's Report **Presenter:** Jason Corey, Board Attorney

18. Discussion / Action Items:

18.a. Action Item: *Dufur Girls Soccer Co-op*

18.b. Action Item: *Dufur Boys and Girls Cross Country Co-op*

- 18.c. Action Item: Acceptance of Election Results
- 18.d. **Swearing in of Board Members and Student Board Representatives**
19. 1st Reading on School Board Policies (informational only) :
20. Informational Only:
- 20.a. Policy BCBA-AR(1): Student Representatives to the Board
- 20.b. **Policy IIA-AR(1): Questioned and Challenged Materials – DELETE**
- 20.c. **Policy IIA-AR(2): Request for Reconsideration of Instructional Material – DELETE**
- 20.d. **Policy IIA-AR(1): Instructional Materials**
- 20.e. **Policy IIA-AR(2): Reconsideration of Core Instructional Materials**
- 20.f. **Policy IIA-AR(3): Reconsideration of Supplemental Instructional Materials**
- 20.g. **Policy IIA-AR(4): Reconsideration of School or Library Materials**
- 20.h. **Policy IIA-AR(5): Request for Reconsideration of Instructional or Library Materials Form**
21. **Comments from the Audience about Non Agenda Items**
22. **Adjourn the Regular School Board Meeting**



**2025-2026 School Board Meeting Calendar
for
North Wasco County School District 21**

Thursday, July 24th, 2025 – Regular Meeting

Monday, August 18th, 2025 – Board Retreat

Thursday, August 21st, 2025 - Regular Meeting

Thursday, September 25th, 2025 - Regular Meeting

Thursday, October 23rd, 2025 - Regular Meeting

Thursday, November 6th, 2025 – Work Session (*beginning of the year data review*)

Thursday, November 20th, 2025 - Regular Meeting

Thursday, December 18th, 2025 - Regular Meeting

Thursday, January 22nd, 2026 - Regular Meeting

Thursday, February 12th, 2026 – Work Session (*Mental Health, Intensive Program,
Integrated Guidance, School Systems Review*)

Thursday, February 19th, 2026 - Regular Meeting

Thursday, March 12th, 2026 - Regular Meeting

Thursday, April 9th, 2026 – Work Session (*Trimester 1 & 2 data review, LPGT's progress*)

Thursday, April 23rd, 2026 - Regular Meeting

Tuesday, May 5th, 2026 – Budget Committee Meeting (1st)

Tuesday, May 12th, 2026 – Budget Committee Meeting (2nd)

Tuesday, May 19th, 2026 - Budget Committee Meeting (3rd – if needed)

Thursday, May 28th, 2026 - Regular Meeting

Thursday, June 25th, 2026 (***Budget Hearing & Regular Meeting***)

North Wasco County School District

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

PERSONNEL CHANGES AND VACANCIES School Board Meeting – June 26, 2025 *Current as of -June 17, 2025*

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
Daniel Taylor	Music Teacher	DHE	Begins August 25, 2025
Daniel Kenealy	Choir Teacher 6-12	TDMS/TDHS	Begins August 25, 2025
Colleen Ahlfs	ELA Teacher	TDHS	Begins August 25, 2025
Erin Flynn	Science Teacher	TDHS	Begins August 25, 2025
Tara Davis	Math Teacher	TDMS	Begins August 25, 2025

Licensed Staff – Internal Transfer and or Hires

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
Melissa Diss	TDMS/ELA & SS Teacher	TDHS-ELA Teacher
Maria Bustos Ramos	CES/Grade 3 Techer	CES/DLI Grade 5 Teacher
Nadia Telles	TDMS/Health Teacher (Temporary 24'-25')	TDMS/Health Teacher-Regular Employee
Jim Taylor	TDHS/Student Success Coordinator	TDHS/Asst. Principal/AD
Ellen Johansing	Virtual SLP (Temporary 24'-25')	Virtual SLP-Regular Employee
Lisa Albrecht	CWE/Kindergarten	DHE/3rd Grade
Sheree LaDoucer	CWE/Kindergarten	DHE/3rd Grade
Jeannine Rafferty	CES/1 st Grade	DHE/Title I Specialist
Jared Burrow	DHE/TOSA-Climate/Culture	IA/Assistant Principal

Licensed Staff – Resignation/Retirements/Separation of Employment

NAME	POSITION	BUILDING	COMMENTS
Marnette Sprouse	Reading Teacher	DHE	Resigning June 16, 2025
Mindy Lenardson	Grade 3 Teacher	DHE	Resigning June 16, 2025
Kim Sullivan	Grade 3 Teacher	CES	Resigning June 16, 2025
Kara Odell	Kindergarten Teacher	CES	Resigning June 16, 2025
Deanna Zalaznik	ELL Teacher	DHE	Resigning June 16,2025

Licensed Staff– Request for Leave of Absence

NAME	POSITION	BUILDING	COMMENTS
N/A			

Administrative Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
Daniel Pedersen	CFO	District Office	Begins July 1, 2025

Administrative Staff – Internal Transfer and or Hires

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

Administrative Staff – Resignation/Retirements/Separation of Employment

NAME	POSITION	BUILDING	COMMENTS
Lisa Kaseberg	Director of Transportation	Transportation	Resigning June 30, 2025

Kurt Evans	Principal	TDHS	Resigning June 30, 2025
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Administrative Staff– Request for Leave of Absence

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
Ronald Moore	Maintenance I	Facilities	Begins May 27, 2025

ESP Staff –Transfers and Internal Hires – No Action Required

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
Priscilla Irving	TDMS/Secretary III-Attendance	TDHS/Secretary III-Counseling

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
Brizeida Nava Gonzaga	Ed Asst IV-Media	TDHS	Resigning May 30, 2025
Elizabeth Skinner	Ed Asst IV-SELA	CWE	Resigning June 11, 2025
Ana Garcia	Maintenance I	Facilities	Resigning May 30, 2025
Rachel (Anne) Jennings	Ed Asst IV-SLC	CES	Resigning June 11, 2025
Kathleen Roberts	Nutrition Services II	CES	Resigning June 11, 2025
John McNeal	Media Asst-PT	CWE	Resigning June 11, 2025

Confidential Staff – New Hires – No Action Required

NAME	POSITION	BUILDING	COMMENTS
N/A			

Confidential Staff – Internal Transfer and Hires

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

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

Coaching Staff – New Hires – No Action Required

NAME	POSITION	BUILDING	COMMENTS
Ronni Blodgett	Head Coach-Girls Basketball	TDHS	Begins November 17, 2025
Rebekah Roth	Asst Girls Soccer Coach	TDHS	Begins August 18, 2025
Montana Macleod	Head Volleyball Coach	TDMS	Begins August 18, 2025
Allie Casteneda	Head Cross Country Coach	TDMS	Begins August 18, 2025

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

NAME	POSITION	BUILDING	COMMENTS
Jim Taylor	Asst Track Coach	TDHS	Resigning June 30, 2025

Eric Dugick	Asst FB Coach	TDHS	Resigning June 8, 2025
Alexander Kramer	HC Wrestling Coach	TDMS	Resigning June 12, 2025

Advertised Vacancies

Position	HRS/FTE	Building	Close Date	Comments
DLI Classroom Asst(s) 25'-26' SY	7.5 Hrs	CES	Open Until Filled	Advertised
Elementary 5 th Grade Teacher 25'-26' SY	8 Hrs	CES	Open Until Filled	Advertised
Elementary 3rd Grade Teacher 25'-26' SY	8 Hrs	CES	Open Until Filled	Advertised
DLI Elementary Teacher 25'-26' SY	8 Hrs	CES	Open Until Filled	Advertised
Bilingual Title I Reading Specialist 25'-26' SY	8 Hrs	CES	Open Until Filled	Advertised
Grade 1 Teacher (Temporary) 25'-26' SY	8 Hrs	CES	Open Until Filled	Advertised
Ed Asst IV-SELA 25'-26' SY	7.5 Hrs	CES	Open Until Filled	Advertised
Elementary 5 th Grade Teacher 25'-26' SY	8 Hrs	CWE	Open Until Filled	Advertised
Kindergarten Teacher(s) 25'-26' SY	8 Hrs	CWE	Open Until Filled	Advertised
Media Asst-PT 25'-26' SY	3.75 Hrs	CWE	Open Until Filled	Advertised
TOSA Program Specialist-Coach TAG, McKinney Vento, Foster Care, EL Services)	8 Hrs	District Wide	Open Until Filled	Advertised
YTP Coordinator	8 Hrs	District Wide	Open Until Filled	Advertised
Nutrition Services-PT	3.75 Hrs	TDMS	Open Until Filled	Advertised
Maintenance I-FT	8 Hrs	Operations	Open Until Filled	Advertised
Ed Asst IV-SPED Assistant(s)	7.5 Hrs	Student Services	Open Until Filled	Advertised
Special Ed Facilitator(s) 25'-26' SY	8 Hrs	Student Services	Open Until Filled	Advertised
Special Ed Learning Specialist(s) 25'-26' SY	8 Hrs	Student Services	Open Until Filled	Advertised
Principal	8 Hrs	TDHS	Open Until Filled	Advertised
High School Campus Monitor	7.5 Hrs	TDHS	Open Until Filled	Advertised
ELL Assistant	7.5 Hrs	TDMS	Open Until Filled	Advertised
Ed Asst II-Classroom	7.5 Hrs	TDMS	Open Until Filled	Advertised
Director of Transportation	8 Hrs	Transportation	Open Until Filled	Advertised
Bus Driver-Regular Route	6 Hrs	Transportation	Open Until Filled	Advertised
Substitute Driver (Pool)	TBD	Transportation	Open Until Filled	Advertised
Substitute SPED Bus Aide	TBD	Transportation	Open Until Filled	Advertised
Asst Football Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Girls Basketball Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Head Volleyball Coach 25'-26'	Seasonal	TDMS	Open Until Filled	Advertised
Asst Volleyball Coach 25'-26'	Seasonal	TDMS	Open Until Filled	Advertised
Head Girls Basketball Coach 25'-26'	Seasonal	TDMS	Open Until Filled	Advertised
Asst Girls Basketball Coach 25'-26'	Seasonal	TDMS	Open Until Filled	Advertised
Head Football Coach 25'-26' SY	Seasonal	TDMS	Open Until Filled	Advertised
Asst Boys Basketball Coach 25'-26' SY	Seasonal	TDMS	Open Until Filled	Advertised
Head Boys Basketball Coach 25'-26' SY	Seasonal	TDMS	Open Until Filled	Advertised

North Wasco County School District 21

Code: **IKFB**

Adopted: 6/8/00

Revised/Readopted: 5/26/04; 6/15/17

Orig. Code(s): IKFB

Graduation Exercises

The Board believes that completion of the requirements for a diploma, modified diploma, extended diploma or ~~alternative a~~ certificate of attendance from the public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize that achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the ~~high school principal or designee~~ on the date selected ~~by the Board~~.

The school's valedictorian(s), salutatorian(s) or others, at the discretion of the principal or designee, may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students in good standing¹ who have successfully completed the requirements for a high school diploma, or qualify to receive or receive a modified diploma, an extended diploma or a certificate of attendance, including students participating in a district-sponsored alternative education program and students with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or a certificate of attendance; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear ²“Native American items of cultural significance”³ or other items of cultural significance.

¹ A student may be denied participation in graduation exercises for conduct that violates board policy, administrative regulation and/or code of conduct provisions.

² “Native American items of cultural significance” means items or objects that are traditionally associated with a Native American or that have religious or cultural significance to a Native American.

³ ORS 332.112 requires that districts allow students to wear “Native American items of cultural significance” to graduation and other school events. Districts can choose to allow students to wear items of significance to other cultures.

~~Graduating students or others at the discretion of the building principal or designee may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.~~

~~Only students in good standing who have successfully completed the requirements for a senior high school diploma, a modified diploma or an alternative certificate may participate in graduation exercises.~~

END OF POLICY

Legal Reference(s):

[ORS 329.451](#)

[ORS 332.105](#)

[ORS 332.107](#)

[ORS 332.114](#)

[ORS 339.115](#)

[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-021-0071](#)

[OAR 581-022-1130](#)

[OAR 581-022-1133](#)

[OAR 581-022-1134](#)

[OAR 581-022-1135](#)

[OAR 581-022-1350](#)

31 OR. ATTY. GEN. OP. 428 (1964)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).

Kay v. David Douglas Sch. Dist. No. 40,1987); *cert. den.*, 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

North Wasco County School District 21

Code: IIA
 Adopted: 6/08/00
 Revised/Readopted: 5/26/04; 6/15/17; 5/26/22
 Orig. Code: IIA

Instructional Resources/~~Instructional~~ Materials

The Board ~~is responsible for the selection of~~ **believes proper care and judgment should be exercised in selecting core and supplemental instructional resources and materials and school and classroom library materials. The process to select materials will reflect respect for all people, regardless of race, color, creed, national origin, age, sex, sexual orientation, gender identity, or disability.** ~~The Board authorizes the superintendent to develop and implement administrative regulations governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.~~

A material involved with a reconsideration will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations. Meetings of reconsideration committees may be subject to Public Meetings Law. Records regarding reconsideration procedures are subject to Public Records Law.

This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures.

The term “instructional material” includes core instructional materials, supplemental materials, school library materials, and classroom library materials.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

Definitions

“Core instructional material,”¹ sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

“Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

¹ This comes from OAR 581-011-0050(1), referring to instructional materials which must be adopted by local school boards.

“School library materials” means materials which are kept in the school library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.

“Classroom library materials” means materials which are kept in the classroom for student selection and use. The use of these materials is not required for the class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, etc. These materials are not adopted by the Board.

Core Instructional Materials

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent or designee to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide for involvement of administrators, staff, parents, and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its basic instructional materials will be reviewed on a seven-year cycle and any resulting recommendations for appropriate instructional materials will be made will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. The adoption of textbooks for American history and government by the Board and any committee shall be done in a manner in accordance with ORS 337.260. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge. All requests for reconsideration of core instructional materials may be considered under administrative regulation IIA-AR(2) - Reconsideration of Core Instructional Materials.

The district may choose to independently adopt core instructional materials which are not on the state-approved list, using state-approved selection criteria.

Supplemental Instructional Materials

All supplemental instructional materials will be selected by teachers, principals, librarians, and/or others, as determined appropriate which may not be through any formal selection procedure. Such materials will contain suitable readability levels and support the district’s adopted curriculum content. Materials will be used for their intended audience.

School Library Materials

All school library materials will be selected by a librarian using established selection criteria. Such materials will contain suitable readability levels.

Classroom Library Materials

All classroom library materials will be selected by a classroom teacher and/or others, with no formal selection procedure. Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library.

~~Recommended instructional resources and materials will be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide ease of teacher use, be attractive and durable and be purchased at a reasonable cost.~~

~~The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.~~

~~All basic instructional materials recommended for adoption need to be approved for use by the Board. Prior to Board approval, parents, students and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.~~

~~All supplementary materials and library (media) resources will be selected cooperatively by teachers, principals, librarians and sometimes with the assistance of students and parents. Recommended supplementary materials and library (media) resources will also be free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias. The instructional materials will contain appropriate readability levels, support the district's adopted curriculum content, provide for ease of teacher use, be attractive and durable and be purchased at a reasonable cost.~~

~~To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.~~

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.840](#)
[ORS 337.120](#)

[ORS 337.511](#)
[ORS 339.155](#)
[ORS 659.850](#)

[OAR 581-022-2310](#)
[OAR 581-022-2340](#)
[OAR 581-022-2350](#)

[ORS 337.141](#)
[ORS 337.150](#)
[ORS 337.260](#)

[OAR 581-011-0050 - 0117](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)

[OAR 581-022-2355](#)

ORS 174.100
ORS 332.107

ORS 659.850

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
~~House Bill 3041 (2021).~~

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024). Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

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

Cross Reference(s):

~~INB—Studying Controversial Issues KH~~
~~—Public Gifts to the District~~

DRAFT

North Wasco County School District 21

Code: JHCD/JHCDA
Adopted: 1/30/18
Revised/Readopted: 5/25/23; 6/26/25

Medications**

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication to ~~themselves~~ ~~themselves~~, may be necessary to allow the student to attend school. Therefore, the district allows medication, including injectable medications, to be administered to a student by designated personnel and the administration of medication by a student to themselves without assistance from designated personnel, subject to criteria established by the district and in accordance with Oregon law. ~~when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis¹, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to administer to themselves prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.~~

The district shall designate personnel authorized to administer medications to students. Medications, including injectable medications, may be administered by designated district personnel as part of a formal delegation by a registered nurse. Annual training shall be provided to designated personnel as required by law in accordance with law. The training will align with the ODE Medication Administration Training and include discussion of this policy, procedures and materials, including but not limited to, procedures outlined in administrative regulation JHCD-AR – Medications. ~~guidelines approved by the Oregon Department of Education (ODE).~~

When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon, treatment for adrenal insufficiency, or another medication to a student as prescribed and/or as otherwise allowed by Oregon law.

A current first-aid and CPR card is required for designated personnel.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The district may revoke permission given to a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication, as determined by district personnel.

Medications will be handled, stored, monitored, disposed of and records maintained in accordance with law and established district procedures governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

¹Under proper notice given to the district by a student or student's parent or guardian.

A process shall be established by which, upon parent or guardian written request, a backup medication is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on district premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

A non-injectable short-acting opioid antagonist may be administered to any student or other individual by district personnel (whether or not they have received training on administering medications) on district premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an opioid overdose.

A school administrator, teacher or other school employee, may administer a short-acting opioid antagonist to a student who experienced or is experiencing an opioid overdose without written permission and instructions of the student's parents or guardian.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

~~The superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy or a need to manage asthma, and an individualized health care plan for every student for whom the district has been given proper notice of a diagnosis of adrenal insufficiency or insulin requiring diabetes. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity.~~

~~A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication.~~

~~A request to the district to administer or allow a student to self-administer prescription medication shall include a signed prescription and treatment plan from a prescriber annually.~~

~~A request to the district to administer or allow a student to self-administer nonprescription medication that is not approved by the Food and Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirement of law.~~

~~A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law², is required and will be kept on file.~~

~~If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.~~

~~Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district administrative regulations governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.~~

~~A process shall be established by which, upon parent or guardian written request, a back-up prescribed autoinjectable epinephrine is kept at a reasonably secure location in the student's classroom as provided by state law.~~

~~A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.~~

~~Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.~~

~~This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.~~

~~A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration, in good faith and pursuant to state law, of prescription and/or nonprescription medication.~~

~~A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, as described in Oregon Revised Statute (ORS) 339.866, if that person in good faith and pursuant to state law, assisted the student in self-administration of the medication.~~

²Subject to ORS 109.610, 109.640 and 109.675.

~~A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages as a result of the use of medication if that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy, who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who that person believes in good faith is experiencing an overdose of an opioid drug.~~

~~The district and the members of the Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith, on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district, administers autoinjectable epinephrine to a student or individual with a severe allergy who is unable to self-administer medication, regardless of whether the student or individual has a prescription for epinephrine or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who the person believes in good faith is experiencing an overdose of an opioid drug.~~

The superintendent shall develop administrative regulations ~~as needed~~ to meet the requirements of law and the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 109.610](#)

[ORS 109.640](#)

[ORS 109.675](#)

[ORS 332.107](#)

[ORS 339.866 - 339.871](#)

[ORS 433.800 - 433.830](#)

[ORS 475.005 - 475.285](#)

[OAR 166-400-0010\(17\)](#)

[OAR 166-400-0060\(29\)](#)

[OAR 333-055-0000 -055-0115](#)

[OAR 581-021-0037](#)

[OAR 581-022-2220](#)

[OAR 851-047-0030](#)

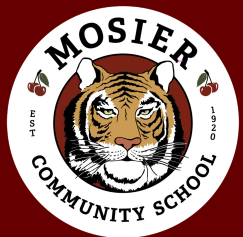
[OAR 851-047-0040](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.

Mosier Community School

2024-25 Annual Report



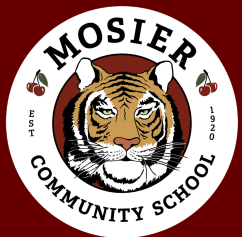
MCS Core Values

Focus on the whole child

- Relationship
- Relevance
- Wellness
- Celebration of Success

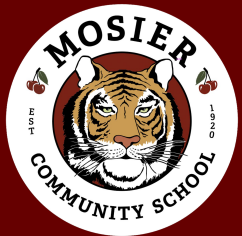
Valuing Community

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



Strategic Plan Goals

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

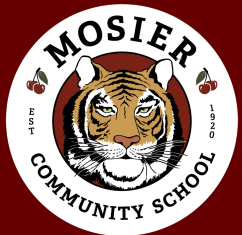


Enrollment

June 2024

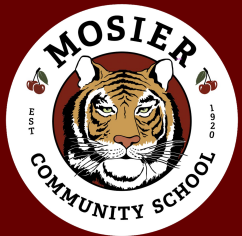
Grade	KG	1	2	3	4	5	6	7	8	Total
Students	13	16	21	25	18	24	17	16	17	167

<i>Characteristic</i>	<i>Median Class Size</i>	<i>Economically Disadvantaged</i>	<i>Students with Disabilities</i>	<i>English Language Learners</i>	<i>Attendees who are not chronically absent</i>	<i>Received required Immunizations</i>
Percentage	K-8 - 17	100%*	14%	14%	70.5%	91%



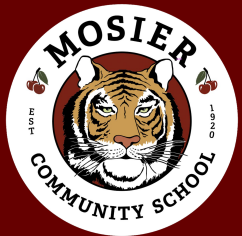
About Mosier Community School

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



Mosier Community Preschool

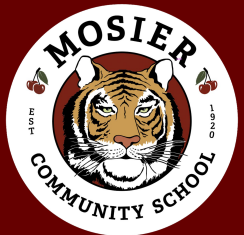
- MSC launched Mosier Community Preschool.
- Previously funded through ESSER grant support, then transitioned to private pay
- Began with four students and grew to 13 by the end of the year.
- Renovated an existing building that now features a private entrance, expanded classroom space, child-accessible restrooms



Academics and Achievement

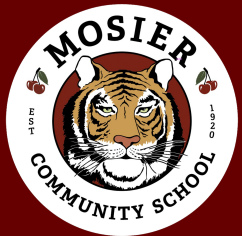


- Curriculum and Academic Programs
 - New K-8 science curriculum
 - TWIG for K-3
 - STEMScopes for 4-8
 - UFLI K/1 Literacy for Foundational Skills
- Professional Development
 - K-8 teachers are participating in LETRS (Language Essentials for Teachers of Reading and Spelling)
 - LETRS is based on the science of reading to strengthen literacy instruction



Academics and Achievement

- Reading
 - Third year of Benchmark Advanced K-5
 - Foundations K-3 supplemental
 - Heggarty K-3
 - Units of Study grades 2-5 for writing
- Math
 - iReady Mathematics K-8
 - Diagnostic to monitor progress
- Project-Based Instruction
 - Vision and Voice Committee for MS
 - Educational Excellence to provide support



Behavior Management

Key components:

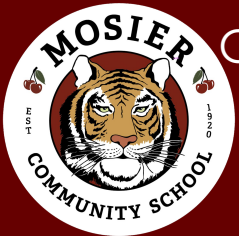
- Schoolwide Expectations
- Restorative Practices
- Social-Emotional Learning (SEL)
- Proactive Support and Intervention

Staff Training:

- QPR
- Understanding Sensory Needs
- “Ways to Help a Child in Meltdown Mode”
- CPI (Crisis Prevention Institute)

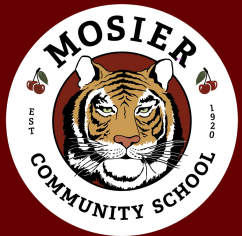
Communication and Family Partnership

- Essential partners supporting students
- Students supported to make positive choices



Assessment

- Range of assessment tools to monitor progress
 - DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
 - Dyslexia screener for Kindergarten and 1st grade
 - Progress monitoring for K-8
 - iReady
 - Math
 - Reading
- Student Support Teams (SSTs)
 - Meet at least three times a school year
 - Determine intervention levels (Tier 1, 2, or 3)
 - Comprehensive and Collaborative Approach



Oregon State Testing Data

(unofficial)

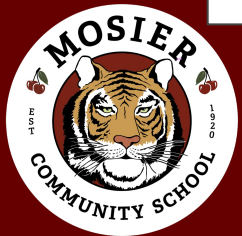


The table shows the percentage of students whose scores met or exceeded Oregon proficiency standards.

	English Language Arts	Math	Science
Grade 3	41% State 23% District 42% Mosier	40% State 23% District 25% Mosier	
Grade 4	42% State 24% District 41% Mosier	37% State 20% District 44% Mosier	
Grade 5	47% State 40% District 58% Mosier	31% State 28% District 38% Mosier	30% State 24% District 25% Mosier
Grade 6	42% State 27% District 41% Mosier	29% State 18% District 29% Mosier	
Grade 7	45% State 36% District 54% Mosier	32% State 17% District 31% Mosier	
Grade 8	42% State 37% District 36% Mosier	29% State 15% District 7% Mosier	27% State 16% District 18% Mosier

State Testing Data (unofficial)

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



Clubs, Community Events, and Activities

Mosier Monday Morning Meeting

Jog-a-Thon

6th Grade Outdoor School

ELD Family Night

Read-a-Thon

Winter Drama Performance

Oregon Battle of the Books

Monthly Community Skate Nights

MCS Spirit Weeks

Scholastic Book Fair

OMSI Science Day

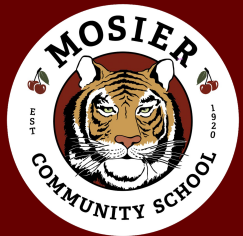
STEM Night

Title I and ELD Celebration Night

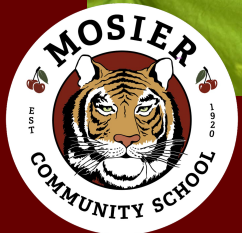
Middle School Game Nights

Portfolio Night

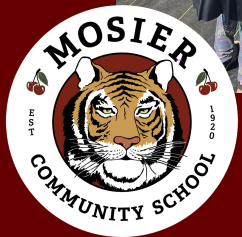
Spring Drama Performance



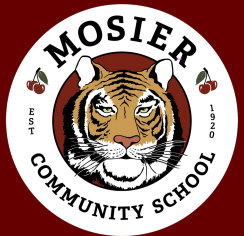
Made for Mosier Community Event



MCS School Garden



Mosier Community School Staff



Governance

Board Members 2024-25

Dan Watson - Board Chair

Giulia Good-Stefani - Board Vice Chair

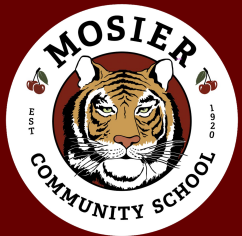
Maria Mourou - Secretary

Evelia Lachino - Treasurer

Emily Stranz - Policy Committee

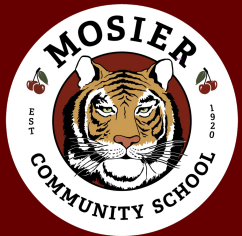
McKenna McKee - Fundraising

Tiffany Stranz - Facilities

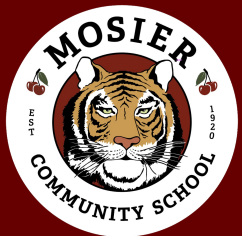


Grants

- DOE Clean Energy Grant (\$868,000)
- Student Investment Account (\$197,523)
- Early Literacy Grant (\$43,392)
- Oregon Education Grant (\$15,000)
- Anonymous Donation (\$12,000)
- Fresh Fruits and Vegetables (\$10,600)
- Wasco Masonic Lodge Grant (\$1500)
- D21 Education Grant (\$1400)
- STEM Hub Grant (\$1,000)

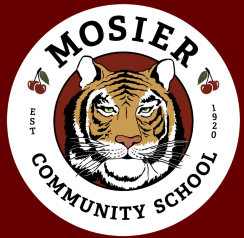


Financials



	100	200					Total
	General Fund	Special Revenue DOE	Special Revenue SIA	Special Revenue Early Literacy	Special Revenue Grants	Special Revenue Community	
Income							
1300 · Student Fees	100,000						100,000
1500 · Earning on Investments	63,000						63,000
1600 · Food Service						4,580	4,580
1700 · Extracurricular Activities	6,500					30,000	36,500
1900 · Other Revenue- Local	11,400				23,300	27,847	62,547
3000 · Revenue - State Sources	2,316,467		160,773	85,000			2,582,240
4000 · Revenue - Federal Sources							0
Transfers	33,508						33,508
Total Income	2,530,875		160,773	85,000	23,300	57,847	2,882,375
Expense							
100 · Salaries	1,200,231		54,162	81,175			1,421,752
200 · Payroll Costs	600,309		30,872	3,825			684,132
300 · Purchased Services	326,034		36,975		6,000	3,500	376,509
400 · Supplies & Materials	119,000		7,550		6,000	12,000	176,550
500 · Capital Outlay	140,735						140,735
600 · Other Expenses	42,000					500	42,500
Transfers							0
Total Expense	2,428,309		129,559	85,000	12,000	15,500	2,842,178
2024-2025 Operating Balance	102,566		31,214	0	11,300	42,347	(147,229)

Mosier Community School
appreciates the support of our
sponsor NWASCO School District



2024-2025 ANNUAL REPORT



A K-8 Public Charter School



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2025 State of Mosier Community School

Dan Watson - MCS Board Chair

The 2024/25 school year has been one of many successes, stability in leadership, and resourcefulness in uncertain times for Mosier Community School.

Welcoming our Executive Director, Michelle Dawkins, to our little school has been a pleasure that has allowed us all to breathe a sigh of relief. Her steady, experienced leadership and vision have enabled the board to look to the future for our school. We are working closely together on our strategic plan.

The MCS board has worked as a cohesive unit to get us to where we are today. We could see the future we felt was attainable, and we are making steady progress toward that future, achieving results.

- I am happy to report that our school enrollment is increasing at a time when many schools are seeing a decline. Almost all of our students, staff, administrators, and teachers will be returning to MCS next year.
- We are making improvements to our indoor and outdoor facilities. Working together, we created a new Middle School campus, implemented new playground upgrades, finalized a new fence, planted a school garden, upgraded the school's electrical wiring, and installed electric heat and air conditioning in the classrooms. Additionally, we made improvements to the preschool program and music classrooms.
- We have had a steady drumbeat of parent and volunteer-led workdays, fundraisers, class field trips, and club activities.
- We are hiring a new business manager and expanding our Middle School.
- We are planning for MCS's first school bus and transitioning our school to a 4-day school week, with Friday offerings for our families starting in Fall 2026.

It feels really good to see these results after such hard work.

As your board chair, I continue to focus from the student outward and from the top down. Any successful organization must adhere to these principles. What matters most is what you deliver at the student level, and how you go about doing that comes from the leadership and vision at the top. As a charter school, we have the benefit of being flexible in how we reach our goals, but we also have the challenge of delivering these things on a constrained budget. We have spent the last few years focusing on valuing our administrators, teachers, and staff by increasing their pay to match or exceed that of our neighboring school districts and working to improve their benefits. We are in another contract negotiation year, and we will continue to work towards those goals.

This year and into the next, we are also focused on investing in our facilities. While we champion the work done by our parent volunteers, we acknowledge that challenges related to federal funding and uncertainty surrounding the stability of our Renew America grant, which Brent Foster, Jill Maynard, and many others have

worked so hard on, will continue. Despite that uncertainty, we will move forward knowing that our campus needs this investment.

Those who work and volunteer here every day, as well as all the parents who drop off their kids at the school, have seen the equipment and the flurry of activity outside. Our school's HVAC project is moving full speed ahead. This is an investment in the future and in the health and safety of our community. The school will have a conditioned environment that will have not only heating and cooling, but also air filtration.

The current budget cycle is challenging for most of the schools in the state. Costs are rising in all areas, and we anticipate that the coming year will also be financially tight for us. The expected increase in enrollment and the long-term fiscal strategy of past years will aid us in navigating these challenges and give us the ability not only to manage current needs but also to continue looking towards the future.

We have added additional positions in our school over the last year, with a dedicated Preschool and Music program. We will continue to work to grow these programs. Next year, we will see our music program move out of its humble room downstairs and into its own dedicated space, where students will be able to learn and explore music in a specialized classroom. Our middle school is expanding to three teachers, with our Assistant Principal aiding teachers in management at the middle school campus.

Our playground has received a new swing set, and our garden, thanks to the help of staff and community engagement, has been revitalized. We look forward to the continued upgrading of our school campus this year and into the next.

We will continue to work hard to improve the school experience at MCS for our students. We believe that our combination of staff, administrators, and board is well-positioned to build on this year's successes.



CORE VALUES of MOSIER COMMUNITY SCHOOL

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

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

This includes:

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

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

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

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

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

This includes:

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

High Expectations and Growth for All Students: We set high expectations and standards to foster academic excellence and reach maximum potential. We constantly monitor and adjust educational expectations and standards to incorporate new learning. We do this for ourselves and those we will impact in the school's community.

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

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



STRATEGIC PLAN GOALS 2025 - 2030

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

2024-25 Strategic Plan Committee:

William Noonan - Facilitator

Emily Stranz - Board Member

Tiffany Stranz - Board Member

Michelle Dawkins - Executive Director

Jen Langley - Assistant Principal

Daun King - Facilities/Nutritional Services

Lisa Stevenson - SEL Teacher

Mary Ellen Holmes - 2/3 Teacher

Jonathon Moch - Parent

Danielle Weitzel - Parent



ENROLLMENT

Class Size - June 2024

Grade	KG	1	2	3	4	5	6	7	8	Total
Students	13	16	21	25	18	24	17	16	17	167

Enrollment Characteristics

<i>Characteristic</i>	<i>Median Class Size</i>	<i>Economically Disadvantaged</i>	<i>Students with Disabilities</i>	<i>English Language Learners</i>	<i>Attendees who are not chronically absent</i>	<i>Received required Immunizations</i>
Percentage of Students	K-8 - 17	100%*	14%	14%	70.5%	91%

These population dynamics reflect a student population that continues to trend more racially diverse each year, which aligns more closely with the district-wide population characteristics. Forty-four percent (44%) of our students are from Mosier, and fifty-six percent (56%) are from The Dalles and the Hood River area.



ABOUT MOSIER COMMUNITY SCHOOL

MULTI-AGE LEARNING ENVIRONMENT

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



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

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

CONTINUOUS PROGRESS

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

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

RELATIONSHIPS

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



RIGOR

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

RELEVANCE

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

RECOGNITION OF SUCCESS

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

WELLNESS

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



SUPPORTIVE COMMUNITY

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



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

MOSIER COMMUNITY PRESCHOOL

In the 2024–25 school year, Mosier Community School proudly launched Mosier Community Preschool. Previously funded through ESSER grant support, the transition to a private pay model began modestly, with just four students, and grew steadily to thirteen by the end of the year.

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



ACADEMICS and ACHIEVEMENT

Curriculum and Academic Programs

During the 2024–25 school year, Mosier Community School continued its commitment to providing exceptional instruction and fostering academic growth across all grade levels. A key highlight of the year was the adoption of new science curricula to strengthen our K–8 science program. Twig Science was selected for grades K–3, while STEMscopes was implemented in grades 4–8, both offering hands-on, inquiry-based learning aligned with current standards.

To further support literacy development, our English Language Arts program was enhanced with the addition of UFLI (University of Florida Literacy Institute) in grades K–3, providing targeted reading instruction and intervention.

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

Professional Development

At Mosier Community School, effective schools foster a strong culture of learning for both students and educators. During the 2024–25 school year, our K–8 teaching staff participated in LETRS (Language Essentials for Teachers of Reading and Spelling), a rigorous professional development program grounded in the science of reading.

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

Our K–8 teachers successfully completed Year 1 of the program and will continue with Year 2 during the 2025–26 school year, reinforcing our ongoing commitment to high-quality, research-based instruction for all students.





Project-Based Instruction

K-5 grade students did multiple project-based learning units on various subjects throughout the year. Rivers, Westward Expansion, and The American Revolution.

Additionally, we have received a grant that will provide our middle school team with the opportunity to enhance the middle school experience for our students and their families. The goal is to provide more engaging, meaningful, and rigorous learning.

Reading

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

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

Mathematics

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

Behavior Management

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

Key components of our behavior management system include:

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

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

- QPR (Question, Persuade, Refer) training for suicide prevention
- A Sensory Presentation led by Abby Feltner Smith
- “Ways to Help a Child in Meltdown Mode” presented by Lara Dunn.

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

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

ASSESSMENT

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

Starting next year, we will also implement NWEA MAP Growth assessments to provide nationally normed data that helps us better understand each student's academic growth and needs.

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



Spring 2025 Smarter Balance State Testing Data (unofficial scores):

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

	English Language Arts	Math	Science
Grade 3	41% State 23% District 42% Mosier	40% State 23% District 25% Mosier	
Grade 4	42% State 24% District 41% Mosier	37% State 20% District 44% Mosier	
Grade 5	47% State 40% District 58% Mosier	31% State 28% District 38% Mosier	30% State 24% District 25% Mosier
Grade 6	42% State 27% District 41% Mosier	29% State 18% District 29% Mosier	
Grade 7	45% State 36% District 54% Mosier	32% State 17% District 31% Mosier	
Grade 8	42% State 37% District 36% Mosier	29% State 15% District 7% Mosier	27% State 16% District 18% Mosier

Cohort Comparison Over Time:

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

CLUBS, COMMUNITY EVENTS AND ACTIVITIES

Mosier Community School had a very strong after-school club program before the pandemic hit, and we worked to bring back a variety of clubs, which included the following during the 2024-25 school year:

- Science Club (2/3)
- Oregon Battle of the Books (4/5)
- Drama Club (K-8)
- Stage Crew Club
- Skate Club
- Guitar Club
- Soccer Club
- Volleyball Club
- Homework Club
- Middle School Student Council



School Community Events and Activities:

Mosier Monday Morning Meeting
Jog-a-Thon
6th Grade Outdoor School
Oregon Battle of the Books
Monthly Community Skate Nights
MCS Spirit Weeks
Scholastic Book Fair
OMSI Science Day
STEM Night

ELD Family Night
Read-a-Thon
Winter Drama Performance
Turkey Trot Fundraiser
Title I and ELD Celebration Night
Middle School Game Nights
Portfolio Night
Spring Drama Performance
Made for Mosier Fundraiser



SCHOOL AND COMMUNITY GARDEN

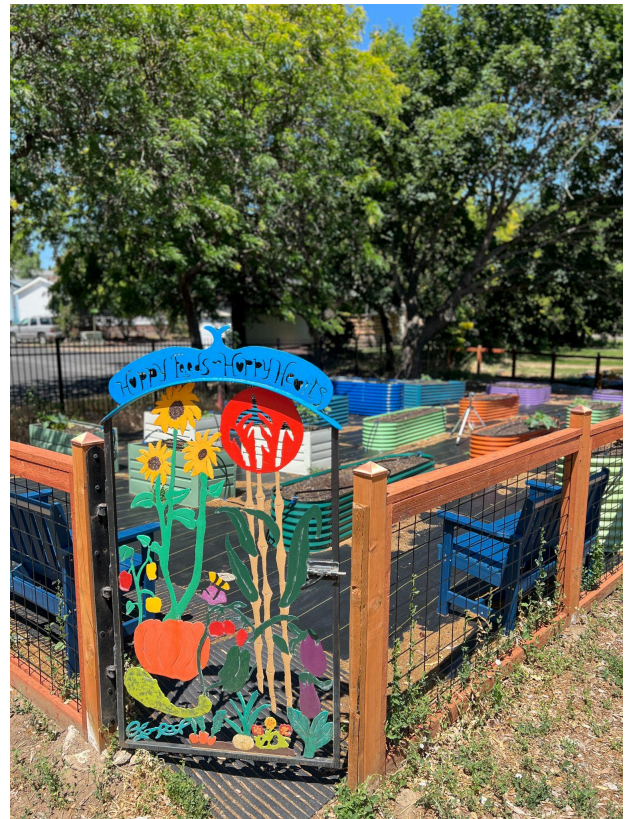
In 2024, Mosier Community School was awarded a \$15,000 grant to develop a school garden. This past year our school community has transformed our previous garden space with a new fence, storage shed, raised beds, and irrigation. In the future, our students will be able to dig in, plant, learn, and eventually harvest fresh produce right here on campus.

This garden is a wonderful addition to our school!

Purpose of the Garden Grant:

- To enrich student learning through agriculture- and garden-based educational experiences.
- To promote healthy nutrition by encouraging students to try fresh fruits and vegetables, both raw and cooked, and to explore simple, healthy recipes together.

The school garden will be a dynamic, hands-on learning space for our students and our community.



MOSIER COMMUNITY SCHOOL STAFF

Administration

Michelle Dawkins
 Jen Langley
 Veronica Smyth
 Sarah Reeves
 Daphne Flud

Executive Director
 Assistant Principal
 Business Manager
 Payroll
 Office Secretary

Licensed Staff

Fern Johnson
 Billi Frasier
 Mary Ellen Holms
 Lisa Godard
 Ann Marie Wagar
 Sarah Grace Bendinger
 Janet Baker
 Melina Hogue
 Savannah Rogan
 Rosemary Lanci
 Lisa Stevenson

K/1 classroom teacher
 K/1 classroom teacher
 2/3 classroom teacher
 2/3 classroom teacher
 4/5 classroom teacher
 4/5 classroom teacher
 K-3 Literacy Specialist
 Math/Science 6th - 8th grades
 ELA/Social Science 6th - 8th grades
 PE/Health- K-8
 Social-Emotional



Support Staff

Daun King
 Margit Elken
 Ashley Bronske
 Krissy Fulton
 Dale Kennedy
 Ramona Mittelstadt
 Brittny Fisher
 Mitch Leslie
 Richard Giunchigliani

Safety & Building Manager
 K-8 English Language Development
 Instructional Assistant
 Instructional Assistant
 Instructional Assistant/Facilities
 Instructional Assistant
 Instructional Assistant
 Maintenance
 Head Cook

Preschool Staff

Becca Lindley
 Ana Sonato

Head Teacher
 Assistant Teacher

North Wasco County Employees assigned to MCS

Kathy Mahn
 Dina Terry
 JoAnne Breckterfield
 Corene Stewart

Special Education Instructor
 SpEd Instructional Assistant
 SpEd Instructional Assistant
 Title 1 Instructional Assistant

GOVERNANCE and GRANTS

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

Board Members 2024-25

Dan Watson - Board Chair

Maria Mourou - Secretary

Emily Stranz - Policy Committee

Tiffany Stranz - Facilities

Giulia Good-Stefani - Board Vice Chair

Evelia Lachino - Treasurer

McKenna McKee - Fundraising



GRANTS

Early Literacy Grant (\$43,392)

SIA (\$197,523)

Fresh Fruits and Vegetables (\$10,600)

DOE Clean Energy Grant (\$868,000)

(Work is in progress)

Wasco Masonic Lodge Grant (\$1500)

STEM Hub Grant (\$1,000)

Anonymous Donation (\$12,000)

D21 Education Grant (\$1400)

Oregon Education Grant (\$15,000)

FINANCIAL

24-25 MCS Approved Budget

	100	200					Total
	General Fund	Special Revenue DOE	Special Revenue SIA	Special Revenue Early Literacy	Special Revenue Grants	Special Revenue Community	
Income							
1300 · Student Fees	100,000						100,000
1500 · Earning on Investments	63,000						63,000
1600 · Food Service						4,580	4,580
1700 · Extracurricular Activites	6,500					30,000	36,500
1900 · Other Revenue- Local	11,400				23,300	27,847	62,547
3000 · Revenue - State Sources	2,316,467		160,773	85,000			2,582,240
4000 · Revenue - Federal Sources						20,000	0
Transfers	33,508						33,508
Total Income	2,530,875		160,773	85,000	23,300	57,847	2,882,375
Expense							
100 · Salaries	1,200,231		54,162	81,175			1,421,752
200 · Payroll Costs	600,309		30,872	3,825			684,132
300 · Purchased Services	326,034		36,975		6,000	3,500	376,509
400 · Supplies & Materials	119,000		7,550		6,000	12,000	176,550
500 · Capital Outlay	140,735						140,735
600 · Other Expenses	42,000					500	42,500
Transfers							0
Total Expense	2,428,309		129,559	85,000	12,000	15,500	2,842,178
2024-2025 Operating Balance	102,566		31,214	0	11,300	42,347	(147,229)

2023-24 Audit Financials will be available at the end of June 2025

Respectfully submitted June 30, 2025

Michelle Dawkins

Mosier Community School

Executive Director

michelle.dawkins@nwasco.k12.or.us

June 2025 DLI Expansion Plans



Educate. Motivate. Graduate

Pillars of Dual Language Education

Cross-Cultural
Competence



Bilingualism
& Biliteracy



Academic
Achievement



Nuestras maestras increíbles / Our AMAZING teachers!



Maestra Yesi
Kindergarten



Maestra Susy
1er grado



Maestra Jaimie
2o grado



Maestra Jazmin
3er grado



Maestra Stephanie
4to grado



Maestra Bustos
5to grado

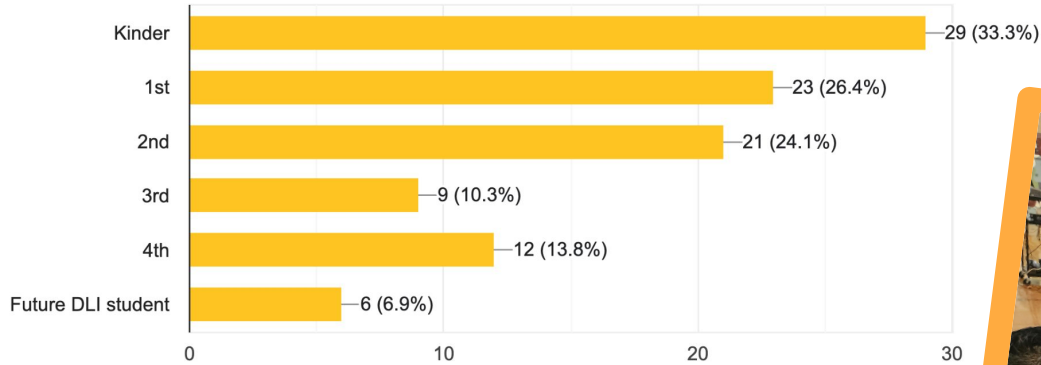
asignación de idioma / Language Allocation

grado / Grade	minutos españoles / Spanish Minutes	minutos de ingles English Minutes (including specials)	proporción de español a inglés / Approx. Span/Eng Ratio
K	260	60	80:20
1	260	60	80:20
2	260	60	80:20
3	200	120	60:40
4	160	160	50:50
5	160	160	50:50
6-12	Minimum of 2 periods	Rest of day	30:70 approx

DLI Family Engagement Survey Responses

Grado actual del estudiante(s) DLI DLI student(s) current grade

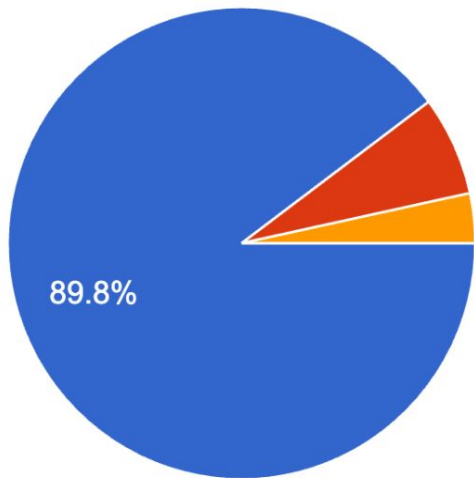
87 responses



DLI Family Engagement Survey Responses

La opción actual que el distrito está explorando es ampliar el programa DLI en Chenoweth a un programa K-8. **Se comprometería a mantener a su hijo en DLI para 6° grado en CES?**

The current option the district is exploring is to expand the DLI program at Chenoweth into a K-8 program. **Would you commit to keep your child in DLI for 6th grade at CES?**



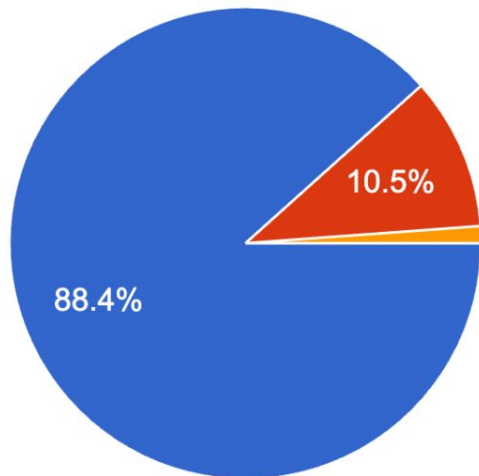
- Yes
- Maybe
- No



DLI Family Engagement Survey Responses

La opción actual que el distrito está explorando es hacer crecer el programa DLI en Chenowith en un programa K-8. **Se comprometería a mantener a su hijo en DLI para los grados 7-8 en CES?**

The current option the district is exploring is to grow the DLI program at Chenowith into a K-8 program. **Would you commit to keep your child in DLI for 7th-8th grades at CES?**



- Yes
- Maybe
- No



DLI Planning Process

- D21 team is in place to implement DLI expansion
- Identify metrics of success
- Work with D21, DLI consultants, and other school partners from around the state to support the program and its expansion.



Educate. Motivate. Graduate

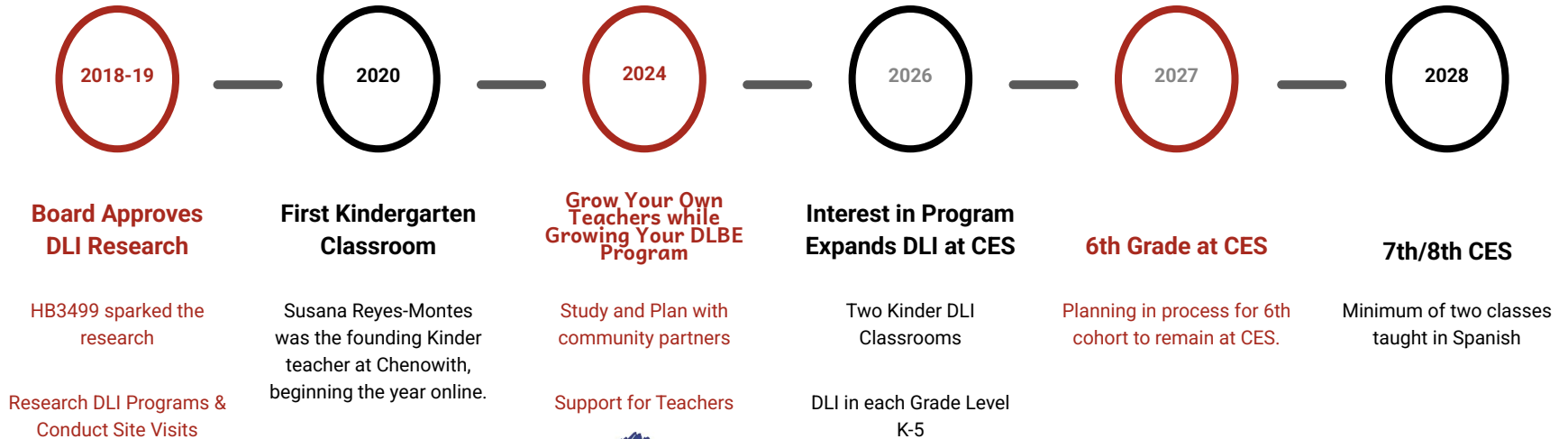


Chenoweth Elementary Classrooms

Kinder DLI	Kinder DLI	Kinder English
First DLI	First Grade English	First Grade English
Second DLI	Second Grade English	Second Grade English
Third DLI	Third Grade English	Third Grade English
Fourth DLI	Fourth Grade English	Fourth Grade English
Fifth DLI	Fifth Grade English	Fifth Grade English

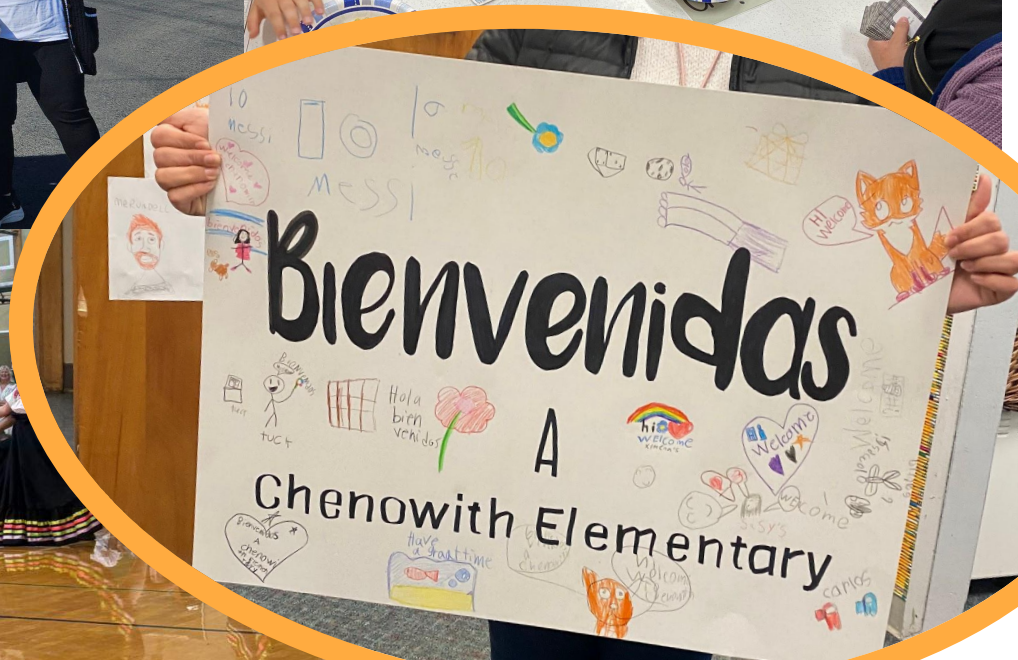


Timeline of Dual Language in North Wasco County Schools



Educate. Motivate. Graduate







DLI Parent Feedback Summary

Key Themes and Direct Quotes



This document summarizes feedback from parents regarding the Dual Language Immersion (DLI) program at Chenoweth Elementary. The feedback highlights the program's strengths, areas for improvement, and overall impact on students and families.

The parent feedback showcases notable improvements in students' **vocabulary, communication skills, reading comprehension, and writing abilities** in both English and Spanish. Parents expressed deep appreciation for the **dedication and effectiveness of the teachers and staff** involved in the DLI program. The program's positive impact on fostering **bilingualism** and strengthening **cultural connections** within the community was also frequently mentioned.

Several parents voiced a desire for the program to be **extended to higher grade levels**, ensuring continued access to dual language immersion throughout middle and high school. Suggestions were made to provide **additional support for teachers** and to address the needs of students with learning difficulties through **smaller class sizes** and tailored assistance.

Overall, parents expressed profound gratitude for the DLI program's **value to their families and the Chenoweth community**. They underscored the importance of maintaining and strengthening the program to benefit future generations of students.

Key Feedback Themes

- Improvements in Vocabulary & Communication
- Enhanced Reading & Writing Skills
- Appreciation for Teachers & Staff
- Positive Impact on Bilingualism & Cultural Connection
- Requests for Program Expansion to Higher Grades
- Need for More Support for Teachers
- Gratitude for Program's Value
- Suggestions for Smaller Class Sizes
- Desire for Continued Access Through Higher Education
- Mejoras en vocabulario y comunicación
- Mejora de las habilidades de lectura y escritura
- Agradecimiento a profesores y personal
- Impacto positivo en el bilingüismo y la conexión cultural
- Solicitudes de ampliación del programa a los grados superiores
- Necesidad de más apoyo para los profesores
- Gratitude por el valor del programa
- Sugerencias para reducir el tamaño de las clases
- Deseo de acceso continuo a través de la educación superior

Parent Quotes

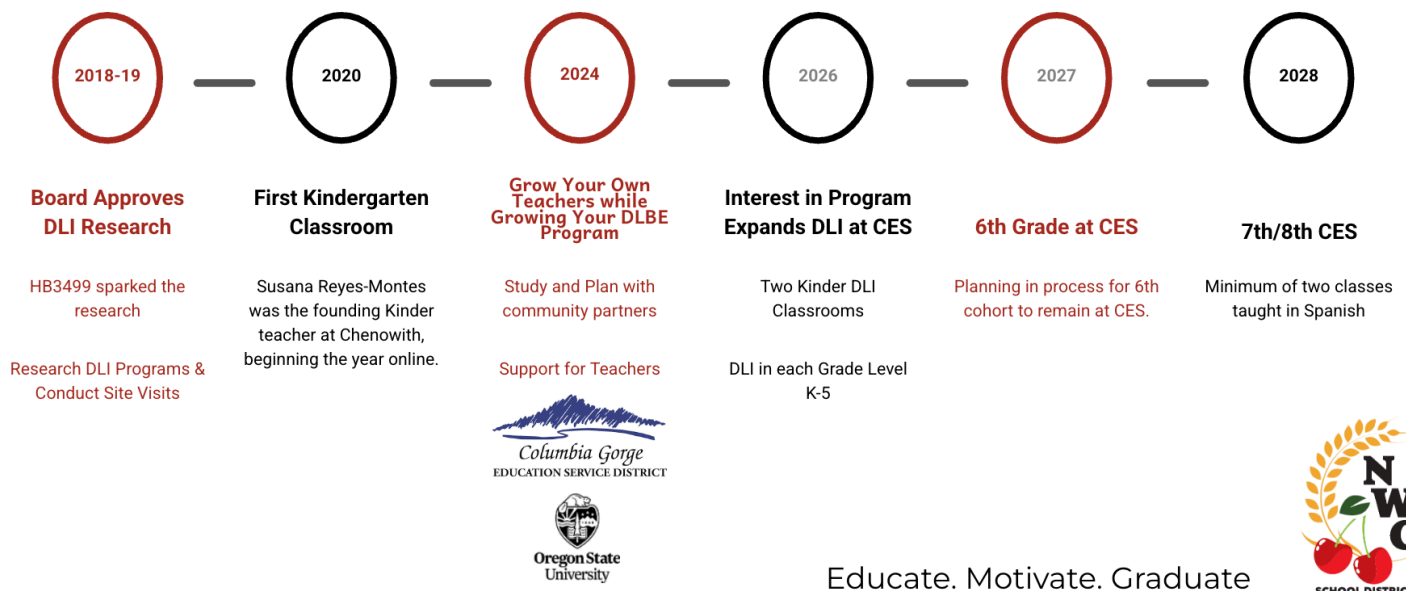
English Feedback:

- "My child's vocabulary has grown so much since starting the DLI program."
- "The teachers are incredibly dedicated and supportive."
- "We are so grateful for the opportunity to have our child in this program."
- "I hope the program continues through high school."
- "The DLI program has been invaluable to our family."

Spanish Feedback and English Translations:

- "El programa de inmersión dual ha sido una bendición para mi hijo. Su español ha mejorado muchísimo."
- "Los maestros son muy dedicados y siempre están dispuestos a ayudar."
- "Estamos muy agradecidos de que nuestros hijos tengan la oportunidad de participar en este programa."
- "Sería maravilloso si el programa continuara hasta la escuela secundaria."
- "El programa DLI ha sido muy valioso para nuestra comunidad."
- "The dual immersion program has been a blessing for my child. Their Spanish has improved greatly."
- "The teachers are very dedicated and always willing to help."
- "We are very grateful that our children have the opportunity to participate in this program."
- "It would be wonderful if the program continued through high school."
- "The DLI program has been very valuable to our community."

Timeline of Dual Language in North Wasco County Schools



Educate. Motivate. Graduate



North Wasco County School District 21
Resolution adopting the budget, making appropriations,
imposing and categorizing the tax

Resolution No. 25-26-01

RESOLUTION ADOPTING THE BUDGET

BE IT RESOLVED, that the Board of Directors of North Wasco County School District 21 hereby adopts the budget for fiscal year 2025-2026 in the total amount of \$64,700,381 now on file at the Business Office of the School District.

RESOLUTION MAKING APPROPRIATIONS

BE IT RESOLVED, that the amounts for the fiscal year beginning July 1, 2025, and for the purposes shown below are hereby appropriated:

100 - GENERAL FUND

Instruction	\$ 24,755,914
Support services	16,805,988
Transfers	1,090,000
Debt service	50,000
Contingency	875,000
Total	<u>\$ 43,576,902</u>

105 - TECHNOLOGY FUND

Support services	\$ 354,000
Total	<u>\$ 354,000</u>

107 - CURRICULUM ADOPTION FUND

Instruction	\$ 461,500
Support services	-
Total	<u>\$ 461,500</u>

110 - VEHICLE REPLACEMENT

Support services	\$ 30,000
Total	<u>\$ 30,000</u>

210 - FEDERAL PROGRAMS

Instruction	\$ 2,103,412
Support services	366,459
Enterprise & Comm. Svcs.	29,000
Facility Acquisition	500,000
Total	<u>\$ 2,998,871</u>

220 - STATE PROGRAMS

Instruction	\$ 1,703,477
Support services	440,799
Enterprise & Comm. Svcs.	57,452
Facility Acquisition	2,357,918
Total	<u>\$ 4,559,646</u>

230 - LOCAL PROGRAMS

Instruction	\$ 24,000
Support services	24,000
Enterprise & Comm. Svcs.	1,000
Facility Acquisition	1,000
Total	<u>\$ 50,000</u>

240 - VOCATIONAL EDUC. FUND

Instruction	\$ 27,000
Total	<u>\$ 27,000</u>

242 - ENTERPRISE ZONE PROJECTS

Facility Acquisition	\$ 291,000
Total	<u>\$ 291,000</u>

251 - STUDENT INVESTMENT ACCOUNT

Instruction	\$ 1,516,409
Support services	2,921,411
Enterprise & Comm. Svcs.	-
Total	<u>\$ 4,437,820</u>

252 - HIGH SCHOOL SUCCESS

Instruction	\$ 442,809
Support services	454,435
Total	<u>\$ 897,244</u>

290 - STUDENT BODY FUND

Instruction	\$ 318,100
Support services	-
Total	<u>\$ 318,100</u>

295 - BUS REPLACEMENT FUND

Support services	\$ 310,000
Total	<u>\$ 310,000</u>

RESOLUTION MAKING APPROPRIATIONS (cont.)

299 - NUTRITION SERVICES FUND

Enterprise & Comm. Svcs.	\$ 1,880,458
Total	<u>\$ 1,880,458</u>

305 - DEBT SERVICE - BUS PURCHASE

Debt service	\$ 182,856
Total	<u>\$ 182,856</u>

303 - DEBT SERVICE - OSBA PERS BONDS

Debt service	\$ 2,115,764
Total	<u>\$ 2,115,764</u>

401- CAPITAL IMPROVEMENT FUND

Facility Acquisition	\$ 160,000
Total	<u>\$ 160,000</u>

304 - DEBT SERVICE - FFCO

Debt service	\$ 377,063
Total	<u>\$ 377,063</u>

601 - INTERNAL SERVICE FUND

Support services	\$ 430,576
Transfers	465,000
Total	<u>\$ 895,576</u>

Total Appropriations, All Funds \$ 63,923,800

Total Unappropriated and Reserve Amounts, All Funds 776,581

TOTAL ADOPTED BUDGET \$ 64,700,381

RESOLUTION IMPOSING THE TAX

BE IT RESOLVED that the following ad valorem property taxes are hereby imposed upon the assessed value of all taxable property within the district for tax year 2025-2026:
 (1) At the rate of \$5.2399 per \$1,000 of assessed value for permanent tax rate;

RESOLUTION CATEGORIZING THE TAX

BE IT RESOLVED that the taxes imposed are hereby categorized for the purposes of Article XI section 11b as:

Subject to the Education Limitation

Permanent Rate..... \$5.2399 / \$1,000

Adopted this 26th day of June, 2025.

David Jones, Board Chair

Randal Anderson, Chief Financial Officer

**RESOLUTION ADOPTING A SUPPLEMENTAL BUDGET
AND MAKING APPROPRIATIONS WITHIN THE
HIGH SCHOOL SUCCESS FUND**

RESOLUTION 24-25-16

Whereas, When the budget of North Wasco County School District 21 for the 2024-25 school year was adopted additional grant revenues and carryover funds were not anticipated;

Whereas, the District anticipates receiving grant revenue to be in excess of the amounts that were included in the original budget;

Whereas, the District did not budget sufficient revenue nor expenditures to recognize the effect of these transactions

Therefore, be it resolved, that the additional amounts for the fiscal year beginning July 1, 2024, for the purposes shown below are hereby adopted and appropriated:

Within the High School Success Fund

252 -HIGH SCHOOL SUCCESS REVENUE

Grant revenue	\$ 75,000
Total Revenue	<u>\$ 75,000</u>

252 -HIGH SCHOOL SUCCESS EXPENDITURES

Instruction	\$ 50,000
Support services	<u>25,000</u>
Total Expenditures	<u>\$ 75,000</u>

Adopted this 26th day of June, 2025.

David Jones, Board chair

Randal Anderson, CFO

**RESOLUTION ADOPTING A SUPPLEMENTAL BUDGET
AND MAKING APPROPRIATIONS WITHIN THE
CAPITAL IMPROVEMENTS FUND**

RESOLUTION 24-25-17

Whereas, When the budget of North Wasco County School District 21 for the 2024-25 school year was adopted additional revenues were not anticipated;

Whereas, the District anticipates receiving contributions to offset the cost of certain **improvements** that were included in the original budget;

Whereas, the District did not budget sufficient revenue nor expenditures to recognize the effect of these transactions

Therefore, be it resolved, that the additional amounts for the fiscal year beginning July 1, 2024, for the purposes shown below are hereby adopted and appropriated:

Within the Capital Improvements Fund

401 - CAPITAL IMPROVEMENTS FUND REVENUE

Contributions	\$ 100,000
Total Revenue	<u>\$ 100,000</u>

401 - CAPITAL IMPROVEMENTS FUND EXPENDITURES

Facility acquisition	\$ 100,000
Total Expenditures	<u>\$ 100,000</u>

Adopted this 26th day of June, 2025.

David Jones, Board chair

Randal Anderson, CFO

**RESOLUTION ADOPTING A SUPPLEMENTAL BUDGET
AND MAKING APPROPRIATIONS WITHIN THE
STUDENT INVESTMENT ACCOUNT FUND**

RESOLUTION 24-25-18

Whereas, When the budget of North Wasco County School District 21 for the 2024-25 school year was adopted additional grant revenues and carryover funds were not anticipated;

Whereas, the District anticipates receiving grant revenue to be in excess of the amounts that were included in the original budget;

Whereas, the District did not budget sufficient revenue nor expenditures to recognize the effect of these transactions

Therefore, be it resolved, that the additional amounts for the fiscal year beginning July 1, 2024, for the purposes shown below are hereby adopted and appropriated:

Within the Student Investment Account Fund

251 -STUDENT INVESTMENT ACCOUNT REVENUE

Grant revenue	\$ 180,000
	<u> </u>
Total Revenue	\$ 180,000
	<u> </u>

251 -STUDENT INVESTMENT ACCOUNT EXPENDITURES

Instruction	\$ 50,000
Support services	<u>130,000</u>
	<u> </u>
Total Expenditures	\$ 180,000
	<u> </u>

Adopted this 26th day of June, 2025.

David Jones, Board chair

Randal Anderson, CFO

**RESOLUTION TRANSFERRING APPROPRIATIONS
WITHIN THE GENERAL FUND**

RESOLUTION 24-25-19

Whereas, actual expenditures within certain funds of North Wasco County School District 21 occurred in areas other than those originally budgeted; and

Whereas, the District did not provide spending authority for these increases when the budget for fiscal year 2024-25 was created;

Therefore, be it resolved, that the appropriations for the fiscal year beginning July 1, 2024, are adjusted as shown below:

100 - GENERAL FUND APPROPRIATION TRANSFER

	<u>Existing</u>	<u>Changes</u>	<u>Adjusted</u>
Instruction	\$ 22,674,992	\$ (300,000)	\$ 22,374,992
Support services	15,052,757	500,000	15,552,757
Debt service	<u>2,505,000</u>	<u>(200,000)</u>	<u>2,305,000</u>
Total	<u>\$ 40,232,749</u>	<u>\$ -</u>	<u>\$ 40,232,749</u>

Adopted this 26th day of June, 2025.

David Jones, Board Chair

Randal Anderson, CFO

**RESOLUTION ADOPTING A SUPPLEMENTAL BUDGET
AND MAKING APPROPRIATIONS WITHIN THE
FEDERAL PROGRAMS FUND**

RESOLUTION 24-25-20

Whereas, When the budget of North Wasco County School District 21 for the 2024-25 school year was adopted additional revenues were not anticipated;

Whereas, the District anticipates receiving contributions to offset the cost of certain **improvements** that were included in the original budget;

Whereas, the District did not budget sufficient revenue nor expenditures to recognize the effect of these transactions

Therefore, be it resolved, that the additional amounts for the fiscal year beginning July 1, 2024, for the purposes shown below are hereby adopted and appropriated:

Within the Federal programs Fund

210 - FEDERAL PROGRAMS FUND REVENUE

Grant revenue	\$ 418,088
	<u> </u>
Total Revenue	\$ 418,088
	<u> </u>

210 - FEDERAL PROGRAMS FUND EXPENDITURES

Instruction	\$ 418,088
	<u> </u>
Total Expenditures	\$ 418,088
	<u> </u>

Adopted this 26th day of June, 2025.

David Jones, Board chair

Randal Anderson, CFO



North Wasco County School District #21

School District Board of Directors

Board Motion for Action Item

BOARD ACTION

Date June 26, 2025

Action Requested: Approve contract extension

In November of 2024, the District entered into a contract, approved by ODE Office of Child Nutrition, with Sodexo America, LLC to act as the Food Service Management Company (FSMC) to operate the District's food service program for students, employees, visitors and guests.

Overall, the contract is designed to cover a five-year period through the original one-year contract and a series of four one-year extensions expiring each June 30. The terms of each extension must also be approved by ODE.

The District has received the necessary ODE approval and has negotiated the terms for a one-year contract extension for the 2025-26 fiscal year.

ACTION

I move to approve an extension of the FSMC contract with Sodexo America, LLC for the period beginning July 1, 2025 and ending June 30, 2026.

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

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



North Wasco County School District #21

School District Board of Directors

Board Motion for Action Item

BOARD ACTION

Date June 26, 2025 Action Requested: Motion to approve

The District has prepared a proposal to replat their property on Columbia View Heights into two parcels. That proposal has now been approved by the City of The Dalles Planning Commission.

The property will now be divided into two parcels. Parcel 1 consists of 59.87 Acres and is the furthest portion North and East that abuts Veterans Drive. Parcel 2 consists of 39.25 Acres furthest South that abuts the auction yard. Parcel 2 should be retained as a potential school site.

Parcel 1 is deemed to be surplus to the current and anticipated future needs of the District.

ACTION

I move to declare Parcel #1 of the District owned property on Columbia View Heights surplus to the needs of the District pursuant to policy DN.

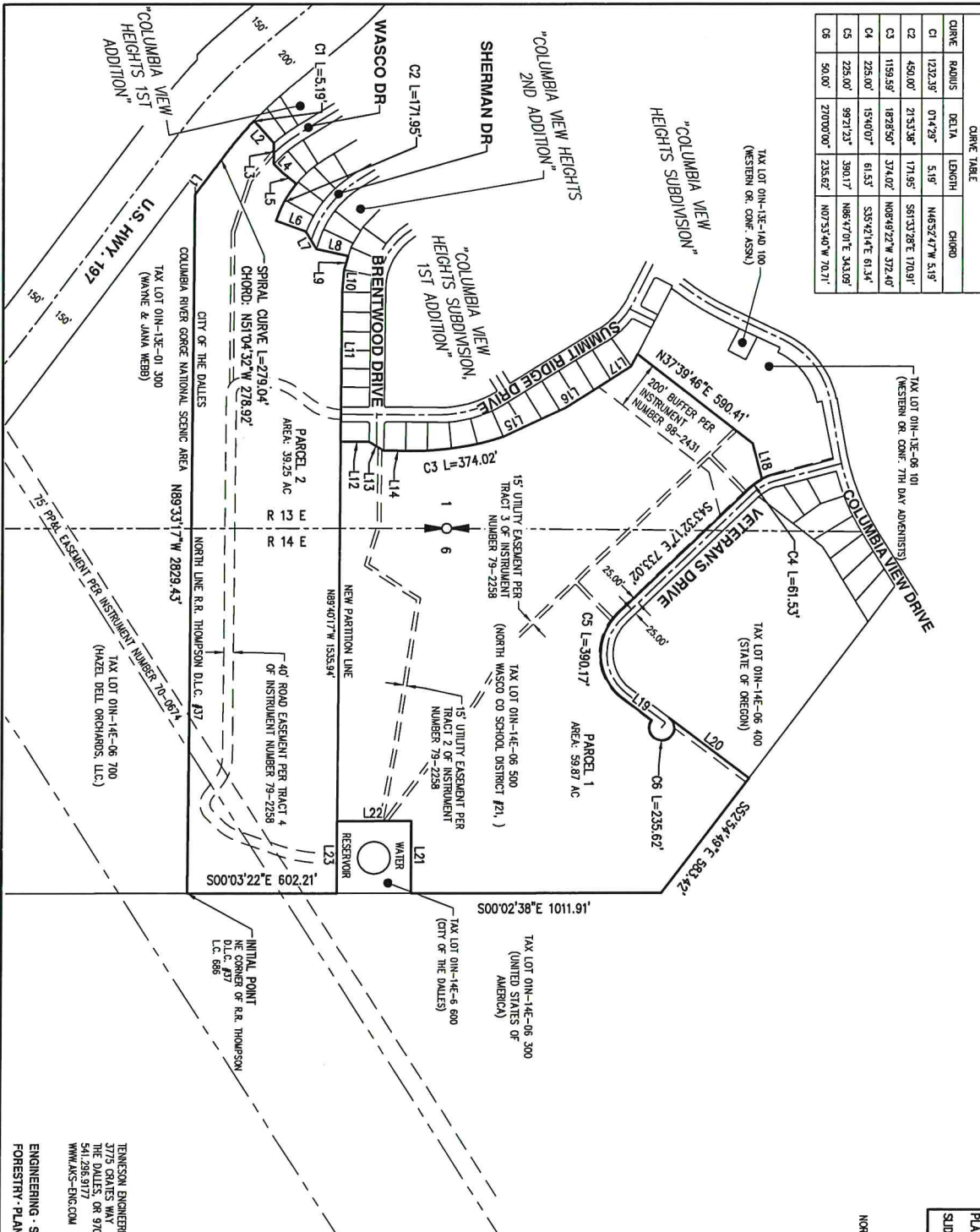


SCALE: 1" = 300 FEET
0 50 100 150 200 250 300

CURVE	RADIUS	DELTA	LENGTH	CHORD
C1	1232.39'	0°4'29"	5.19'	N46°52'47"W 5.19'
C2	450.00'	2°15'38"	171.95'	S01°33'28"E 170.91'
C3	1159.59'	18°28'50"	374.02'	N08°49'27"W 372.40'
C4	225.00'	15°40'07"	61.53'	S35°42'14"E 61.34'
C5	225.00'	99°21'23"	390.17'	N06°47'01"E 344.08'
C6	50.00'	27°00'00"	235.62'	N07°53'40"W 70.71'

PRELIMINARY PARTITION PLAT

A REPLAT OF A PORTION OF PARCEL 1 OF PP 97-0035 (ACCOUNT NO. 15759) LOCATED IN SECTION 1, TOWNSHIP 1 NORTH, RANGE 13 EAST, AND IN SECTION 6, TOWNSHIP 1 NORTH, RANGE 14 EAST, WILLAMETTE MERIDIAN, CITY OF THE DALLES, WASCOS COUNTY, OREGON
DATE: JANUARY 02, 2025



DOCUMENT NUMBER _____
PLAT NUMBER _____
SLIDE NUMBER _____

DECLARATION:
I, RANDY ANDERSON, CTO OF NORTH WASCOS COUNTY SCHOOL DISTRICT #21, THE OWNERS OF THE LAND SHOWN HEREIN, HEREBY DECLARE THAT THIS DIVISION OF LAND IS A LEGAL PLAT PARTITIONED IN ACCORDANCE WITH THE PROVISIONS OF ORS CHAPTER 92 AND THE PROVISIONS OF ORS CHAPTER 92 DESIRES.

LINE	BEARING AND DISTANCE
L1	N33°04'33"W 94.96'
L2	N47°39'35"E 120.66'
L3	S89°56'45"E 84.90'
L4	N44°20'53"E 47.17'
L5	N38°21'27"E 73.60'
L6	N19°37'48"E 129.34'
L7	N59°44'44"E 82.00'
L8	N12°39'05"E 131.38'
L9	S72°54'33"E 57.39'
L10	S85°15'33"E 90.42'
L11	S89°35'03"E 604.66'
L12	N00°24'57"E 115.00'
L13	N30°40'17"E 69.46'
L14	N00°24'57"E 115.00'
L15	N24°50'04"W 273.52'
L16	N31°33'58"W 109.68'
L17	N32°30'52"W 206.71'
L18	N25°06'47"E 150.31'
L19	N37°06'20"E 150.00'
L20	N37°06'20"E 465.30'
L21	N89°56'38"E 292.88'
L22	S00°03'22"E 300.00'
L23	N89°56'38"E 292.88'

PREPARED FOR
NORTH WASCOS COUNTY SCHOOL DISTRICT #21
RANDY ANDERSON, CTO
3632 WEST 10TH STREET
THE DALLES, OR 97058

ACKNOWLEDGMENT:
THIS INSTRUMENT WAS KNOWN AND EXAMINED BEFORE ME ON THE _____ DAY OF _____ 2025.
RANDY ANDERSON, CTO DATE _____

NOTARY SIGNATURE: _____
NOTARY PUBLIC PRINTED NAME: _____
STATE OF: _____
COUNTY OF: _____
COMMISSION NO.: _____
MY COMMISSION EXPIRES: _____

I HEREBY CERTIFY THIS PARTITION WAS EXAMINED AND APPROVED AS OF THIS DAY OF _____ 2025
WASCOS COUNTY SURVEYOR

I HEREBY CERTIFY THIS PARTITION WAS EXAMINED AND APPROVED AS OF THIS DAY OF _____ 2025
THE DALLES CITY ENGINEER

I HEREBY CERTIFY THIS PARTITION WAS EXAMINED AND APPROVED AS OF THIS DAY OF _____ 2025
THE DALLES PLANNING DIRECTOR

I HEREBY CERTIFY THIS PARTITION WAS EXAMINED AND APPROVED AS OF THIS DAY OF _____ 2025
WASCOS COUNTY ASSESSOR

WASCOS COUNTY TAX COLLECTOR

TENNESON ENGINEERING | AN AKS COMPANY
3775 CRAIGS WAY
541.285.9177
WWW.AKS-ENGINEERING.COM

ENGINEERING - SURVEYING - NATURAL RESOURCES
FORESTRY - PLANNING - LANDSCAPE ARCHITECTURE

REGISTERED PROFESSIONAL LAND SURVEYOR
REVIEW COPY
OREGON
JULY 13, 1999
BENJAMIN B. BERSEDA
50800
RENEWALS: 12/31/2025



North Wasco County School District #21

School District Board of Directors

Board Motion for Action Item

BOARD ACTION

Date June 26, 2025

Action Requested: Budget committee appointments

There are four positions on the North Wasco County School District budget committee that will expire on June 30, 2025.

Three of the four members of the committee have expressed a desire to be re-appointed to a new three-year term expiring June 30, 2028.

One of the positions will remain vacant until a new candidate is selected.

ACTION

I move to appoint Jennifer Gunter, Anthony Pereira and Cimmie Schultz to the North Wasco County School District budget committee for a three-year term beginning July 1, 2025 and expiring June 30, 2028.

NORTH WASCO COUNTY SCHOOL DISTRICT

Balance Sheet

May 31, 2025

Balance Sheet	General Fund	Reserve Funds	Federal Grants Fund	All State Grant Funds	Local Grants Fund	Special Revenue Funds	Nutrition Services Fund	Debt Service Funds	Capital Projects Fund	Internal Services Fund	District Totals
ASSETS:											
Cash & Investments	5,007,750	312,710	8,222	589,586	87,182	185,587	153,970	1,858,500	35,224	50,044	8,288,775
Accounts Receivable	496,884	-	-				-	-	-		496,884
Inventory/Prepaid expense	78,497	-	-	-			15,135	-	-		93,632
Total Assets	5,583,131	312,710	8,222	589,586	87,182	185,587	169,105	1,858,500	35,224	50,044	8,879,291
LIABILITIES:											
Accounts Payable	49,615	-					-	-	-		49,615
Payroll Liabilities	127,814	-	-				-	-	-		127,814
Deferred Revenue	466,894	-	-				16,201	-	-		483,095
Total Liabilities	644,323	-	-	-	-	-	16,201	-	-	-	660,524
FUND BALANCE:											
Total Fund Balance	4,938,808	312,710	8,222	589,586	87,182	185,587	152,904	1,858,500	35,224	50,044	8,218,767
Revenues & Expenditures: 2023-24 Year to Date											
Beginning Fund Balance	(1,064,334)	350,396	58,246	138,609	112,043	516,664	41,687	14,567	26,661	98,276	292,815
Year to Date Revenues	37,769,391	563,568	2,571,613	6,092,628	20,935	454,842	1,600,112	2,754,735	224,009	717,175	52,769,008
Year to Date Expenditures	31,766,249	601,254	2,621,637	5,641,651	45,796	785,919	1,488,895	910,802	215,446	765,407	44,843,056
Year to Date Net Income (Loss)	6,003,142	(37,686)	(50,024)	450,977	(24,861)	(331,077)	111,217	1,843,933	8,563	(48,232)	7,925,952
Ending Fund Balance	4,938,808	312,710	8,222	589,586	87,182	185,587	152,904	1,858,500	35,224	50,044	8,218,767

NORTH WASCO COUNTY SCHOOL DISTRICT

Expenditure Status Report

For the eleven months ending May 31, 2025

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expended
100 General Fund					
1000 - Instruction	22,674,992	17,443,758	4,743,327	487,907	76.93%
2000 - Support Services	15,052,757	13,352,773	2,043,286	(343,302)	88.71%
5000 - Debt Service & Fund Transfers	2,505,000	969,718	-	1,535,282	38.71%
6000 - Contingency	300,000	-	-	300,000	0.00%
7000 - Unappropriated Ending Fund Balance	500,000			500,000	0.00%
Totals	41,032,749	31,766,249	6,786,613	2,479,887	77.42%
105 Technology Fund					
2000 - Support Services	325,000	292,954	18,118	13,928	90.14%
7000 - Unappropriated Ending Fund Balance				-	
Totals	325,000	292,954	18,118	13,928	90.14%
107 - Textbook Replacement Fund					
1000 - Instruction	400,000	238,385	71,177	90,438	59.60%
2000 - Support Services	25,000	22,984	-	2,016	91.94%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	
Totals	425,000	261,369	71,177	92,454	61.50%
110 - Vehicle Replacement Fund					
2000 - Support Services	50,000	46,931		3,069	93.86%
7000 - Unappropriated Ending Fund Balance	-			-	
Totals	50,000	46,931	-	3,069	93.86%
210 - Federal Programs Fund					
1000 - Instruction	2,454,360	2,302,466	356,458	(204,564)	93.81%
2000 - Support Services	872,171	275,371	14,436	582,364	31.57%
3000 - Enterprise & Community Services	98,263	31,800	472	65,991	32.36%
4000 - Capital Outlay	300,000	12,000	-	288,000	4.00%
7000 - Unappropriated Ending Fund Balance	-			-	0.00%
Totals	3,724,794	2,621,637	371,366	731,791	70.38%
220 - State Grant Funds					
1000 - Instruction	1,735,436	1,185,392	159,174	390,870	68.31%
2000 - Support Services	526,728	316,914	53,456	156,358	60.17%
3000 - Enterprise & Community Services	66,626	55,203	-	11,423	82.86%
4000 - Capital Outlay	2,234,060	100,331	-	2,133,729	4.49%
7000 - Unappropriated Ending Fund Balance				-	0.00%
Totals	4,562,850	1,657,840	212,630	2,692,380	36.33%
230 - Local Grants					
1000 - Instruction	60,179	35,388		24,791	58.80%
2000 - Support Services	41,650	10,408	-	31,242	24.99%
3000 - Enterprise & Community Services	-			-	
5000 - Debt Service & Fund Transfers	-	-		-	
Totals	101,829	45,796	-	56,033	44.97%
240 - Vocational Education Fund					
1000 - Instruction	30,000	-	-	30,000	0.00%
Totals	30,000	-	-	30,000	0.00%

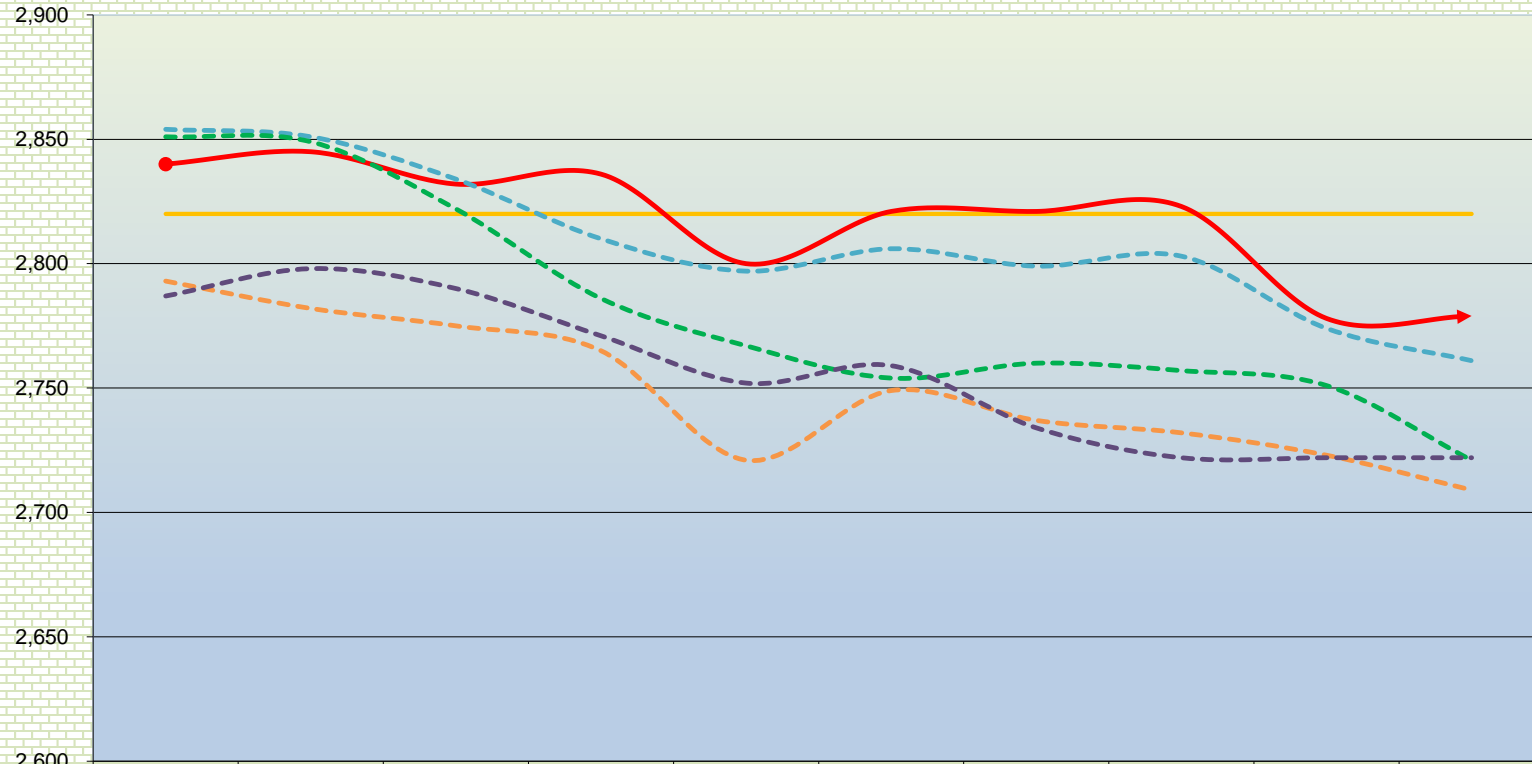
NORTH WASCO COUNTY SCHOOL DISTRICT

Expenditure Status Report (continued)

For the eleven months ending May 31, 2025

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expended
242 - Enterprise Zone Funds					
1000 - Instruction	-	-	-	-	
2000 - Support Services	540,000	499,691	-	40,309	92.54%
4000 - Capital Outlay	-	-	-	-	
Totals	540,000	499,691	-	40,309	92.54%
251 - Student Investment Account					
1000 - Instruction	1,294,052	1,078,473	227,710	(12,131)	83.34%
2000 - Support Services	2,668,155	2,229,994	472,427	(34,266)	83.58%
3000 - Enterprise & Community Services	27,993			27,993	0.00%
4000 - Capital Outlay				-	0.00%
Totals	3,990,200	3,308,467	700,137	(18,404)	82.91%
252 - High School Success Account					
1000 - Instruction	657,479	589,038	86,808	(18,367)	89.59%
2000 - Support Services	93,349	86,306	6,040	1,003	92.46%
4000 - Capital Outlay				-	
Totals	750,828	675,344	92,848	(17,364)	89.95%
295 - Bus Replacement Fund					
2000 - Support Services	385,000	286,228	-	98,772	74.34%
3000 - Enterprise & Community Services	-		-	-	
Totals	385,000	286,228	-	98,772	74.34%
299 - Nutrition Services Fund					
2000 - Support Services	2,500	193		2,307	7.72%
3000 - Enterprise & Community Services	1,883,611	1,488,702	234,945	159,964	79.03%
Totals	1,886,111	1,488,895	234,945	162,271	78.94%
303 - OSBA PERS Bonds					
5000 - Debt Service & Fund Transfers	2,019,484	184,742		1,834,742	9.15%
7000 - Unappropriated Ending Fund Balance	-	-		-	
Totals	2,019,484	184,742	-	1,834,742	9.15%
304 - Full Faith & Credit Obligation					
5000 - Debt Service & Fund Transfers	379,063	379,063	-	-	100.00%
7000 - Unappropriated Ending Fund Balance	5,937			5,937	0.00%
Totals	385,000	379,063	-	5,937	98.46%
305 - Bus Purchase Fund					
5000 - Short term debt service	348,000	346,997		1,003	99.71%
7000 - Unappropriated Ending Fund Balance				-	
Totals	348,000	346,997	-	1,003	99.71%
401 - Capital Improvements					
2000 - Support Services	10,000	4,148	-	5,852	
4000 - Capital Outlay	298,100	211,298	133,449	(46,647)	70.88%
Totals	308,100	215,446	133,449	(40,795)	69.93%
601 - Internal Services					
2000 - Support Services	462,146	300,407	21,454	140,285	65.00%
5000 - Debt Service & Fund Transfers	465,000	465,000		-	100.00%
Totals	927,146	765,407	21,454	140,285	82.56%
Total All Funds	61,792,091	44,843,056	8,642,737	8,306,298	

North Wasco County School District Enrollment by Month



	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
— ODE est.	2,820	2,820	2,820	2,820	2,820	2,820	2,820	2,820	2,820	2,820
●→ 2024-25	2,840	2,845	2,832	2,836	2,800	2,821	2,821	2,823	2,778	2,779
- - - 2023-24	2,854	2,851	2,834	2,810	2,797	2,806	2,799	2,803	2,774	2,761
- - - 2022-23	2,851	2,849	2,822	2,786	2,767	2,754	2,760	2,757	2,751	2,721
- - - 2021-22	2,793	2,782	2,775	2,765	2,721	2,749	2,737	2,732	2,723	2,709
- - - 2020-21	2,787	2,798	2,790	2,771	2,752	2,759	2,734	2,722	2,722	2,722

Enrollment Summary by Building and Grade - 6/02/2025															
School	Name	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
1093	Chenowith Elementary	59	78	72	75	78	58	0	0	0	0	0	0	0	420
1097	Colonel Wright Elementary	44	44	53	44	55	58	0	0	0	0	0	0	0	298
1098	Dry Hollow Elementary	52	68	79	70	78	72	0	0	0	0	0	0	0	419
5250	Innovations Academy	0	0	0	0	0	0	0	0	18	30	24	24	10	106
5251	Innovations Virtual	0	1	1	1	5	2	8	25	16	28	41	62	25	215
1095	Mosier Community School	13	16	21	25	18	24	17	16	17	0	0	0	0	167
1101	The Dalles High School	0	0	0	0	0	0	0	0	0	178	179	167	147	671
1100	The Dalles Middle School	0	0	0	0	0	0	168	148	167	0	0	0	0	483
	Totals	168	207	226	215	234	214	193	189	218	236	244	253	182	2779

Coop Information - The Dalles / Dufur

Activity: Girls Soccer **Duration:** 1 years **School Years:** 2025-26 through 2025-26

Reason: *This is the reason for creating this cooperative sponsorship.*
 Dufur High School does not offer girls soccer as an extracurricular activity. Geographic isolation.

Practice Location: Wahtonka Soccer Field **Contest Location:** Wahtonka Soccer Fields
This is where practices will be held. *This is where home contests will be held.*

Placement

Combined ADM: 594 **Coop Classification:** 4A **Coop League:** 4A-2 (2022-2025) Tri-Valley Conference
Sum of both school's ADM numbers from the selected starting school year. *Based on the combined ADM, this coop would compete in this classification.* *The selected league in which this coop will join and compete.*

Host School
The Dalles
 Classification: 4A, ADM: 540
 League: 4A-2 Tri-Valley Conference

School 2
Dufur
 Classification: 1A, ADM: 54
 League: 1A-6 Big Sky League



League Approval
Cooperative sponsorship applications must obtain approval from the regular league or special district in which the proposed cooperative team will participate.

League/Special District Representative for 4A-2 Tri-Valley Conference

Name: Cody Aker **School:** Gladstone High School
Email: akerc@gladstone.k12.or.us **Role:** League Representative
Signature: /Cody Aker/ **Date Decided:** 5/21/2025
Approved?: Approved
Comments: --

Host School Information - The Dalles

Activity Participation - Girls Soccer - The Dalles

The Dalles Girls Soccer participants, by school year and grade

Participation	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	9	5	14	13
Current Year	5	11	10	16
Next Year	11	10	16	15

Superintendent Approval

Superintendent Name: *
Please type in your name.

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

School Enrollment - The Dalles

Students enrolled at The Dalles, by school year and grade

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	158	149	167	179
Current Year	149	167	179	179
Next Year	167	179	179	166

School Board Approval - North Wasco County School District 21

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

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

School 2 Information - Dufur

Activity Participation - Girls Soccer - Dufur

Dufur Girls Soccer participants, by school year and grade

Participation	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	0	0	0	0
Current Year	0	0	0	0
Next Year	0	0	0	3

Superintendent Approval

Superintendent Name: *
Please type in your name.

Signature: /s/ *
Indicate your approval and digitally sign this form by typing in your full legal name.

School Enrollment - Dufur

Students enrolled at Dufur, by school year and grade

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	23	25	18	27
Current Year	24	21	27	25
Next Year	21	27	25	31

School Board Approval - Dufur School District 29

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

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

Cooperative Sponsorship Application Form

[? Help](#)[Close](#)

Form Actions

[? Help](#)

Awaiting Your Digital Signature, Please Review and Sign

Coop Application Form Status and Progression

WORK >>> SUBT >>> DONE



Awaiting your approval and digital signature.

Instructions

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

Next Steps

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

Coop Information - The Dalles / Dufur

Activity: Boys Cross Country **Duration:** 1 years **School Years:** 2025-26 through 2025-26

Reason: *This is the reason for creating this cooperative sponsorship.*

Sport is not offered by Dufur. Reasonable commute distance to host school. Geographic isolation and small amount of athletic participation.

Practice Location: Sorosis Park in The Dalles
This is where practices will be held.

Contest Location: Sorosis Park in The Dalles
This is where home contests will be held.

Placement

Combined ADM: 594

Sum of both school's ADM numbers from the selected starting school year.

Coop Classification: 4A

Based on the combined ADM, this coop would compete in this classification.

Coop League: 4A-2 (2022-2025) Tri-Valley Conference

The selected league in which this coop will join and compete.

Host School

The Dalles

Classification: 4A, ADM: 540
League: 4A-2 Tri-Valley Conference

School 2

Dufur

Classification: 1A, ADM: 54
League: 1A-6 Big Sky League

League Approval

Cooperative sponsorship applications must obtain approval from the regular league or special district in which the proposed cooperative team will participate.

League/Special District Representative for 4A-2 Tri-Valley Conference

Name: Cody Aker

School: Gladstone High School

Email: akerc@gladstone.k12.or.us

Role: League Representative

Signature: /Cody Aker/

Date Decided: 6/18/2025

Approved?: Approved

Comments: --

Host School Information - The Dalles

Activity Participation - Boys Cross Country - The Dalles

The Dalles Boys Cross Country participants, by school year and grade

Participation	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	2	7	13	6
Current Year	3	5	1	12
Next Year	5	1	12	3

Superintendent Approval

Superintendent Name:

 *

Please type in your name.

Signature:

/s/ *

School Enrollment - The Dalles

Students enrolled at The Dalles, by school year and grade

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	158	149	167	179
Current Year	149	167	179	179
Next Year	167	179	179	166

School Board Approval - North Wasco County School District 21

Date School Board Approved:

 *

This is the date that the school board for The Dalles approved this cooperative sponsorship. A copy of your school board's approval must be available at the request of the OSAA.

School 2 Information - Dufur

Activity Participation - Boys Cross Country - Dufur

Dufur Boys Cross Country participants, by school year and grade

Participation	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	NA	NA	NA	NA
Current Year	NA	NA	NA	NA
Next Year	NA	NA	1	NA

Superintendent Approval

Superintendent Name:

 *

Please type in your name.

School Enrollment - Dufur

Students enrolled at Dufur, by school year and grade

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	12	25	18	27
Current Year	24	21	27	25
Next Year	21	27	25	31

School Board Approval - Dufur School District 29

Date School Board Approved:

 *

This is the date that the school board for Dufur approved this cooperative sponsorship. A copy of your school board's approval must be available at the request of the OSAA.

Cooperative Sponsorship Application Form

? Help Close

Form Actions

Coop Application Form Status and Progress

? Help

Awaiting Your Digital Signature, Please Review and Sign

WORK SUBT DONE

Awaiting your approval and digital signature.

Instructions

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

Next Steps

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

Coop Information - The Dalles / Dufur

Activity: Girls Cross Country Duration: 1 years School Years: 2025-26 through 2025-26

Reason: This is the reason for creating this cooperative sponsorship. Sport is not offered by Dufur. Reasonable commute distance to host school. Geographic isolation and small amount of athletic participation.

Practice Location: Sorosis Park in The Dalles Contest Location: Sorosis Park in The Dalles

Placement

Combined ADM: 594 Coop Classification: 4A Coop League: 4A-2 (2022-2025) Tri-Valley Conference

Host School: The Dalles School 2: Dufur

League Approval

Cooperative sponsorship applications must obtain approval from the regular league or special district in which the proposed cooperative team will participate.

League/Special District Representative for 4A-2 Tri-Valley Conference

Name: Cody Aker School: Gladstone High School
Email: akersc@gladstone.k12.or.us Role: Athletic Director
Signature: /Cody Aker/ Date Decided: 6/18/2025
Approved?: Approved
Comments: --

Host School Information - The Dalles

Activity Participation - Girls Cross Country - The Dalles

The Dalles Girls Cross Country participants, by school year and grade

Table with 5 columns: Participation, 12th Grade, 11th Grade, 10th Grade, 9th Grade. Rows: Last Year, Current Year, Next Year.

School Enrollment - The Dalles

Students enrolled at The Dalles, by school year and grade

Table with 5 columns: Enrollment, 12th Grade, 11th Grade, 10th Grade, 9th Grade. Rows: Last Year, Current Year, Next Year.

Superintendent Approval

Superintendent Name: Carolyn Bernal

Signature: /s/

School Board Approval - North Wasco County School District 21

Date School Board Approved:

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

School 2 Information - Dufur

Activity Participation - Girls Cross Country - Dufur

Dufur Girls Cross Country participants, by school year and grade

Table with 5 columns: Participation, 12th Grade, 11th Grade, 10th Grade, 9th Grade. Rows: Last Year, Current Year, Next Year.

School Enrollment - Dufur

Students enrolled at Dufur, by school year and grade

Table with 5 columns: Enrollment, 12th Grade, 11th Grade, 10th Grade, 9th Grade. Rows: Last Year, Current Year, Next Year.

Superintendent Approval

Superintendent Name: Kristin Whitley

School Board Approval - Dufur School District 29

Date School Board Approved: 05/05/2025



CLERK'S OFFICE

401 E 3rd St, Ste 100 • The Dalles, OR 97058
p: [541] 506-2530 • f: [541] 506-2531 • www.co.wasco.or.us

Pioneering pathways to prosperity.

June 11, 2025

TO: Wasco County Special Districts
FROM: Chrissy Zaugg, Wasco County Clerk
RE: May 20, 2025 Certified Election Results and Acceptance

Attached are the Certified Election Results for the May 20, 2025 Special District Election and the "Acceptance of Election Results" form for those candidates receiving the most votes. ORS 255.295 requires that this abstract be sent to all districts so the districts can determine the results and verify that the candidates elected are qualified to hold office.

Please return the "Acceptance of Election Results" no later than 5 pm Monday, July 7, 2025. The form can be mailed to the address above, or emailed to countyclerk@co.wasco.or.us.

Once the "Acceptance of Election Results" form is returned, a "Certificate of Election" can be issued by our office to the candidates who were elected. According to ORS 254.568, before entering the duties of the office, the candidate shall not take the oath of office until the candidate has been granted a "Certificate of Election."

Write-In Positions:

- If there are any candidates elected by write-in votes, the District will need to determine if the candidates meet qualifications (a preliminary review has been done by our office). If a candidate does not qualify, line through the name on the "Acceptance of Election Results" and initial.
- A "Write-in Candidate Acceptance Form" will be mailed to the candidates in accordance with ORS 254.548. The form asks the candidate to accept or decline the office.
- Upon receipt of both the "Acceptance of Election Results" and the "Write-in Candidate Acceptance Form" where the candidate accepts the position, a "Certificate of Election" can be issued to the candidate. Before entering the duties of the office, the candidate shall not take the oath of office until the candidate has been granted a "Certificate of Election".
- If a write-in candidate declines the office, the office will be declared vacant. The District will be notified whether the position is accepted or declared vacant.

If you have any questions, please feel free to contact us at 541-506-2530.



CLERK'S OFFICE

401 E 3rd St, Ste 100 • The Dalles, OR 97058
p: [541] 506-2530 • f: [541] 506-2531 • www.co.wasco.or.us

Pioneering pathways to prosperity.

ACCEPTANCE OF ELECTION RESULTS

Please sign and return this form no later than Monday, July 7, 2025.

THIS FORM MUST BE COMPLETED AND RETURNED TO THE COUNTY CLERK'S OFFICE BEFORE A CERTIFICATE OF ELECTION WILL BE ISSUED TO THE CANDIDATE. THE CANDIDATE SHALL NOT TAKE THE OATH OF OFFICE UNTIL THEY HAVE BEEN GRANTED A CERTIFICATE OF ELECTION.

TO: Chrissy Zaugg
Wasco County Clerk
401 E 3rd St, Ste 100
The Dalles, OR 97058

FROM: Cindy Miller
North Wasco County School District #21

SUBJECT: Abstract of Election Results (ORS 255.295)
Date of Election – May 20, 2025

This is to verify receipt of the abstract from the May 20, 2025 Special District Election and our acceptance of it as the official election results.

We hereby declare the following candidates elected at this election are qualified to hold office.

- | | |
|---|---|
| Director – Zone #1
Betsy Hege | Director – Zone #4
David Polehn |
| Director – Zone #5
Kevin A Kramer | Director – Zone #7
Katie Kelley |

Date

Signature

Title

Statement of Votes Cast Certified Official North Wasco County School District #21

Wasco County, OR May 20, 2025 Special District Election

All Precincts, All Districts, All Counter Groups, All ScanStations, N Wasco County School District #21,

Director, Zone 1, N Wasco County School District #21, Director, Zone 4, N Wasco County School

District #21, Director, Zone 5, N Wasco County School District #21, Director, Zone 7, All Boxes

Total Ballots Cast: 1916, Registered Voters: 18815, Overall Turnout: 10.18%

6 precincts reported out of 6 total

Choice	Votes	Vote %
--------	-------	--------

All Precincts

N Wasco County School District #21, Director, Zone 1 (Vote for 1)

415 ballots (0 over voted ballots, 0 overvotes, 128 undervotes), 2230 registered voters, turnout 18.61%

Betsy Hege	280	97.56%
Write-in	7	2.44%
Total	287	100.00%
Overvotes	0	
Undervotes	128	

N Wasco County School District #21, Director, Zone 4 (Vote for 1)

395 ballots (0 over voted ballots, 0 overvotes, 16 undervotes), 1914 registered voters, turnout 20.64%

John T Nelson	173	45.65%
David Polehn	203	53.56%
Write-in	3	0.79%
Total	379	100.00%
Overvotes	0	
Undervotes	16	

N Wasco County School District #21, Director, Zone 5 (Vote for 1)

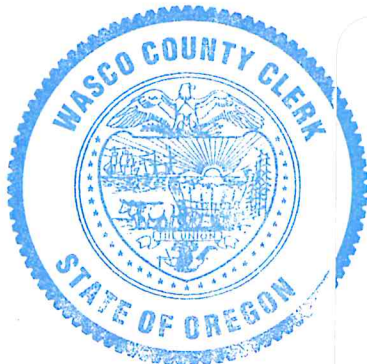
492 ballots (0 over voted ballots, 0 overvotes, 22 undervotes), 2135 registered voters, turnout 23.04%

Shannon Wilkinson	123	26.17%
Kevin A Kramer	345	73.40%
Write-in	2	0.43%
Total	470	100.00%
Overvotes	0	
Undervotes	22	

N Wasco County School District #21, Director, Zone 7 (Vote for 1)

614 ballots (0 over voted ballots, 0 overvotes, 24 undervotes), 2326 registered voters, turnout 26.40%

Katie Kelley	346	58.64%
Steve Lawrence	241	40.85%
Write-in	3	0.51%
Total	590	100.00%
Overvotes	0	
Undervotes	24	



I, Chrissy Zaugg, Wasco County Clerk, do hereby certify that the votes recorded on this report correctly summarize the tally of votes cast at the May 20, 2025 Special District Election.

Dated this 11th day of June 2025.

Chrissy Zaugg
Wasco County Clerk

North Wasco County School District 21

Code: BCBA-AR(1)
 Adopted: 2/23/23
 Revised/Readopted: 6.26.25

Student Representatives to the Board

The Board recognizes and values student input in the decision-making process. To support and encourage student participation, the Board may allow up to two student representatives to serve as advisory members of the Board.

Student Representative Eligibility

1. Student representatives must attend The Dalles High School or Innovations Academy as a full-time student. ~~in the 10th or 11th grade at the time of application. Student representatives shall be in 11th or 12th grade during their one-year service period.~~ **A student who served while in grade 11 may reapply to serve a second term, may automatically be selected to serve another term without reapplying if they choose to serve again.**
2. Student representatives must be able to serve for the period of September 1 through June 30.
3. Student representatives must complete the selection process in full, including the Student Representative **on** the Board Application Form and interviews with a board sub-committee. Application forms are due to the school principal by May 15.

Application and Selection Process

1. Student representatives will be nominated by the principal of the school in which they attend (The Dalles High School or Innovations Academy).
2. The principal will consider recommendations from the student body and faculty.
3. Upon receiving a nomination, interested candidates must complete the Student Representative to the Board Application Form and Essay and return it to the principal before May 15.
4. Principal-approved application forms will be reviewed by a board member panel and interviews may be conducted to determine which candidate(s) will be the best fit.
5. The Board may select ~~up to~~ **a minimum of** two candidates to serve in equal advisory positions. The selection of a student representative for the subsequent school year will be made by committee no later than June 15.
6. If a student representative is removed as a board member or abdicate their position voluntarily, the principal may be asked to select a replacement to complete that representative's term.

District Role and Responsibilities

1. The district administration will ensure the student representative on the Board receives the same notices and materials as elected/appointed school board members, e.g., notice of meetings, agenda, appropriate meeting materials, except confidential information or materials concerning personnel, bargaining or legal matters.
2. The district will invite student representatives to attend public budget meetings.
3. Provide space at the board table for two student representatives during all regular sessions. Special sessions such as the Board retreat or conferences can be attended at the student's discretion. Student representatives are not allowed to attend executive or emergency sessions.
4. Allow student representatives the same privileges of discussion that apply to all Board members. Student representatives may make advisory recommendations which will be captured in the Board meeting minutes, but they may not cast votes on any motions.
5. Assign one or more ~~Board members to mentor~~ **mentors to the** student representatives regarding Board member roles, responsibilities, etiquette and protocol. **The mentor may be a current or former school board member with at least two full years of school board experience.**
6. Remove a student representative or end the program if issues transpire that lead members to determine it (or an individual) has become counter-productive to the guiding principles of the Board.

Student Representative Role and Responsibilities

1. Take the following Oath of Office stated in Board policy BCBA – Student Representative(s) on the Board before taking their seat on the Board;
2. Attend monthly regular board meetings, work sessions and invited to attend budget meetings that are deemed necessary. Transportation to and from meetings is the responsibility of the student;
3. Will review and read the board packet in preparation for meetings;
4. Shall not be a voting member of the Board or hold an officer position on the Board;
5. Shall not attend an executive session of the Board;
6. Can participate in discussions of the Board at regular meetings and work sessions;
7. Speak to the interests of the students in a manner that is appropriate and respectful to all members of the Board, school faculty and members of the audience;
8. Maintain confidentiality while serving as a liaison between the Board and the student body;
9. Meet with the superintendent and or board secretary as needed;
10. Read and sign the Board Operating Protocols;

11. Will give earliest possible notification to the Board of intent to resign, if applicable. Vacancies will be filled through the established process or a student representative may be appointed as deemed appropriate by the Board;
12. May be removed from office for failing to meet roles and responsibilities or regulations outlined herein as deemed by the Board, or if deemed necessary by district administration as part of a disciplinary proceedings issued by school administration.

Other Responsibilities and/or Duties as Assigned

The following is a non-inclusive list of other possible duties and/or responsibilities for student representative on the board:

1. May be asked to present specific school board proposals to the district's student community to gain insight and opinions from local students, as appropriate.
2. May be asked to communicate with school-sponsored clubs and organizations on topics proposed by the Board.
3. May be asked to serve on a Board committee.
4. May be asked to participate in the promotion for the role of student representative on the Board during the application period for a successor.

Code: IIA-AR(1)

Revised/Reviewed: 6/08/00; 5/26/04; 6/15/17

Orig. Code(s): IIA-AR

Questioned and Challenged Materials

The process described below is intended to assure that carefully considered judgments are made in response to criticism or objections:

1. ~~All complaints to staff members are reported immediately to the building principal involved, whether these come by telephone, letter or by personal conference;~~
2. ~~The complainant is supplied with the Board's policy and standard printed form, Request for Reconsideration of Instructional Materials, which is to be filled out before consideration is given;~~
3. ~~Materials subject to complaint are not removed from use pending committee study and final action by the Board;~~
4. ~~The superintendent arranges for a Review Committee of six consisting of: an administrator, one representative classroom teacher, a media library teacher, a Board member and two lay persons:~~
 - a. ~~The administration, classroom teacher and library media teachers are to be appointed by the superintendent;~~
 - b. ~~The two lay persons and Board member are to be appointed by the Board chair;~~
 - c. ~~The committee meets immediately and returns a written report of its findings to the superintendent within three school weeks of its appointment;~~
 - d. ~~The committee may recommend that the questioned material be:~~
 - (1) ~~Retained without restriction;~~
 - (2) ~~Retained with restriction;~~
 - (3) ~~Not retained.~~
5. ~~The superintendent reports the recommendation of the Review Committee to the Board at the next regular Board meeting. The Board's decision shall be final;~~
6. ~~The decision of the Board is then reported to the principal of the school and other appropriate professional personnel, and to the complainant.~~

North Wasco County School District 21

Informational Only
OSBA Recommends Deletion

Code: IIA-AR(2)

Revised/Reviewed: 6/08/00; 5/26/04; 6/15/17

Orig. Code(s): IIA-AR

Request for Reconsideration of Instructional Materials

(Submit to superintendent)

Book or Other Printed Material If Applicable:

Author _____ Hardcover Paperback Other
Title _____ Publisher _____ Date published _____

Digital Media If Applicable:

Title _____ Producer (if known) _____
Type of media (video, etc.) _____
Request initiated by _____ Telephone _____
Address _____ City _____ Zip _____

Person making the request represents: Self Group or organization

Name of Group _____

1. To what in the item do you object? (Please be specific, cite pages, frames, etc.)

2. In your opinion what harmful effects upon students might result from use of this item?

3. Do you perceive any instructional value in the use of this item? _____
4. Did you review the entire item? If not, what sections did you review? _____
5. Should the opinion of any additional experts in the field be considered?
 Yes No Please list suggestions if any: _____
6. What would you like the school to do about this material?
 Do not use it with my student
 Withdraw it from use
 Send it back to the selector or selectors for evaluation
 Other
7. In place of this item would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended? _____
8. Do you wish to make an oral presentation to the Review Committee?
 Yes No If yes, please call the superintendent's office at _____

Signature: _____ Date: _____

References:

North Wasco County School District 21

Code: IIA-AR(1)
Revised/Reviewed: 6.26.25

Instructional Materials

Core Instructional Materials¹

The Board selects core instructional materials. The responsibility to ensure procedures on selection and recommendations for core instructional materials are followed rests with the superintendent. The responsibility for coordinating the distribution of core instructional materials to classes also rests with the superintendent. It is the principal's responsibility to implement and maintain the core instructional materials, and teachers are expected to use selected core instructional materials in the classroom.

Materials selection committees will be appointed by the administration at the time necessary adoption areas are determined. The committee will review the materials and the general criteria for materials selection and provide a recommendation to the superintendent. The superintendent may make changes to the recommendation and shall submit a recommendation(s) to the Board for adoption prior to use.

If the district chooses to adopt core instructional materials which are not on the state-approved list, the rules outlined in OAR 581-022-2350 will apply.

Supplemental Instructional Materials²

The responsibility for evaluating and selecting supplemental instructional materials is delegated to principals, and/or others, as determined appropriate, who may collaborate as part of the process. Other authoritative matter experts may be included when practicable, as determined by the district.

1. Materials will contain suitable readability levels and support the district's adopted curriculum content.
2. Recommendations for selection may be solicited from staff and may include students.
3. Donated materials will be evaluated using the district's selection criteria and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

¹ "Core instructional material," sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

² "Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

School Library Materials³

1. In selecting materials for the school library or media center, a librarian, under supervision of the principal, will evaluate the existing collection and the curriculum needs. The librarian will consult reputable, professionally prepared selection aids and other professional sources. Materials will contain suitable readability levels.
2. Recommendations for selection may be solicited from staff and students.
3. Donated materials will be evaluated using the established selection criteria and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

Classroom Library Materials⁴

1. When selecting materials for a classroom library, the teacher may consult staff and/or accept recommendations from staff and students.
2. Donated materials will be evaluated and may be accepted or rejected by the teacher.
3. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria.

³ “School library materials” means materials that are kept in the school library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.

⁴ “Classroom library materials” means materials that are kept in the classroom for student selection and use. The use of these materials is not required for the class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, etc. These materials are not adopted by the Board.

North Wasco County School District 21

Code: IIA-AR(2)
Revised/Reviewed: 6.26.25

Reconsideration of Core Instructional Materials

Any staff member, student or their parent or guardian, or resident of the district may raise concern about core instructional materials¹ used in the district’s educational program. This procedure is meant to provide a forum for those persons in the schools and the community who are not directly involved in the selection process. Access to materials under reconsideration will not be restricted during the reconsideration process.

Complaints alleging a material constitutes protected-class discrimination should be submitted through the district’s discrimination complaint policy and procedures.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person making a request for reconsideration may withdraw their request at any time during the process.

1. Concern

- a. Concerns about core instructional materials should be submitted to the principal. If a staff member receives an informal inquiry, the staff member is to forward the inquiry to the principal promptly.
- b. Any concern made to the principal about core instructional materials by any person(s) will be made known to the staff member(s) most directly involved with its use.
- c. The principal will arrange to meet with the person(s) with the concern, and may include the staff member(s) most directly involved with its use, in an effort to resolve the issue informally, within 15 days of receipt of the concern.
 - (1) The principal initially receiving a concern will explain to the person the district’s selection procedure.
 - (2) The principal initially receiving a concern will explain to their best ability the particular place the material in question occupies in the educational program and its intended educational usefulness or include someone who can identify and explain the use of the material.
- d. The principal will inform the person(s) submitting the concern that if they are not satisfied with the outcome of the informal inquiry process above, they may file a written request for reconsideration of the material within 10 days of the conclusion of 1.c. The initial contact from

¹ “Core instructional material,” sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

Concerns and requests for reconsideration of supplementary instructional materials or school or classroom library materials will be processed in accordance with the applicable administrative regulation.

the person and any outcome of a meeting or conversation will be documented and maintained by the principal.

2. Request for Reconsideration

- a. A staff member, student or their parent or guardian, or resident of the district wishing to file a request for reconsideration of core instructional materials must complete Step 1 above prior to filing a request for reconsideration.
- b. All requests for reconsideration will be in writing on the form prepared for this purpose, signed by the complainant, and must be submitted to the superintendent. All school offices will make forms available.
- c. Upon receipt of a written request for reconsideration, the superintendent or designee will appoint a reconsideration committee.
- d. The reconsideration committee will be made up of at least nine members:
 - (1) Two teachers designated annually by the superintendent or designee;
 - (2) One school librarian designated annually by the superintendent or designee;
 - (3) One administrator designated annually by the superintendent or designee;
 - (4) Four members from the community having expressed willingness to serve on this committee appointed annually by the Board;
 - (5) One student selected annually by the student council.

The reconsideration committee may include other designated district personnel in discussions about complaints which relate to an underrepresented group or a protected class.

The committee selected will only serve to consider the material, which is the subject of the request for reconsideration, unless otherwise specified. After completion of the reconsideration committee's responsibilities, committee members will be returned to the pool.

- e. The use of the material identified in the request for reconsideration will not be suspended during the reconsideration process. Materials will not be removed for discriminatory reasons.
- f. The reconsideration committee will convene to consider the request for reconsideration received by the district. The committee will receive the request for reconsideration and copies of related materials and instructions on procedure during this committee meeting.

3. Procedures for the Reconsideration Committee

- a. The procedures for the reconsideration committee are as follows:
 - (1) Select a chair and a secretary. The chair of the committee will not be an employee of the district. The secretary will be an employee of the district;
 - (2) Be responsible for documenting all proceedings; adhering to Public Meetings Law, when required; and established procedures and guidelines; and preparing and representing the recommendations to the superintendent;
 - (3) Establish a calendar for review of the material;
 - (4) Review copies of the request for reconsideration;
 - (5) Review applicable materials such as a copy of the district or school mission statement; professional reviews of the materials being reconsidered, when available; state standards; and curriculum planning;
 - (6) Review copies of material being reconsidered, as available;

- (7) Consider the material’s suitability in the context of the original use and the context in which the request for reconsideration was made;
- (8) Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations as they apply to:
 - (a) The suitability of the material for the instructional objectives established for the lesson(s) in which it was used, including its presentation and follow-up;
 - (b) The material’s level of difficulty; and
 - (c) The age group(s) with which it was used.
- b. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide offer oral or written testimony on the reconsideration within such procedures and limitations as may be established by the chair with the consensus of the committee.
- c. The person who made the request for reconsideration will be kept informed by the superintendent or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of committee meetings.
- d. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
- e. Review and discuss possible options for decision, including:
 - (1) Continued use of the material as used, with no restrictions;
 - (2) Restricted or modified use of the material in terms of subject area, grade level, and/or districtwide, related to the specific request for reconsideration; or
 - (3) Removal of the material from the educational setting in which it was used.

The reconsideration committee will consider the material’s suitability in the context in which the request for reconsideration was made.

Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee’s recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

- f. The reconsideration committee’s final recommendation will be issued within 45 days of receipt of the request by the district.

The written recommendation and its justification from the committee will be forwarded to the superintendent within seven days of issuance of the recommendation. Within seven days of receipt of the recommendation by the superintendent, a copy of the recommendation will be sent by the superintendent or designee to the person who requested the reconsideration and to the Board.

g. Procedures for voting:

- (1) A quorum² will be present to act upon any business to come before the committee.
- (2) All outcomes of motions and votes by name will be recorded and reported in the minutes of the meeting(s).
- (3) Only votes of the members present at the time of the vote will be recorded³.
- (4) A vote in the affirmative from a majority of those present is required for a motion to pass.

4. Board Review

The Board will review the final recommendation and announce its decision at a Board meeting. If the Board's decision is contrary to the committee's recommendation, the reasons will be communicated, in writing, to the superintendent. The Board's decision, at minimum, should include a reference to grade level and subject area, for which the subject material can be used, if any. The Board will issue a decision within 30 days of receipt of the reconsideration committee's recommendation. The district will provide a copy of the Board's decision to the person who requested the reconsideration.

The timelines may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who made the request, and the staff member(s) involved.

Requests for reconsideration of the same material will not be accepted for at least two calendar years following issuance of a decision on said material.

² A "quorum" is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee is four.

³ Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.

North Wasco County School District 21

Code: IIA-AR(3)
Revised/Reviewed: 6.26.25

Reconsideration of Supplemental Instructional Materials

Any staff member, student or their parent or guardian, or resident of the district may raise concern about supplemental instructional materials¹ used in the district’s educational program. This procedure is meant to provide a forum for those persons in the schools and the community who are not directly involved in the selection process. Access to materials under reconsideration will not be restricted during the reconsideration process.

Complaints alleging a material constitutes protected-class discrimination may be submitted through the district’s discrimination complaint policy and procedures.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person making a request for reconsideration may withdraw their reconsideration request at any time during the process.

1. Concern

- a. Any concern made regarding supplemental instructional materials by any staff member, student or their parent or guardian, or resident of the district will be made known to the principal.
- b. The principal will arrange to meet with the person(s) with the concern, and may include the staff member(s) most directly involved with its use, in an effort to resolve the issue informally, within 15 days of receipt of the concern.

The principal or staff member will explain to their best ability the particular place the material in question occupies in the educational program and its intended educational usefulness or include someone who can identify and explain the use of the material.

- c. The principal will inform the person(s) submitting the concern that if the person is not satisfied with the outcome of the informal inquiry, they may file a written request for reconsideration within 10 days of the conclusion in 1.b. The initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the principal.

2. Request for Reconsideration

- a. A staff member, student or their parent or guardian, or resident of the district wishing to file a request for reconsideration of supplemental instructional materials must complete Step 1 above prior to filing a request for reconsideration.
- b. All requests for reconsideration will be in writing on the form prepared for this purpose, signed by the complainant, and must be submitted to the principal. If a request for

¹ “Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

reconsideration involves more than one material, a separate form must be completed for each material. A request to reconsider multiple titles in a series may be submitted on a single form. All school offices will make forms available.

- c. Upon receipt of a written reconsideration request, the principal will appoint a reconsideration committee by random selection.
- d. Use of the material identified in the request for reconsideration will not be suspended during the reconsideration process. Materials will not be removed for discriminatory reasons.

3. Reconsideration Committee

- a. The reconsideration committee shall be made up of at least seven members:
 - (1) Two teachers designated by the principal and will be from the grade level of the material under reconsideration;
 - (2) One librarian designated annually by the principal;
 - (3) One administrator designated annually by the principal;
 - (4) Two members from the community having expressed willingness to serve on this committee] appointed by the principal;
 - (5) One student selected annually by the student council.

The reconsideration committee may include equity, Title IX, and/or Section 504 personnel in discussions about concerns which relate to an underrepresented group or a protected class.

Committee members directly associated with the selection of the material under reconsideration will be excused from the committee. The principal may appoint a replacement for the excused committee member, but such replacement will be of the same general qualifications as the person excused.

The committee selected will only serve to consider the material, which is the subject of the request for reconsideration, unless otherwise specified. After completion of the reconsideration committee's responsibilities, committee members will be returned to the pool.

4. Procedures for the Reconsideration Committee

- a. Designate a committee member to keep minutes of the committee.
- b. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
- c. Review applicable materials such as a copy of the district or school mission statement, professional reviews of the materials being reconsidered, when available, state standards and curriculum planning.
- d. Be responsible for documenting all proceedings; adhering to established procedures and guidelines; and preparing and representing the recommendations to the principal.
- e. Establish a calendar for review of the material.
- f. Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations (if any) as they apply to:
 - (1) The suitability of the material for the instructional objectives established for the lesson(s) in which it was used, including its presentation and follow-up;
 - (2) The alignment of the material with the standards and curriculum;

- (3) The material's reading level and intended audience (literary level to comprehend the words as opposed to difficult topics);
 - (4) The suitability of the material for the students it was used with; and
 - (5) Professional review sources for the title/material, when available.
- g. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide oral or written testimony on the reconsideration within such procedures and limitations as may be established by the committee.
- h. The person who made the request will be kept informed by the principal or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of such meetings.
- i. Review and discuss possible options for decision, including:
- (1) Continued use of the material as used, with no restrictions;
 - (2) Restricted or modified use of the material in terms of subject area, grade level, districtwide, related to the specific request;
 - (3) Removal of the material from the educational setting in which it was used.

The reconsideration committee will consider the material's suitability in the context in which the request for reconsideration was made.

Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee's recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

The written recommendation and its justification from the committee will be forwarded to the principal within seven days of issuance of the recommendation. Within seven days of receipt of the recommendation by the superintendent, a copy of the recommendation will be sent by the superintendent or designee to the person who made the request for reconsideration and to the Board.

- j. Procedures for voting:
- (1) A quorum² will be present to act upon any business to come before the committee.
 - (2) All outcomes of motions and votes will be recorded and reported in the minutes of the meeting(s).
 - (3) Only votes of the members present at the time of the vote will be recorded³.
 - (4) A vote in the affirmative from a majority of those present is required for a motion to pass.

² A quorum is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee is four.

³ Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.

- k. The decision from the reconsideration committee will be issued within 45 days of receipt of the written request for reconsideration by the principal. The response to the request for reconsideration will include the committee's decision. The decision will be copied to the involved parties, including the principal. The principal will also communicate the decision to the affected staff and to the public.
- l. The committee's decision will be the final decision of the district.

The timelines in this administrative regulation may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who made the request and staff member(s) involved.

Requests for reconsideration of the same materials will not be accepted for at least two calendar years following issuance of a decision on those materials.

North Wasco County School District 21

Code: IIA-AR(4)
Revised/Reviewed: 6.26.25

Reconsideration of School or Classroom Library Materials

Student choice reading is endorsed by the district as a key component of literacy and reading instruction. Students select reading materials with the understanding that parents or guardians will discuss concerns and expectations with them.

Any staff member, student or their parent or guardian, or resident of the district may raise concerns about the materials available to students through the district's school and classroom libraries. This procedure is to provide a forum for those persons in the schools and the community who are not directly involved in the selection process. Access to materials under reconsideration will not be restricted during the reconsideration process.

Concerns and requests for reconsideration alleging a material constitutes protected-class discrimination may be submitted through and will be processed in accordance with the district's discrimination complaint policy and procedures.

Meetings of the reconsideration committee are subject to Public Meeting Law.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person filing the request may withdraw their reconsideration request at any time during the process.

1. Concerns about School or Classroom Library Materials

- a. Any concern made regarding school or classroom library materials by any staff member, student or their parent or guardian, or resident of the district will be made known to the person responsible for the selection. For school library materials, share concerns with the building's designated librarian. For classroom library materials, share concerns with the classroom teacher.
- b. The person responsible for the selection of the material in question will respond and attempt to resolve the issue informally. Alternatively, the person responsible for selection may move the concern to the principal in 1.d. An initial response will be provided within 15 days of receipt of the concern.
- c. If the person who made the inquiry is not satisfied, they can request a meeting with the principal.
- d. The principal will meet with the person, attempt to resolve the concern, and document the meeting. The staff member responsible for selection may be requested to attend this meeting. The principal will issue a follow-up communication about the outcome of the meeting to the person who made the informal inquiry and relevant staff within 10 days of receipt in 1.c.
- e. If the person who made the request is not satisfied with the outcome of the informal inquiry, they may file a written request for reconsideration within 10 days of the conclusion in 1.d. The initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the principal.
- f. No materials will be removed or restricted from use as a result of an informal concern.

2. Request for Reconsideration of School or Classroom Library Materials

- a. A staff member, student or their parent or guardian, or resident of the district wishing to file a request for reconsideration of school or classroom library materials must complete Step 1 above, prior to filing a request.
- b. All requests for reconsideration will be in writing on the form prepared for this purpose, signed by the complaint, and must be submitted to the principal. If a request for reconsideration involves more than one material, a separate form must be completed for each material. A request to reconsider multiple titles in a series may be submitted on a single form. All school offices will make forms available.
- c. Upon receipt of a request for reconsideration, the principal will notify all staff member(s) who are directly involved in the request, and forward the request to the district librarian; a copy will be forwarded to the superintendent or designee.
- d. The curriculum director will, within 15 days, appoint a reconsideration committee by random selection.
- e. Use of the material identified in the request for reconsideration will not be suspended during the reconsideration process. Materials will not be removed for discriminatory reasons.

3. Reconsideration Committee

- a. The reconsideration committee will be made up of at least seven members:
 - (1) Two teachers designated by the principal and will be from the grade level of the material under reconsideration;
 - (2) One librarian designated annually by the principal;
 - (3) One administrator designated annually by the principal;
 - (4) Two members from the community having expressed willingness to serve on this committee appointed by the principal;
 - (5) One student selected annually by the student council.

The reconsideration committee may include equity, Title IX and/or Section 504 personnel in discussions about requests that relate to an underrepresented group or a protected class.

The committee selected will only serve to consider the material, which is the subject of the request for reconsideration, unless otherwise specified. After completion of the reconsideration committee's responsibilities, committee members will be returned to the pool.

4. Procedures for the Reconsideration Committee

- a. Designate a committee member to keep minutes of the committee.
- b. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
- c. Review applicable materials such as a copy of the district or school library mission statement and professional reviews of the materials being reconsidered, when available.
- d. Be responsible for documenting all proceedings; adhering to established procedures and guidelines; and preparing and representing the recommendations to the principal.
- e. Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations (if any) as they apply to:
 - (1) The material's availability for student selection from the school or classroom library;

- (2) The alignment of the material with the school or classroom library material selection criteria;
 - (3) The material’s reading level and intended audience (literary level to comprehend the words as opposed to controversial topics);
 - (4) The suitability of the material for the students it is available for; and
 - (5) Professional review sources for the title/material, when available.
- f. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide oral or written testimony on the reconsideration within such procedures and limitations as may be established by the committee.
- g. The person who made the request will be kept informed by the principal or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of such meetings.
- h. Review and discuss possible options for a decision, including:
- (1) Continued use of the material as used, with no restrictions;
 - (2) Restricted or modified use of the material in terms of [subject area, grade level, district-wide related to the specific request]; or
 - (3) Removal of the material from the educational setting.

The reconsideration committee will consider the material’s suitability in the context in which the request for reconsideration was made.

Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee’s recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

The written recommendation and its justification from the committee will be forwarded to the principal within seven days of issuance of the recommendation. Within seven days of receipt of the recommendation by the principal, a copy of the recommendation will be sent by the principal or designee to the person who requested the reconsideration and to the Board.

- i. Procedures for voting:
- (1) A quorum¹ will be present to act upon any business to come before the committee.
 - (2) All outcomes of motions and votes will be recorded and reported in the minutes of the meeting(s).
 - (3) Only votes of the members present at the time of the vote will be recorded².

¹ A quorum is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee is four.

² Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.

- (4) A vote in the affirmative from a majority of those present is required for a motion to pass.
- j. The decision from the reconsideration committee will be issued within 45 days of receipt of the written request for reconsideration by the principal. The response to the request for reconsideration will include the committee's decision. The decision will be copied to the involved parties, including the principal. The principal will also communicate the decision to the affected staff and to the public.
- k. The committee's decision will be the final decision of the district.

The timelines in this administrative regulation may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who requested the reconsideration and staff member(s) involved.

Requests for reconsideration of the same materials will not be accepted for at least two calendar years following issuance of a decision on those materials.

North Wasco Country School District 21

Code: IIA-AR(5)
Revised/Reviewed: 6.26.25

Request for Reconsideration of Instructional or Library Materials Form (Submit to Principal)

Student choice reading is endorsed by the district as a key component of literacy and reading instruction. Student choice in reading materials is honored, with the understanding that parents/guardians have the final decision in what their child is reading. When materials are challenged, the principles of the freedom to read, listen, and view will also be considered for all students.

Please complete this form in its entirety for consideration. This document will become a public record and is subject to public records requests.

Requests for reconsideration will be processed in accordance with the following:

1. Core instructional materials: IIA-AR(2) - Reconsideration of Core Instructional Materials
2. Supplemental instructional materials: IIA-AR(3) - Reconsideration of Supplemental Instructional Materials
3. School and classroom library materials: IIA-AR(4) - Reconsideration of School or Classroom Library Materials

People who wish to file a request for reconsideration of supplemental and/or school or classroom library materials must follow the informal process for concerns related to those instructional materials prior to filing this request for reconsideration.

Request initiated by: _____ Phone _____

Address _____ City _____ Zip _____

Email: _____

Book or other material:

Title: _____ Author _____

Publisher: _____ Publication Date: _____

Type of material: Article Audio recording Book Textbook Video Website
 Other: _____

Producer/Source (if known): _____

Please respond to the following questions.

1. Did you discuss your concerns with the teacher or other involved staff? Yes No

If no, you must first discuss your concerns with the teacher or other involved staff before filing a request for reconsideration.

If yes, on what date? _____

Please provide a summary of the conversation: _____

What is the name of the staff member(s)? _____

2. Did you review the entire material? Yes No

If not, what sections did you review? _____

3. How was the material acquired by the student (i.e., required reading, free choice selection, etc.)?

4. To what in the material do you object and why? (Please be specific and cite pages, frames, etc.)

5. What material do you recommend in its place which would provide information on the subject?

6. What action are you requesting the reconsideration committee consider? _____

7. Do you wish to provide oral or written testimony to the reconsideration committee?
 Yes, oral testimony Yes, written testimony No

If yes, please call the principal's office at [_____].

Signature

Date

Received by principal: _____

Date

References: