

## Regular Meeting with an Executive Session

Thursday, September 25, 2025 5:00 PM

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

1.	<b>Call Executive Session to order pursuant to:</b>	<b>Presenter:</b> Betsy Hege, Chair
2.	<b>Adjourn Executive Session</b>	
3.	<b>Call Meeting to Order and Pledge of Allegiance</b>	<b>Presenter:</b> Betsy Hege, Chair
4.	<b>District Mission / Vision / Values</b>	
5.	<b>Review / Revision of the Agenda</b>	
6.	<b>Public Comment on Agenda Items Only</b>	
7.	<b>Consent Agenda</b>	
7.a.	School Board Meeting Minutes from previous meeting	
7.b.	Personnel Report	
7.c.	2nd Reading & Adoption of Policies	
7.c.1.	<b>Action Item: Adopt Policy JCEB - Personal Electronic Devices</b>	
8.	<b>Board Action Calendar - Review</b>	
9.	<b>Student Representatives to the Board - Report:</b>	
	<ul style="list-style-type: none"><li>• <i>Nancy Diaz Sanchez</i></li><li>• <i>Rafael Camacho</i></li><li>• <i>Lariah Lind</i></li></ul>	
10.	<b>Building Student Representative Reports:</b>	
11.	<b>Staff Reports:</b>	
12.	<b>School Board Sub Committee Reports</b>	
13.	<b>New Business:</b>	
13.a.	<b><u>Presentations / Reports:</u></b>	
13.a.1.	<b><u>Superintendent's Report</u></b>	<b>Presenter:</b> Dr. Carolyn Bernal, Superintendent
13.a.1.a.	<b><u>Presentation: Back to School Highlights</u></b>	<b>Presenter:</b> Dr. Carolyn Bernal, Superintendent
13.a.1.b.	<b><u>Presentation: Report on Migrant ED Program Washington DC Trip</u></b>	<b>Presenter:</b> Nubia Contreras Villa and students
13.a.1.c.	<b><u>Presentation: North Wasco County District Archive Museum</u></b>	<b>Presenter:</b> Rymmel Lovell
13.a.2.	<b><u>Chief Financial Officer's Report</u></b>	<b>Presenter:</b> Dan Pedersen, CFO

13.a.2.a. **Action Item: Approve Resolution 25-26-04**  
– *Transferring Appropriations within Various Funds*

13.a.2.b. **Action Item: Approve Adult Lunch Meal Rates**

13.a.2.c. **Financial Statements:**

13.a.2.d. **Student Enrollment:**

13.a.2.e. **Presentation: USDA Farm to Table**

**Presenter:** Tamra Taylor, Director of Nutrition Services

13.a.3. **Board Attorney's Report**

**Presenter:** Jason Corey, Board Attorney

14. **Discussion / Action Items:**

14.a. **Identify Board Goals for the '25-26 school year**

15. **1st Reading on School Board Policies (informational only):**

15.a. **Policy LBEA - Denial for Virtual Public Charter School Student Enrollment (Update)**

15.b. **Policy JHCA - Immunization, School Sports Participation, Concussions and Other Brain Injuries**

15.c. **Policy JOA - Directory Information**

16. **Informational Only:**

16.a. **Updated Administrative Regulation: IGBAB/JO-AR and JO-AR/IGBAB - Education Records/Records of Students with Disabilities Management**

16.b. **Policy JFCEB (Version 1) - Personal Electronic Devices and Social Media - DELETE**

16.c. **DELETE Administrative Regulation: JFCEB-AR - Request for Personal Electronic Devices Exception**

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

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

# North Wasco County School District

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

## PERSONNEL CHANGES AND VACANCIES School Board Meeting – September 25, 2025 *Current as of -September 16, 2025*

### Licensed Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
Blanca Morales	DLI Kindergarten-TEMPORARY 25'-26'	CES	Began August 22, 2025
Laurie Stanton	Speech Language Pathologist	District Wide	Began September 2, 2025
Jocelyn Paris	TOSA-Deeper Learning Coach	CES	Began August 26, 2025
Aaron Hildebrandt	Transition 21 Teacher	Wahtonka Campus	Began September 15, 2025

### Licensed Staff – Internal Transfer and or Hires

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

### Licensed Staff – Resignation/Retirements/Separation of Employment

NAME	POSITION	BUILDING	COMMENTS
N/A			

### Licensed Staff– Request for Leave of Absence

NAME	POSITION	BUILDING	COMMENTS
N/A			

### Administrative Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
Ann Scott	Interim Assistant Principal 25'- 26' SY	TDHS	Began August 25, 2025
Skylar Reed	Assistant Director of Transportation (Temporary 25'- 26'SY)	Transportation	Began August 25, 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
Shannon Brennan	Director of TLA	District Wide	Resigning September 12, 2025

### Administrative Staff– Request for Leave of Absence

NAME	POSITION	BUILDING	COMMENTS
N/A			

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

**ESP Staff – New Hires – No Action Required**

NAME	POSITION	BUILDING	COMMENTS
Hailey Stahly	Ed Asst II-Instructional	DHE	Began August 26, 2025
Hannah Page	Ed Asst II-Instructional	DHE	Began August 26, 2025
Dalila Chavarria	Nutrition Services I-Lead	Dist. Wide	Began August 28, 2025
Armida Moto	Nutrition Services I-PT	TDMS	Began August 28, 2025
Jennifer Ortiz	DLI Assistant	CES	Began August 26, 2025
Tiffany Anderson	Ed Asst IV-SELA	CES	Began August 26, 2025
Jackson Denley	Bus Driver	Transportation	Began August 27, 2025
Jessi O'Brien	Secretary III-Attendance/Athletics	TDMS	Began September 8, 2025

**ESP Staff –Transfers and Internal Hires – No Action Required**

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
Jennifer Ortiz	CES-ASP Lead Coordinator	CES-DLI Assistant

**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
William Harrington	Maintenance V	Operations	Retiring October 30, 2025
Dawn Steele	Ed Asst IV-SPED	TDHS	Resigned August 4, 2025
Stephen Ganders	Bus Driver	Transportation	Resigned August 6, 2025
Paul Anderson	Ed Asst II-Instructional	DHE	Resigned August 11, 2025
Danni Dooley	Ed Asst II	IA	Resigned August 10, 2025
Selena Huizar Perez	ASP Coordinator	CES	Resigned August 26, 2025
Kathryn Bayer	Vocational Youth Transition Specialist	District Wide	Resigned September 16, 2025

**Confidential Staff – New Hires – No Action Required**

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Confidential Staff – Internal Transfer and Hires-No Action Required**

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

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

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Non-Licensed Administrative Staff – New Hires – No Action Required**

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Non-Licensed Administrative Staff – Internal Transfer and Hires-No Action Required**

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

**Non-Licensed Administrative Staff – Resignation/Retirements/Separation of Employment – No Action Required**

NAME	POSITION	BUILDING	COMMENTS
N/A			

**Coaching Staff – New Hires – No Action Required**

NAME	POSITION	BUILDING	COMMENTS
Melissa Alvarado	Asst Volleyball Coach	TDMS	Begins Fall Season
Mitch Plummer	Head Coach Football	TDMS	Begins Fall Season

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

NAME	POSITION	BUILDING	COMMENTS
Maddy Yangos	Asst Softball Coach	TDHS	Resigned September 3, 2025

**Advertised Vacancies**

Position	HRS/FTE	Building	Close Date	Comments
Bilingual Title I Reading Specialist 25'-26' SY	8 Hrs	CES	Open Until Filled	Advertised
Program Coordinator-After School Program	3 Hrs	CES	Open Until Filled	Advertised
PT High School Campus Monitor/Secretary III	7.5 Hrs	IA	Open Until Filled	Advertised
Ed Asst IV-SPED Assistant(s)	7.5 Hrs	Student Services	Open Until Filled	Advertised
High School Campus Monitor	7.5 Hrs	TDHS	Open Until Filled	Advertised
ELL Assistant	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
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 Boys Soccer Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Boys Wrestling Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Girls Basketball Coach 25'-26'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Softball Coach(s) 25'-26'	Seasonal	TDHS	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 Boys Basketball Coach 25'-26' SY	Seasonal	TDMS	Open Until Filled	Advertised
Head Wrestling Coach 25'-26'	Seasonal	TDMS	Open Until Filled	Advertised
Asst Wrestling Coach 25'-26'	Seasonal	TDMS	Open Until Filled	Advertised

Code: **JFCEB**  
Adopted: **9/25/25**

## **Personal Electronic Devices \*/\*\***

Student use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)<sup>1</sup>.

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure. This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data **are restricted**. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition,<sup>2</sup>
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);<sup>3</sup>
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within ten school days.<sup>4</sup>

Personal electronic devices may not be used during regular instructional hours. Storage of devices may vary by grade level.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include detention, a change to storage requirements, etc. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.<sup>5</sup>

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<sup>1</sup> If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours.

<sup>2</sup> JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

<sup>3</sup> If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

<sup>4</sup> JFCEB-AR must be submitted to the building administrator.

<sup>5</sup> For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student. Discipline will be in accordance with Board policies.

Steps for addressing non-compliance shall ~~may~~ include:

1. First ~~instance~~ Incident of Noncompliance: ~~the device will be temporarily confiscated and held at the front office until the end of the school day. Parents or caregivers will be notified. The student or parent/caregiver may retrieve the device from the office at the end of the school day. staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;~~
2. Second ~~Instance~~ Incident of Noncompliance: the device will be temporarily confiscated and held at the front office until the end of the school day. ~~The student may pick it up at the end of the day.~~ Parents or caregivers ~~will~~ ~~[may]~~ be notified. The parent/caregiver may retrieve the device from the office at the end of the school day. Major referral will be issued to student.
3. Third ~~Instance~~ Incident of Noncompliance: the device will be temporarily ~~confiscated and held at the front office~~ until the end of the school day. Parents or caregivers will be notified. The parent/caregiver may retrieve the device from the office at the end of the school day. Major referral will be issued to student. ~~Detention will be issued to student. parents or caregivers [are able to pick it up or other arrangements are made with school administration for pickup]. A meeting with school administration and family maybe arranged to review the policy and plan for improved compliance;~~
4. Beyond Third ~~Instance~~ Incident of Noncompliance: ~~If non-compliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning. same consequences from previous incident apply, plus a meeting between the student, parent/caregiver, and administrator to formulate a plan for improved compliance.~~

**WARNING DAYS:** The first week of each new school year will be a warning week, where education and retraining is offered.

Necessary communications between students and parents or caregivers can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices<sup>6</sup> that support academic activities and independent communications<sup>7</sup>, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

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<sup>6</sup> The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

<sup>7</sup> “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR, Request for Personal Electronic Devices Exemption. Appeals can be filed with the superintendent in accordance with KL-AR, Public Complaints.

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

**Disclaimer:** North Wasco County School District assumes no responsibility or liability for the loss, theft, damage, or unauthorized use of personal electronic devices brought onto school property. Individuals who choose to bring such devices do so at their own risk, and the district shall not be held accountable for any resulting claims or expenses.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

**CloseUp**

**2025**

# Jonathan

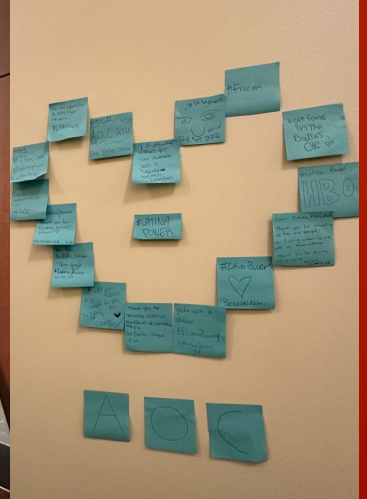
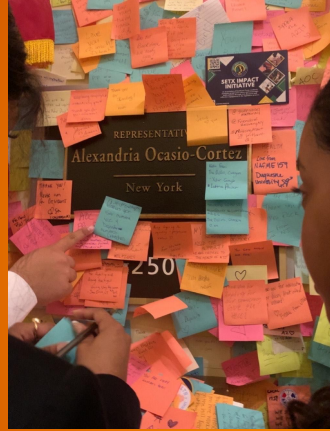


Im very grateful for the opportunity I was given to travel to Washington, D.C, and for the support that made this experience possible. The trip gave me the chance to not only see and learn so much, but also meet new people and build connections that I might not have made otherwise. We all came back with unforgettable memories and a deeper understanding of our own country, leaving us all inspired and motivated to make a positive impact!



# Ivette

The 2025 CloseUp Washington Dc trip was an incredible opportunity in many ways, and I hope that many more groups are also able to experience the same.



# Yahir



Washington D.C. brought many leadership opportunities to me and really showed me the general structure of our government and how the three branches of government work together to help passed justifiable laws. It helped open my eyes to further understand how the economy heavily relies on our U.S. government and how it could either positively affect or negatively affect our society.

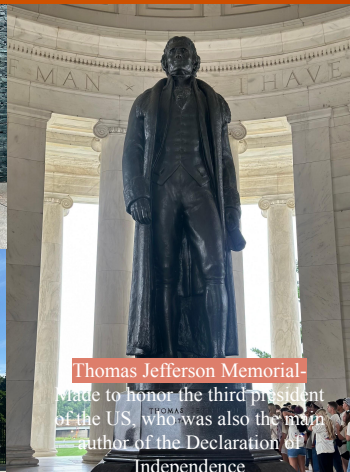
# Cynthia



**Franklin Delano Roosevelt Memorial**  
Made in honor of FDR's leadership during the Great Depression and World War II



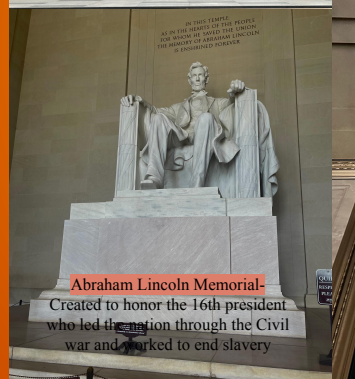
**The White House**- Built as the official home and workplace of the President of the US



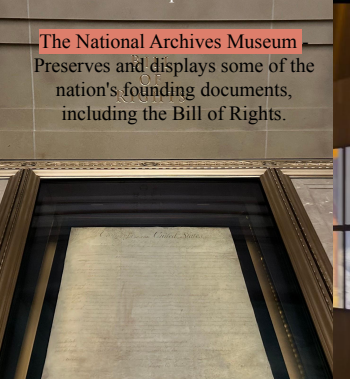
**Thomas Jefferson Memorial**- Made to honor the third president of the US, who was also the main author of the Declaration of Independence



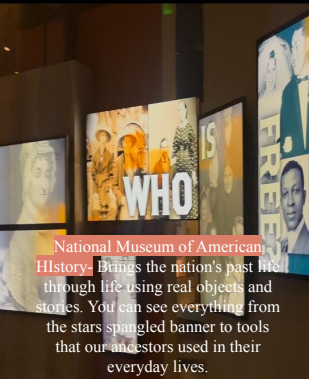
**The United States Capitol** - Where congress meets to make laws that shape the country.



**Abraham Lincoln Memorial**- Created to honor the 16th president who led the nation through the Civil war and worked to end slavery



**The National Archives Museum**  
Preserves and displays some of the nation's founding documents, including the Bill of Rights.



**National Museum of American History**- Brings the nation's past life through life using real objects and stories. You can see everything from the stars spangled banner to tools that our ancestors used in their everyday lives.

Going to Washing D.C and visiting major historical sites like the Franklin Roosevelt Memorial, White House, Thomas Jefferson Memorial, National Archives Museums, etc was a really valuable experience because it brought history to life in a way that old history textbooks can't. Seeing the places where important decisions were made and where influential leaders are honored helped me reflect on the struggles and achievements of the past that shaped this country into what it is today.

Lily

**In front of  
the White  
House!**



**World War  
II  
memorial**



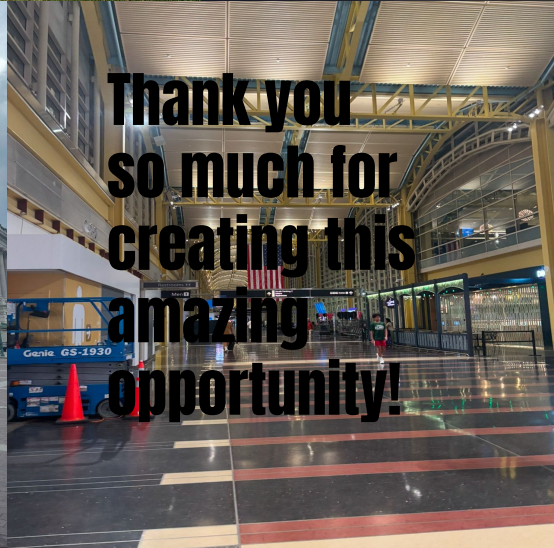
**First time  
flying!**



**US Capitol  
on Capitol  
Hill Day**

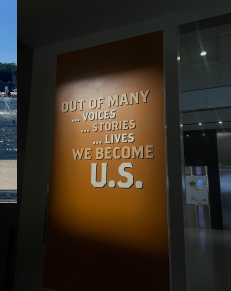


**Thank you  
so much for  
creating this  
amazing  
opportunity!**



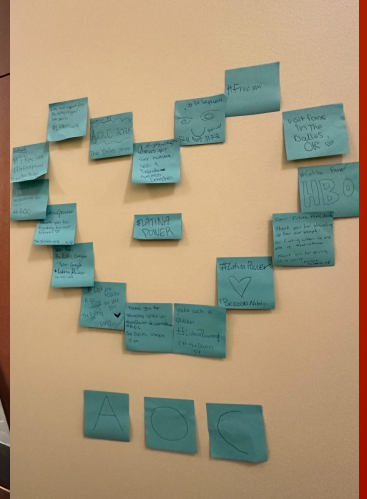
# Katie

I am very grateful for this opportunity i had to be able to go to Washington Dc.seeing all the memorials and museums, opened my eyes and made me understand more about our country. Not only did i learn new things but i also got to meet new people and build strong connections with them. The trip made me realize our voices make a different and as the upcoming voters we should know who and what we are voting for.



# Nancy

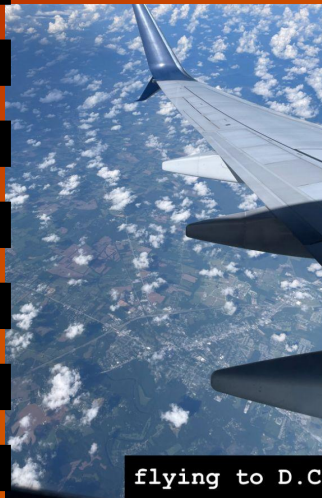
The 2025 CloseUp Washington Dc trip was an incredible opportunity in many ways, and I hope that many more groups are also able to experience the same.



# Alondra



# Natalia



flying to D.C  
Smithsonian National Museum  
The National Archives Museum  
Viewing The Washington Monument



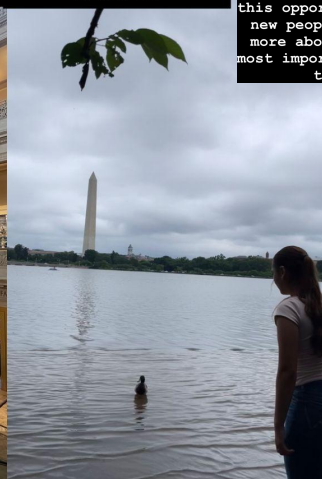
Going to Washington D.C was such an amazing experience because I got to visit many historical places that are very important to the country we live in today. Thank you for this opportunity to meet new people and learn more about one of the most important places in the US!



went to the US Capitol and talked to the Senators  
Visited the White House



Saw the Lincoln Memorial



Visited the Martin Luther King Jr. Memorial

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# The Dalles School District Archive Museum



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**North Wasco County School District**

September '25

# **Mission Statement**

The Dalles School District Archive Museum is a non-profit museum acquiring, conserving, communicating, researching and displaying donated educational and school memorabilia from 1854 to present for the purpose of education, study and enjoyment. Material evidence of people and their school environment exhibits the rich cultural heritage of The Dalles area schools.

# About the Museum:

## Museum Hours & Location

Wednesday's: 10am-Noon

**Summer Hours:** Open Saturday's:  
June through Sept, 10:00 AM to  
3:00 PM

**Admission:** Free

## Location:

Wahtonka Campus

3601 West 10th Street

The Dalles, Oregon 97058

## Museum Contact

**Curator:** Rymmel Lovell

**Phone:** (541) 296-6546

**Email:** [tlovell@netcnct.net](mailto:tlovell@netcnct.net) (use subject "museum")

# Visitors Log

2018- 280

2019- 344

2020- 30

2021- 98

2022- 209

2023- 212

2024- 250

**The Dalles High School  
Victory Song**  
 From the shores of the mighty columbia,  
 Come the Crimson and the Gray.  
 The Dalles High rolls to victory,  
 Her banner higher every day.  
 The hills and valleys echo praise,  
 As we sing and shout her name  
 Dalles High!



Geo. Obar

Elmer White

Bob Murray

Chris Conroy

Ray Taylor

Ernest Elliott

Ed White

Bob

William

John

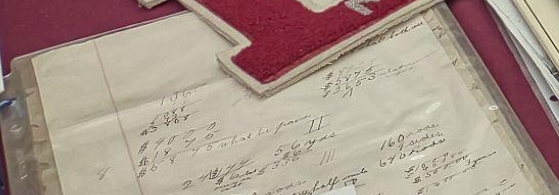
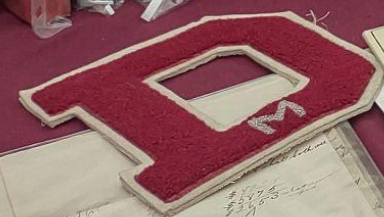
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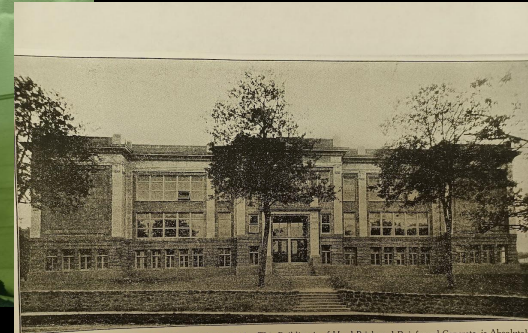
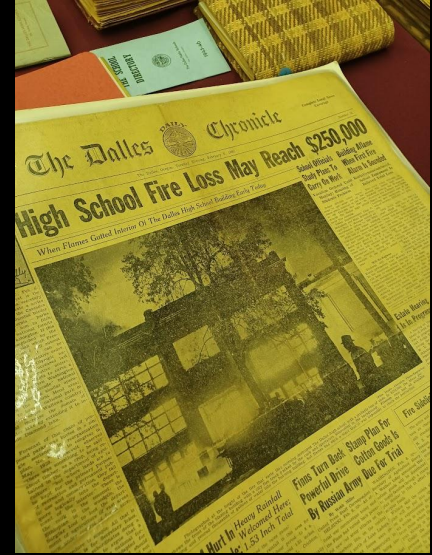
THE DALLES FOOTBALL TEAM 1934

Announcement and Circulate









The Dalles New High School Building - Built in 1913. This Building is of Hard Brick and Reinforced Concrete, is Absolutely Fireproof, and, in Architectural Design, Though Simple is Very Pleasing. The Heating, Lighting and Ventilating Systems Have All Been Worked Out in the Most Scientific Manner. There Are Twenty-Four Large Class Rooms, Large Auditorium, Gymnasium and Swimming Pool. Cost \$100,000. Architect, C. J. Crandall.

RESOLUTION TRANSFERRING and REDISTRIBUTING  
APPROPRIATIONS WITHIN VARIOUS FUNDS

**Resolution No. 25-26-04**

**Whereas**, there was an error in the budget causing the interfund transfers to be out of balance, and the Oregon Department of Education requires said transfers to be in balance, and

**Whereas**, the District has an accounting adjustment in the Internal Services Fund to bring the interfund transfers into balance

**Therefore, be it resolved**, that the amounts for the fiscal year beginning July 1, 2025, are adjusted as follows, and allowed per ORS 294.463 (1):

**601 - INTERNAL SERVICE FUND**

SUPPORT SERVICES	\$ (20,000.00)
INTERFUND TRANSFERS	\$ 20,000.00
<b>NET CHANGE</b>	<b>\$ -</b>

**Adopted this 25th day of September, 2025**

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Betsy Hege, Board Chair

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Daniel Pedersen, CFO



# North Wasco County School District #21

School District Board of Directors

## Board Motion for Action Item

### BOARD ACTION

Date: September 25, 2025      Action Requested: Set the Adult Meal Rates

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

Current Year Federal Free Rate of Reimbursement	\$4.71
Current Year Value of USDA Entitlement USDA Foods	<u>\$0.45</u>

Total Lunch Equivalency Rate	<u>\$5.16</u>
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#### **Breakfast**

Current Year Federal Free Rate of Reimbursement	\$2.94
Current Year Value of USDA Entitlement USDA Foods	<u>\$0.45</u>

Total Breakfast Equivalency Rate	<u>\$3.39</u>
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The request to set the rates as follows:

- \$5.25 for lunch and
- \$3.50 for breakfast.

These amounts are requested for the following reasons:

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

#### **ACTION**

I move to approve the adult lunch meal rate to \$5.25 and the Adult Breakfast to \$3.50.

3632 West 10<sup>th</sup> 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

### Balance Sheet

**June 30, 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
<b>ASSETS:</b>											
Cash & Investments	3,904,636	289,290	(249,584)	(426,068)	117,182	185,689	36,602	25,097	15,658	161,481	4,059,984
Accounts Receivable	1,411,792		330,585	1,277,018			98,265		12,870		3,130,529
Inventory/Prepaid expense	65,124			9,031			15,135				89,290
<b>Total Assets</b>	<b>5,381,552</b>	<b>289,290</b>	<b>81,001</b>	<b>859,981</b>	<b>117,182</b>	<b>185,689</b>	<b>150,002</b>	<b>25,097</b>	<b>28,528</b>	<b>161,481</b>	<b>7,279,803</b>
<b>LIABILITIES:</b>											
Accounts Payable	3,892,431	1,004	22,755	709,232			47,268		4,793		4,677,483
Payroll Liabilities	1,999,572										1,999,572
Deferred Revenue	420,961				40,300		16,201				477,462
<b>Total Liabilities</b>	<b>6,312,964</b>	<b>1,004</b>	<b>22,755</b>	<b>709,232</b>	<b>40,300</b>	<b>-</b>	<b>63,469</b>	<b>-</b>	<b>4,793</b>	<b>-</b>	<b>7,154,518</b>
<b>FUND BALANCE:</b>											
<b>Total Fund Balance</b>	<b>(931,412)</b>	<b>288,286</b>	<b>58,246</b>	<b>150,748</b>	<b>76,882</b>	<b>185,689</b>	<b>86,533</b>	<b>25,097</b>	<b>23,735</b>	<b>161,481</b>	<b>125,285</b>
<b>Revenues &amp; Expenditures: 2024-25 Year to Date</b>											
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	38,635,486	563,646	2,916,413	8,129,616	10,635	454,944	1,907,755	2,756,074	257,254	879,115	56,510,938
Year to Date Expenditures	38,502,564	625,756	2,916,413	8,117,477	45,796	785,919	1,862,909	2,745,544	260,180	815,910	56,678,468
Year to Date Net Income (Loss)	132,922	(62,110)	-	12,139	(35,161)	(330,975)	44,845	10,530	(2,926)	63,205	(167,530)
<b>Ending Fund Balance</b>	<b>(931,412)</b>	<b>288,286</b>	<b>58,246</b>	<b>150,748</b>	<b>76,882</b>	<b>185,689</b>	<b>86,532</b>	<b>25,097</b>	<b>23,735</b>	<b>161,481</b>	<b>125,285</b>

# NORTH WASCO COUNTY SCHOOL DISTRICT

## Revenue Status Report For the year ending June 30, 2025

DESCRIPTION	Budget	Year to Date Revenues	Balance	% Budget Received
100 General Fund	41,032,749	38,635,486	(2,397,263)	94.16%
105 Technology Fund	325,000	331,467	6,467	101.99%
107 Textbook Replacement Fund	425,000	206,459	(218,541)	48.58%
110 Vehicle Replacment Fund	50,000	25,720	(24,280)	51.44%
210 Federal Programs	4,142,882	2,916,413	(1,226,469)	70.40%
220 State Grant Funds	4,562,850	3,055,765	(1,507,086)	66.97%
230 Local Grant Programs	101,829	10,635	(91,194)	10.44%
240 Vocational Education Fund	30,000	664	(29,336)	2.21%
242 Enterprise Zone Funds	540,000	244,497	(295,503)	45.28%
251 Student Investment Account	4,170,200	4,168,313	(1,887)	99.95%
252 High School Success Account	825,828	905,538	79,710	109.65%
295 Bus Replacement Fund	385,000	209,783	(175,217)	54.49%
299 Nutrition Services Fund	1,886,111	1,907,755	21,644	101.15%
303 OSBA PERS Bonds	2,019,484	2,019,787	303	100.01%
304 Full Faith & Credit Obligation	385,000	388,142	3,142	100.82%
305 Bus Purchase Fund	348,000	348,146	146	100.04%
401 Capital Improvements	408,100	257,254	(150,846)	63.04%
601 Internal Services	927,146	879,115	(48,031)	94.82%
<b>Totals</b>	<b>62,565,179</b>	<b>56,510,938</b>	<b>(6,054,241)</b>	<b>90.32%</b>

# NORTH WASCO COUNTY SCHOOL DISTRICT

## Expenditure Status Report

For the year ending June 30, 2025

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expende
<b>100 General Fund</b>					
1000 - Instruction	22,374,992	22,175,823	29,887	169,282	99.11%
2000 - Support Services	15,552,757	15,357,023	9,333	186,402	98.74%
5000 - Debt Service & Fund Transfers	2,305,000	969,718	-	1,335,282	42.07%
6000 - Contingency	300,000	-	-	300,000	0.00%
7000 - Unappropriated Ending Fund Balance	500,000			500,000	0.00%
<b>Totals</b>	<b>41,032,749</b>	<b>38,502,564</b>	<b>39,220</b>	<b>2,490,965</b>	<b>93.83%</b>
<b>105 Technology Fund</b>					
2000 - Support Services	325,000	317,456	-	7,544	97.68%
7000 - Unappropriated Ending Fund Balance				-	
<b>Totals</b>	<b>325,000</b>	<b>317,456</b>	<b>-</b>	<b>7,544</b>	<b>97.68%</b>
<b>107 - Textbook Replacement Fund</b>					
1000 - Instruction	400,000	238,385	-	161,615	59.60%
2000 - Support Services	25,000	22,985	-	2,015	91.94%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	
<b>Totals</b>	<b>425,000</b>	<b>261,369</b>	<b>-</b>	<b>163,631</b>	<b>61.50%</b>
<b>110 - Vehicle Replacement Fund</b>					
2000 - Support Services	50,000	46,931		3,069	93.86%
7000 - Unappropriated Ending Fund Balance	-			-	
<b>Totals</b>	<b>50,000</b>	<b>46,931</b>	<b>-</b>	<b>3,069</b>	<b>93.86%</b>
<b>210 - Federal Programs Fund</b>					
1000 - Instruction	2,872,448	2,628,335	105	244,008	91.50%
2000 - Support Services	872,171	254,132	-	618,039	29.14%
3000 - Enterprise & Community Services	98,263	33,946	-	64,317	34.55%
4000 - Capital Outlay	300,000	-	-	300,000	0.00%
7000 - Unappropriated Ending Fund Balance	-			-	0.00%
<b>Totals</b>	<b>4,142,882</b>	<b>2,916,413</b>	<b>105</b>	<b>1,226,364</b>	<b>70.40%</b>
<b>220 - State Grant Funds</b>					
1000 - Instruction	1,735,436	1,403,832	6,016	325,588	80.89%
2000 - Support Services	526,728	422,224	-	104,504	80.16%
3000 - Enterprise & Community Services	66,626	56,438	-	10,188	84.71%
4000 - Capital Outlay	2,234,060	1,106,964	-	1,127,096	49.55%
7000 - Unappropriated Ending Fund Balance				-	0.00%
<b>Totals</b>	<b>4,562,850</b>	<b>2,989,458</b>	<b>6,016</b>	<b>1,567,376</b>	<b>65.52%</b>
<b>230 - Local Grants</b>					
1000 - Instruction	65,179	35,388		29,791	54.29%
2000 - Support Services	36,650	10,408	-	26,242	28.40%
3000 - Enterprise & Community Services	-			-	
5000 - Debt Service & Fund Transfers	-	-		-	
<b>Totals</b>	<b>101,829</b>	<b>45,796</b>	<b>-</b>	<b>56,033</b>	<b>44.97%</b>
<b>240 - Vocational Education Fund</b>					
1000 - Instruction	30,000	-	-	30,000	0.00%
<b>Totals</b>	<b>30,000</b>	<b>-</b>	<b>-</b>	<b>30,000</b>	<b>0.00%</b>

## NORTH WASCO COUNTY SCHOOL DISTRICT

### Expenditure Status Report (continued)

For the year ending June 30, 2025

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expende
<b>242 - Enterprise Zone Funds</b>					
1000 - Instruction	-	-	-	-	
2000 - Support Services	540,000	499,691	-	40,309	92.54%
4000 - Capital Outlay	-	-	-	-	
<b>Totals</b>	<b>540,000</b>	<b>499,691</b>	<b>-</b>	<b>40,309</b>	<b>92.54%</b>
<b>251 - Student Investment Account</b>					
1000 - Instruction	1,369,052	1,374,253	-	(5,201)	100.38%
2000 - Support Services	2,801,148	2,848,228	210	(47,290)	101.68%
3000 - Enterprise & Community Services	-	-	-	-	
4000 - Capital Outlay	-	-	-	-	
<b>Totals</b>	<b>4,170,200</b>	<b>4,222,481</b>	<b>210</b>	<b>(52,491)</b>	<b>101.25%</b>
<b>252 - High School Success Account</b>					
1000 - Instruction	707,479	798,761	105	(91,387)	112.90%
2000 - Support Services	118,349	106,777	-	11,572	90.22%
4000 - Capital Outlay	-	-	-	-	
<b>Totals</b>	<b>825,828</b>	<b>905,538</b>	<b>105</b>	<b>(79,815)</b>	<b>109.65%</b>
<b>295 - Bus Replacement Fund</b>					
2000 - Support Services	385,000	286,228	-	98,772	74.34%
3000 - Enterprise & Community Services	-	-	-	-	
<b>Totals</b>	<b>385,000</b>	<b>286,228</b>	<b>-</b>	<b>98,772</b>	<b>74.34%</b>
<b>299 - Nutrition Services Fund</b>					
2000 - Support Services	2,500	193	-	2,307	7.72%
3000 - Enterprise & Community Services	1,883,611	1,862,716	-	20,895	98.89%
<b>Totals</b>	<b>1,886,111</b>	<b>1,862,909</b>	<b>-</b>	<b>23,202</b>	<b>98.77%</b>
<b>303 - OSBA PERS Bonds</b>					
5000 - Debt Service & Fund Transfers	2,019,484	2,019,484	-	-	100.00%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	
<b>Totals</b>	<b>2,019,484</b>	<b>2,019,484</b>	<b>-</b>	<b>-</b>	<b>100.00%</b>
<b>304 - Full Faith &amp; Credit Obligation</b>					
5000 - Debt Service & Fund Transfers	379,063	379,063	-	-	100.00%
7000 - Unappropriated Ending Fund Balance	5,937	-	-	5,937	0.00%
<b>Totals</b>	<b>385,000</b>	<b>379,063</b>	<b>-</b>	<b>5,937</b>	<b>98.46%</b>
<b>305 - Bus Purchase Fund</b>					
5000 - Short term debt servce	348,000	346,997	-	1,003	99.71%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	
<b>Totals</b>	<b>348,000</b>	<b>346,997</b>	<b>-</b>	<b>1,003</b>	<b>99.71%</b>
<b>401 - Capital Improvements</b>					
2000 - Support Services	10,000	4,149	-	5,851	41.49%
4000 - Capital Outlay	398,100	256,031	94,815	47,254	64.31%
<b>Totals</b>	<b>408,100</b>	<b>260,180</b>	<b>94,815</b>	<b>53,105</b>	<b>63.75%</b>
<b>601 - Internal Services</b>					
2000 - Support Services	462,146	350,910	-	111,236	75.93%
5000 - Debt Service & Fund Transfers	465,000	465,000	-	-	100.00%
<b>Totals</b>	<b>927,146</b>	<b>815,910</b>	<b>-</b>	<b>111,236</b>	<b>88.00%</b>
<b>Total All Funds</b>	<b>62,565,179</b>	<b>56,678,468</b>	<b>140,471</b>	<b>5,746,240</b>	

## Board Financials – CFO Narrative

**Bottom line:** The District ended the year with a positive fund balance — an improvement over last year. While the balance is not yet where we’d like it to be, this is a step in the right direction and shows progress.

You’ll notice I’ve added a new sheet that summarizes revenues. Revenues came in below what was budgeted, which is why several lines show shortfalls. This isn’t unusual — budgets are plans, and actual results always vary — but we expect revenues to align more closely with budgeted amounts in the 2025–26 school year.

Despite the revenue shortfall, the District managed expenses well. Because of that, we finish the year in better financial condition than we began it.

Looking ahead, the 2025 financials will continue to change until the annual audit is complete and the auditor’s adjustments are entered. In September, payroll obligations for the rest of the school year are encumbered, so I’ll be able to present meaningful information about the school year in progress. Beginning next month, I will present reports for both 2024–25 (until it’s finalized) and 2025–26.

Enrollment Summary by Building and Grade - 9/12/2025 (before 10-day drops at beginning of year)																	
School	Name	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals	Average	
1093	Chenoweth Elementary	64	56	72	69	71	72	0	0	0	0	0	0	0	404	67.33	
1097	Colonel Wright Elementary	45	44	40	52	44	54	0	0	0	0	0	0	0	279	46.5	
1098	Dry Hollow Elementary	64	53	77	81	74	83	0	0	0	0	0	0	0	432	72	
5250	Innovations Academy	0	0	0	0	0	0	0	0	0	16	27	33	27	103	25.75	
5251	Innovations Virtual	1	0	1	2	0	5	2	5	14	12	31	41	63	177	13.62	
1262	Larkspur LTCT	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0.17	
1095	Mosier Community School	20	16	19	25	25	22	25	21	17	0	0	0	0	190	21.11	
1101	The Dalles High School	0	0	0	0	0	0	0	0	0	208	185	173	187	753	188.25	
1100	The Dalles Middle School	0	0	0	0	0	0	184	179	173	0	0	0	0	536	178.67	
	Totals	194	169	210	229	214	236	211	205	204	236	243	247	277	2875		



### **Background on Oregon's Farm to School Program**

Oregon Department of Education established its farm to school program in 2009. At the heart of this work is fostering a space for students and staff to engage in garden-based education while building curiosity and shared awareness of healthy food choices. The program supports purchases of Oregon foods for meal programs which supports the local food system, connects students with their communities, and provides nourishing meals that also serve as educational opportunities.

### **How Many Programs Exist?**

Oregon currently has 788 school gardens, and approximately 400 Sponsors of the National School Lunch Program and the Child & Adult Care Food Program that are reimbursed for Oregon grown and processed food through the ODE Child Nutrition Program Farm to School Grant. We are proud to support this work!

### **Key Points:**

The Oregon Farm to CNP Grant Program is funded for the 2025-2027 biennium. North Wasco County SD 21 has been automatically opted in to receive a Farm to CNP Noncompetitive Reimbursement Grant (NCRG) in the amount of **\$13,184.08**

The grant period covers the 2025-26 and 2026-27 school years, running from July 1, 2025, through June 30, 2027. Grant funds reimburse qualifying purchases of Oregon-grown, produced, and processed foods served through NSLP, CACFP, and/or SFSP meal programs.

There are actions to take to access and utilize the award.

We are happy to report that the Oregon Legislature approved funding for the Oregon Farm to Child Nutrition Programs (CNP) Grant Program!

A portion of the total Farm to CNP Grant Program allocation funds the Noncompetitive Reimbursement Grant (NCRG), which reimburses eligible CNP Sponsors for Oregon-grown or processed foods served through their meal programs.

For the 2025–2027 biennium, \$3 million is allocated to the NCRG. This noncompetitive funding opportunity is available to all public Oregon School Food Authorities participating in the National School Lunch Program (NSLP), center-based Sponsors of the Child and Adult Care Food Program (CACFP), and Sponsors of the Summer Food Service Program (SFSP).

No application is required to receive a grant award. North Wasco County SD 21 has been automatically opted in to receive a Farm to CNP Noncompetitive Reimbursement Grant in the amount of \$13,184.08 for the 2025–2027 biennium (July 1, 2025– June 30, 2027), with the opportunity to apply for additional funds through the Farm to CNP Competitive Reimbursement Grant (CRG) once the initial \$13,184.08 award is fully expended.

Award amounts for the 2025-2027 biennium were calculated using total meal counts (lunches, breakfasts, snacks, and suppers) from July 1, 2024 – March 31, 2025

There are rules that need to be followed when purchasing and product must come Oregon only.

#### Farm and Production Practices

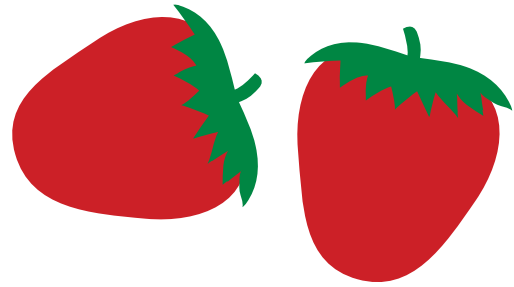
1. Is water tested annually?
2. Are test records on file?
3. Are wells protected from contamination?
4. If raw manure is incorporated into the soil, is it added at least 2 weeks prior to planting or 120 days prior to harvest?
5. Are baskets, totes, or other containers used to collect or transport food products cleaned and sanitized before each use?
6. Are packing materials used for food products clean?
7. Are packing containers appropriate for food contact?
8. Are food products kept at appropriate temperatures?
9. Is the source of wash water used on food products and storage containers protected from cross contamination (e.g. manure, livestock, pets)?
10. Are food products washed, rinsed and sanitized?
11. Are food product contact surfaces washed, rinsed and sanitized at the end of each day?
12. Is there a pest control program in place?
13. Is the food product packing facility enclosed?

#### Worker Sanitation and Safety

1. Are workers trained about proper sanitation and hygiene practices?
2. Are handwashing facilities available to workers?
3. Do workers wash hands at appropriate times – after eating, smoking and using restroom?
4. Do workers limit bare hand contact with foods?
5. Are workers excluded from handling food products if they are ill?
6. Do workers put on clean aprons or clothes prior to washing and packing product?
7. Are different gloves worn for harvesting and packing?

# SELLING LOCAL FOOD TO SCHOOLS

## A Resource for Producers



\* \* \* \* \*

**ACROSS THE COUNTRY**, an increasing number of schools are sourcing locally grown foods for their school meals and snacks and providing complementary educational activities that emphasize food, farming, and nutrition. As a farmer, rancher, fisherman, or other food producer, large or small, this means that there are market opportunities in your own backyard and a chance for your farm's bounty to nourish children in your community. You can play a role in supplying local products to schools to serve during breakfast, lunch, snack times, and supper, as well as educating students about food and agriculture.

School food service programs often work with tight budgets, but this means they know how to be creative in order to serve a variety of high-quality fruits, vegetables, grains, dairy, fish and seafood, and meats to schoolchildren. For example, schools may be interested in competitively priced products that can be included in recipes where the cosmetic appearance does not need to be standard, like products with superficial imperfections or products in need of a market. Since schools have loyal, repeat-customers and often serve meals nearly year-round, they can provide reliable sources of revenue for local farms.

### Selling to Schools: Four Paths

Schools buy local products through a variety of different channels. Some receive direct deliveries from farmers or pick up orders at the farmers' market. Others purchase local products through distributors or acquire them through the USDA Department of Defense Fresh Fruit and Vegetable Program (USDA DoD Fresh) produce vendors. Some purchase local foods that have already been turned into ready-to-eat items by food processors, while others seek raw ingredients that they can serve fresh or use for scratch cooking.

Here are four paths you can explore to partner with schools or districts near you:

#### 1. Selling directly to schools.

Some schools buy items directly from local producers. This is often the case if a producer can meet a school's needs when it comes to volume, packaging, delivery, or other requirements. If you aim to sell directly to a school district, you'll want to make sure that your capacity and its needs are aligned. While you might initially think a school's demand might be too much for your farm, you might be surprised—depending on where (salad bar versus serving line) or how often (once per week versus daily) items are served, schools may have vastly different volume needs for different products. For example, a very large school district will only need a few cases of jalapeño peppers per week for its taco bar!

### Creating Market Opportunities: A Fish Tale

Real Good Fish, a Fiscal Year 2017 USDA Farm to School Grantee and a community-supported fishery in California, launched the Bay2Tray program to increase access to locally caught fish in school meals, while also supporting the local fishing community. The program purchases seafood from fishers that is often discarded, not due to taste or quality issues, but lack of existing markets, and processes it at a price point that meets school food budgets. Schools get a lower price on high-quality product, and fishers get paid for the delicious fish they catch. It's a win-win!



Local products might be served in meal programs and snacks, but your food can also be offered as part of educational activities and at special events. Some schools host Community Supported Agriculture (CSA) pick-up sites. Others conduct fundraisers, where a portion of local produce sales go back to the school or an affiliated organization. And others host farm stands, farmers' markets, or family engagement nights. The lunchroom isn't the only place where local food can be found at a school. If selling to the cafeteria seems like too much at the start, focus first on opportunities that are right-sized for your farm. Sales of local food that support educational activities or events can help you build good relationships with schools and provide you flexibility to grow your capacity to sell to other programs over time.

Sun Produce Cooperative (Sun Produce Co-op) is a multi-stakeholder agricultural and marketing organization that serves the Phoenix metropolitan area in Arizona. In an effort to build connections with schools, it developed a program modeled off the traditional Community Support Agriculture program, but with a fundraising twist. The FarmRaiser program reserves a portion of the profits from every box sold to the district hosting the program.

"Offering FarmRaiser bags in schools is important to Sun Produce Co-op farmers because the program not only helps them sell more produce but also raises money for school projects. And it is a gateway to strengthening farm to school programs. The farmers often get to meet the students, parents, and staff in the process and always receive a warm welcome! The FarmRaiser bags help reinforce hands-on learning and nutrition education."

- Cindy Gentry,  
President of Sun Produce Cooperative

## 2. Selling to intermediated markets that provide food to schools

Did you know schools most commonly purchase local product through intermediaries, such as distributors, food hubs, and agricultural cooperatives? School districts often contract with these types of organizations—most frequently distributors—to provide and deliver specific foods for school meal and snack programs, such as produce. During the competitive procurement process, districts may ask these organizations to provide local products when available, putting some of the responsibility on the intermediaries to find and purchase local items for the district. This can simplify the purchasing process for the school, and it can also assist producers who may not have the capacity to meet a school's delivery or other requirements directly. If a producer is interested in working with an intermediary, the school's nutrition director or State agency can connect you with its vendor, which may choose to purchase directly from you. You'll want to learn about its vendor requirements, such as specific food safety certifications, that you would need to comply with in order to become a supplier. There is no Federal requirement that producers have Good Agricultural Practices (GAP) certification in order to sell to school meal programs, although some schools or intermediators may choose to require it.

## 3. Working with the USDA Department of Defense Fresh Fruit and Vegetable Program (USDA DoD Fresh)

Schools may elect to spend a portion of their USDA Foods entitlement to receive fresh fruits and vegetables through USDA DoD Fresh. This program is a partnership between USDA and the Department of Defense (DoD) Defense Logistics Agency (DLA), which contracts with commercial produce distributors, to purchase and deliver produce to participating schools. Producers wishing to provide fresh fruits and vegetables to schools through the USDA DoD Fresh program are encouraged to work directly with the USDA DoD vendor(s) in their State. Producers can find the USDA DoD Fresh vendor in their State by looking at the "**Market Fresh**" contract for that State ([www.dla.mil/TroopSupport/Subsistence/FoodServices/Contract-Search/](http://www.dla.mil/TroopSupport/Subsistence/FoodServices/Contract-Search/)). Produce distributors and producers must meet the produce quality and food safety requirements defined in the contract.





#### 4. Becoming a USDA Foods vendor

USDA Foods provides about 15-20 percent of the food served in the National School Lunch Program. USDA purchases American-grown fruits, vegetables, livestock, poultry, eggs, fish, grains, dairy, nuts/seeds, and oil for USDA Foods in Schools. Procurement is managed by USDA's Agricultural Marketing Service (AMS) using competitive solicitation and award processes. Businesses (including farmers, fishers, ranchers, growers, and processors) must become approved USDA vendors in order to submit bids to supply USDA Foods. Producers can learn more about the AMS procurement process and how to become approved vendors at the [AMS Become a Food Vendor webpage](http://www.ams.usda.gov/selling-food/becoming-approved) ([www.ams.usda.gov/selling-food/becoming-approved](http://www.ams.usda.gov/selling-food/becoming-approved)).

### Making the Connection

School nutrition directors typically coordinate food purchases and menu plans for the schools within their districts. Since they have a pulse on the district's food needs, purchasing schedules, and menus, they can help you determine whether your products are a good fit, and they can give you a sense of how best to get involved. You can typically find contact information for school nutrition departments by visiting the districts' websites.

You will be most effective in marketing your products if you learn as much as possible about the schools you hope to work with. Do they serve breakfast, lunch, snacks, and/or dinner, or just lunch? How many students do they serve each day? Do they serve meals in the summer? How do they currently source food? Which distributors do they currently work with? Consider eating a meal at the school or checking out the school's monthly menus online to get a sense of what types of items are served. Information about schools, what local items they purchase, and which products they'd like to buy in the future is also available via their responses to the [USDA Farm to School Census](http://farmtoschoolcensus.fns.usda.gov/) ([farmtoschoolcensus.fns.usda.gov/](http://farmtoschoolcensus.fns.usda.gov/)).

Understanding the kitchens and preparation environments of your prospective school customers is also key, specifically in the areas of staff skills, equipment available, time to prepare food, and storage space. Some schools have large walk-in freezers, and some have minimal cold or freezer storage space. Some schools are equipped with highly trained staff and state-of-the-art equipment to process fresh food, while others don't have much more than convection ovens to heat and serve pre-prepared meals. By working with the school nutrition director, you will learn about the school's capacity to handle local products.

Here are some topics to cover in a conversation between a producer and a school nutrition director to discuss local purchasing:

- (1) Desired products & varieties
- (2) Quality standards & sizing
- (3) Quantities
- (4) Pack sizes
- (5) Food safety
- (6) Insurance and licenses
- (7) Delivery sites & distribution logistics
- (8) Procurement process & payment
- (9) Contingencies

### How Do Schools Buy Food?

School food authorities that participate in Child Nutrition Programs, such as the National School Lunch Program, receive cash reimbursements for the eligible meals they serve. They use these funds to purchase food and cover other expenses, like labor and supplies. In accordance with Federal regulations, schools are required to follow competitive procurement guidelines. In short, schools must either compare simple price quotes or conduct more formal solicitation processes, depending on the volume of the sale. For purchases of less than \$10,000, an informal direct purchase called a "micro-purchase" may be allowable. The updated Federal procurement regulations allow for State agencies and program operators to self-certify an increased micro-purchase threshold of up to \$50,000, and even over \$50,000 in some situations, as long as regulatory requirements are followed. For more information, see [Updates to the Federal Micro-Purchase Threshold in 2 CFR 200.320 \(a\)\(1\)](http://www.fns.usda.gov/cn/updates-federal-micro-purchase-threshold) ([www.fns.usda.gov/cn/updates-federal-micro-purchase-threshold](http://www.fns.usda.gov/cn/updates-federal-micro-purchase-threshold)).



Schools use solicitations to communicate what they're looking for and how you may contend for that sale. Solicitations can be as simple as a product description in a phone call, or as complex as a formal Request for Proposals. Regardless of the procurement process, schools can use a number of tactics to target local producers and products, such as specifying farm size, freshness, and/or native varieties. They can also use a geographic preference in the selection process to give certain local products a competitive boost when compared to non-local products.

### Educating Students

In addition to selling products to schools, producers can play important roles in exposing children to agriculture and teaching them about food and nutrition. Educational opportunities such as farm tours or classroom/cafeteria visits might be a good fit. Sometimes schools can pay for these services through grants or other funding streams, but even if they can't the relationships are mutually beneficial. You might benefit from a chance to teach students about the food system and healthy eating, creating future customers while getting to build relationships in a new potential market space. We all know that students who feel a connection to the local food served in their meals and snacks are more likely to actually eat it!

### Learn More

For more information about supplying local foods to USDA Child Nutrition Programs, see the Bringing the Farm to School Producer Resources at [www.farmtoschool.org/bringingf2s](http://www.farmtoschool.org/bringingf2s).

For more information and resources about local procurement regulations and serving local food in school meals, see [www.fns.usda.gov/f2s/procuring-local-foods](http://www.fns.usda.gov/f2s/procuring-local-foods).



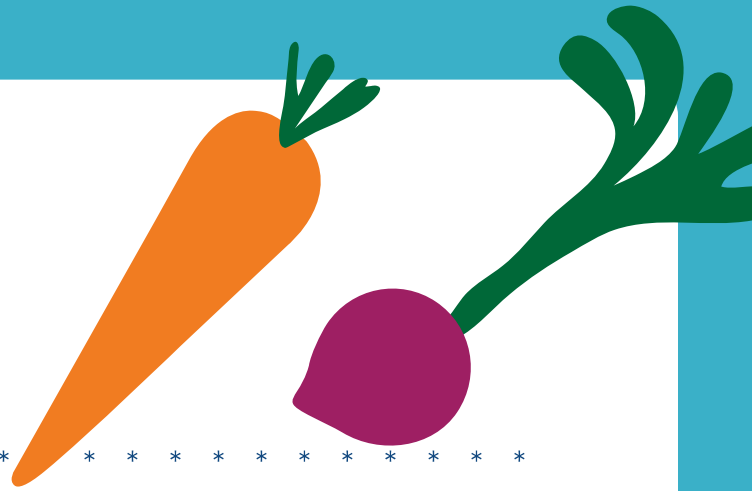
\* \* \* \* \*

For more information and to sign up for The Dirt, the e-letter from the Patrick Leahy Farm to School Program, visit [www.fns.usda.gov/f2s/e-letter-archive](http://www.fns.usda.gov/f2s/e-letter-archive).

Questions? Email us at [SM.FM.FarmToSchool@usda.gov](mailto:SM.FM.FarmToSchool@usda.gov).



# USDA FOODS: A Resource for Maximizing Food Budgets To Buy Local



USDA Foods in Child Nutrition Programs has a dual mission to support domestic agriculture and provide healthy food for schools and institutions participating in USDA's Child Nutrition Programs, including the National School Lunch Program (NSLP), School Breakfast Program (SBP), the Child and Adult Care Food Program (CACFP), and the Summer Food Service Program (SFSP). Through the program, schools and institutions<sup>1</sup> may order a wide variety of high-quality fruits, vegetables, dairy products, whole grains, lean meats, and other protein options to serve to students as part of healthy meals and snacks.

## How Do USDA Foods Work?

Schools participating in one of the USDA's Child Nutrition Programs receive two types of support from USDA to serve nutritionally balanced meals and snacks. The bulk of the USDA's support comes in the form of cash reimbursements which are provided to schools for the eligible meals and snacks they serve. In addition, schools also receive USDA Foods entitlement – each school receives a pre-determined allocation to order food procured by the USDA. USDA Foods make up about 15-20 percent of the food served in the NSLP. The Agricultural Marketing Service (AMS) at the USDA procures USDA Foods to fulfill requests from participating schools, leveraging the large volumes of food served in Child Nutrition Programs to get competitive pricing and then passing those savings on to schools when they use their USDA Foods entitlement.

"USDA is a partner in meeting my local purchasing goals. I often shift my [USDA Foods] entitlement to products that

are not available locally and to products like the roast chicken that USDA Foods is able to offer at a lower price point than I could get as an individual school district."

- Andrea Early, Director of School Nutrition,  
Harrisonburg City Public Schools

## How Do USDA Foods Support A School's Local Purchasing Efforts?

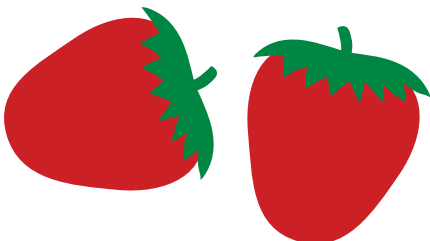
USDA Foods support local purchasing in several ways:

### Maximizing Funds For Local Purchases

Whether in your home kitchen or a school cafeteria, every food dollar counts. By using USDA Foods in meals and snacks, particularly USDA Foods products that may not be available on the open market locally, schools can free up funds to spend on local purchases. Since the value of USDA Foods is often very competitive due to the high volumes of food procured by the USDA, fully utilizing USDA Foods ensures that a school district will get the most bang for its buck when buying local using its reimbursement dollars.

### Championing American Agriculture

USDA Foods are all produced in the United States, so every USDA Food is local to someone! For example, Mississippi is the only State that produces significant commercial quantities of farmed catfish. If a school is located in the Southeast, USDA Foods catfish may be local, depending on the school's definition of local. However, product origin labeling is not currently available for USDA Foods to school food authorities (SFAs) at the time of product selection. To identify USDA Foods that have been historically sourced in your area, review the **USDA Foods State of Origin Reports** ([www.fns.usda.gov/usda-foods/state-origin-usda-foods](http://www.fns.usda.gov/usda-foods/state-origin-usda-foods)). These reports indicate the State in which each USDA Foods product was produced by year.



<sup>1</sup> The term "schools" is referenced throughout this document, but please note this refers to schools and other Child Nutrition Program sponsors.

### Supporting Local Processors

Many States allocate a portion of their USDA Foods entitlement to processors to further process USDA Foods. For example, they may send entitlement beans to a processor to make baked beans or burritos, or send apples to a processor to be sliced. In this way, local processors can benefit from the program. Check with your State Distributing Agency to see if there are approved USDA Foods processors in your area.

### Promoting Local Fruit and Vegetable Producers

One of the ways that schools may choose to use their USDA Foods entitlement funds is through the USDA Department of Defense Fresh Fruit and Vegetable Program (USDA DoD Fresh). This program provides schools with many different types and varieties of fresh produce grown in the United States, including a variety of package sizes, whole and pre-cut options, and locally grown produce when in season. The USDA DoD Fresh Fruits and Vegetables Order Receipt System (FFAVORS) includes State of Origin information for all products. FFAVORS provides reporting capabilities so schools can run reports to see how much local produce they have ordered. To learn more, check out our **USDA DoD Fresh Program Fact Sheet** ([www.fns.usda.gov/f2s/using-dod-fresh-buy-local](http://www.fns.usda.gov/f2s/using-dod-fresh-buy-local)).

### Learn More

Refer to the **USDA Foods in Schools page** ([www.fns.usda.gov/usda-fis](http://www.fns.usda.gov/usda-fis)) of the FNS website for a complete list of USDA Foods available and information sheets for each product.

Contact information for State Distributing Agencies is available on the **Food and Nutrition Service (FNS) website** ([www.fns.usda.gov/contacts](http://www.fns.usda.gov/contacts)).

For more information on USDA Foods processing, visit **USDA Foods Processing webpage** ([www.fns.usda.gov/usda-fis/processor](http://www.fns.usda.gov/usda-fis/processor)).

For more information about the USDA DoD Fresh Program, please refer to the **USDA DoD Fresh Program webpage** ([www.fns.usda.gov/usda-foods/usda-dod-fresh-fruit-and-vegetable-program](http://www.fns.usda.gov/usda-foods/usda-dod-fresh-fruit-and-vegetable-program)).



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For more information and to sign up for The Dirt, the e-letter from the Patrick Leahy Farm to School Program, visit

[www.fns.usda.gov/f2s/e-letter-archive](http://www.fns.usda.gov/f2s/e-letter-archive)

Questions? Email us at [SM.FN.FarmToSchool@usda.gov](mailto:SM.FN.FarmToSchool@usda.gov)

**PEARL'S PLACE**  
HOOD RIVER, OR

# Walter Wells & Sons, LLC

## Hood River, OR

*Glacier-fed Fruit that Speaks for Itself!*



Walter Wells & Sons/Viewmont Orchards, is a 5<sup>th</sup> Generation Family Farm operated by the Wells Family in Hood River, OR. We grow Pears, Apples, Cherries, Peaches, Plums, and numerous other types of fruits and vegetables on our acreage on the east side of the lush Hood River Valley.



We are a conventional farming operation that prides itself on using Integrated Pest Management – meaning, we do our best to increase the **BENEFICIAL** insect population by adopting a soft spray program. We firmly believe this creates more sustainability while providing top quality fruit to our customers.



Our farming operation includes a cold storage facility, packing house, processing operation, and a direct sales fruit stand named **Pearl's Place**.

This diversity of operations allows our farming business to seek out different opportunities like direct sales to customers, distribution of product into Portland, OR and other regional markets, supporting school lunch and FFA fundraising programs, and distribution of fruit into the world marketplace including across the United States, Canada, and Mexico.

Pear Varieties  
Green D'Anjou  
Red D'Anjou  
Bartlett  
Bosc  
Comice  
Forelle  
Starkrimson

Apple Varieties  
Gala  
Honeycrisp  
Gold Delicious  
Red Delicious  
Granny Smith  
Sonata  
Fuji

Peach Varieties  
Flamin' Fury  
Red Haven  
O'Henry  
Diamond Princess  
Snow Princess  
Bright Princess  
Suncrest  
Elberta  
Candy Red

Cherry Varieties  
Bing  
Rainier  
Montmorency  
Lapin  
Regina  
Sweethart

To learn more, go to [PearlsPlaceFruit.com](http://PearlsPlaceFruit.com) and follow us on Instagram and Facebook @pearlsplacefruit. Pearl's Place Fruit Stand hours vary throughout the year. Call (541) 386-3888 or look online for our current hours.

Code: LBEA  
Adopted: 1/25/24

### ~~Resident Student~~ Denial for Virtual Public Charter School ~~Attendance Student~~ Enrollment\*\*

{Conditionally required. This policy is required if the district plans to deny enrollment of a student to a virtual public charter school. OAR 581-026-0305 (8)}

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by **October 1 and April 1** calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the ~~established~~ **calculated** percentage is more than three percent, the district will not approve ~~additional~~ a student's enrollment to such a virtual public charter school.

A parent<sup>1</sup> must give notice to the district **in which the parent resides** of their intent to enroll their student in a virtual public charter school ~~not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment.~~ If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

~~If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision~~ If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice<sup>2</sup> within 10 calendar days of receiving notice from a parent and must include:

1. The notice the student is denied for enrollment to the virtual public charter school;
2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on **the most** recent calculations **at the time the intent enroll was received by the district**;
- ~~3. The right to appeal the decision to the State Board of Education;~~
4. A list of two or more other online options available to the student; and
5. A copy of OAR 581-026-0305 and OAR 581-026-0310.

**When calculating the percentage,** ~~the~~ the district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in **virtual and non-virtual** public charter

<sup>1</sup> "Parent" means parent, legal guardian or person in parental relationship as defined in ORS 339.133.

<sup>2</sup> If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

schools located in the district;

3. The number of students residing in the district enrolled in virtual public charter schools ~~not sponsored by the district~~;
4. The number of home-schooled students ~~who reside reiding~~ in the district and who have registered with ~~the an~~ educational service district; and
5. The number of students ~~who reside residing~~ in the district enrolled in private schools located within the ~~school~~ district.

A parent may appeal ~~a decision of a the~~ district's ~~to not approve a denial for~~ student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)  
[ORS 338.125](#)

[OAR 581-026-0305](#)  
[OAR 581-026-0310](#)

[House Bill 3204](#) (2023).

Code: JHCA/JHCB  
Adopted: 8/22/24

**Immunization, ~~and~~ School Sports Participation, Concussions and Other Brain Injuries\*\***

**Immunization**

Proof of immunization must be presented at the time of initial enrollment<sup>1</sup> in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.<sup>2</sup>

**School Sports Participation**

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination<sup>3</sup> prior to their initial participation in a related district program. The form<sup>4</sup> is to be completed and signed by a parent or guardian giving permission for the student to participate and signed by a medical provider authorized by law<sup>5</sup> who has examined and evaluated the student. The completed form(s) must be returned as directed. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

*A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.*

**Concussions and Other Brain Injuries**

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has

<sup>1</sup> The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

<sup>2</sup> Documentation requirements for exemptions are outlined in ORS 433.267.

<sup>3</sup> The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

<sup>4</sup> The form may be used in either a hard copy or electronic format.

<sup>5</sup> This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

determined the student has not suffered a concussion.<sup>6</sup> Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional<sup>7</sup>.

~~A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.~~

Upon receipt of written notification<sup>8</sup> from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.<sup>9</sup> Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.<sup>10</sup>

END OF POLICY

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**Legal Reference(s):**

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485 - ORS 336.490](#)

[ORS 433.235 - 433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0041](#)

[OAR 581-021-3007](#)

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<sup>6</sup> For more information regarding medical releases for students in grades 9-12, see OSAA rules.

<sup>7</sup> "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

<sup>8</sup> "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

<sup>9</sup> The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

<sup>10</sup> Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).  
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 (2024).  
[House Bill 2007 \(2025\)](#)

DRAFT

# North Wasco County School District 21

1<sup>st</sup> Reading

Code: **JOA**

Adopted: 4/17/97

Revised/Readopted: 6/9/04; 1/28/10; 3/2/17; 1/30/18;

Orig. Code(s): JOA

## Directory Information\*\*

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following d~~Directory information<sup>[+]</sup> may be released ~~to the public~~ through appropriate procedures and includes:

1. Student’s name;
- ~~2. Student’s address;~~
- ~~3. Student’s telephone listing;~~
- ~~4. Student’s electronic address;~~
- ~~5.2. Student’s photograph;~~
- ~~6. Date and place of birth;~~
- ~~7.3. Major field of study;~~
- ~~8.4. Participation in officially recognized sports and activities and sports;~~
- ~~9.5. Weight and height of athletic team members of athletic teams;~~
- ~~10.6. Dates of attendance; and~~
- ~~11. Grade level;~~
- ~~12.7. Diploma, honors or Degrees and awards received;~~
- ~~13. Most recent previous school or program attended.~~

### Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon request, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of

<sup>+</sup>[For the health, safety and welfare of students, the district may want to consider limiting this list. Consider deleting #2, 3, 4, 6, 7, 10, 11, 12 and/or 13; recommend deleting the word ‘diploma’ in #12 if kept.]

higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

## Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

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### Legal Reference(s):

ORS 30.864  
ORS 107.154  
ORS 180.805

ORS 326.565  
ORS 326.575  
ORS 336.187

OAR 581-021-0220 - 021-0430  
OAR 581-022-2060

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 ([20122024](#)).  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g ([20122024](#)); Family Educational Rights and Privacy, 34 C.F.R. Part 99 ([20172025](#)).  
Every Student Succeeds Act, 20 U.S.C. § 7908 ([20122024](#)).

# North Wasco County School District 21

Code: **IGBAB/JO-AR**

Adopted: 11/21/13

Revised/Readopted: 3/02/17; 6/15/17

## Education Records/Records of Students with Disabilities Management

### 1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district, that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student, are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
  - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
  - (2) Made, maintained or used only in connection with treatment of the student; and
  - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student's birth date ~~and place of birth~~;
- d. Names of parents/guardians;

- e. Date of entry in school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school; and
- l. ~~Such additional information as the district may prescribe.~~

The district may ~~also~~ request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request.~~ The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

## 2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

## 3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence that there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

#### 4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing<sup>1</sup>;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

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<sup>1</sup> Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at his/her expense, have those records reviewed by a physician or other appropriate professional of his/her choice.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.501(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The principal or his/her designee shall be the person responsible for maintaining and releasing the education records.

## 5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill his or her professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with

respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:

The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
  - (1) Determine eligibility for the aid;
  - (2) Determine the amount of the aid;
  - (3) Determine the conditions for the aid; or
  - (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
  - (1) Develop, validate or administer predictive tests;
  - (2) Administer student aid programs; or
  - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:
  - (1) Designates the individual or entity as an authorized representative;

- (2) Specifies the personally identifiable information being disclosed;
  - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
  - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
  - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
  - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
  - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
  - h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
  - i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
  - j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
  - k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;

- l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
- m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

- n. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
- p. The disclosure is to a caseworker or other representative, who has the right to access the student’s case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

## 6. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or his/her assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally identifiable information:

- a. The parent(s) or eligible student;
- b. The school official or his/her assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

## 7. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student’s rights of privacy or other rights, he/she may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of his/her right to appeal the decision by requesting a hearing.

#### 8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or his/her designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at his/her own expense, be assisted or represented by one or more individuals of his/her own choice, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record

commenting on the contested information in the record or stating why he/she disagrees with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

#### 9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

#### 10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

### **Disclosure Statement**

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

### **Personal Electronic Devices and Social Media\*\***

(Student may possess a personal electronic device)

Students may be allowed to use and possess personal electronic devices on district property and at district-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment or district-sponsored activities, or violate Board policies, administrative regulations, school or classroom rules, state and federal law.<sup>1</sup>

As used in this policy, a “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

If the district implements a curriculum that uses technology, students may be allowed to use their own personal electronic devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.

Students may not access social media websites using district equipment, while on district property or at district-sponsored activities unless the access is approved by a district representative.

The district will not be liable for personal electronic devices brought to district property and district-sponsored activities. The district will not be liable for information or comments posted by students on social media websites when the student is not engaged in district activities and not using district equipment.

The superintendent is directed to develop administrative regulations and/or approve school rules as necessary to ensure that student use of such devices is consistent with this policy. Administrative regulations may include grade- or age-level possession and/or use restrictions by students on district property and at district-sponsored activities; consequences for violations; a process for responding to a student’s request to use a personal electronic device, including an appeal process if the request is denied; and such other provisions as the superintendent may deem necessary. The superintendent is responsible for ensuring that pertinent provisions of Board policies, administrative regulations and school rules governing personal electronic devices are included in staff handbooks and student/parent handbooks, reviewed annually and updated as necessary.

END OF POLICY

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<sup>1</sup>The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

**Legal Reference(s):**

[ORS 332.107](#)

[ORS 336.840](#)

Copyrights, 17 U.S.C. §§ 101- 1332; 19 C.F.R. Part 133 (2006).

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