

Regular Meeting

Thursday, July 23, 2026 6:00 PM

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

1. **Call Meeting to Order and Pledge of Allegiance** **Presenter:** Betsy Hege, Chair
2. **Elect Board Chair & Vice Chair [ORS 332.005(2), 332.040(4)]**
3. **District Mission / Vision / Values**
4. **Review / Revision of the Agenda**
5. **Public Comment on Agenda Items Only**
6. **Consent Agenda**
 - 6.a. 2026-2027 Board Organizational Chart
 - 6.b. School Board Meeting Minutes from previous meeting
 - 6.b.1.
 - June 25, 2026 Board Meeting Minutes
 - 6.c. Personnel Report
7. **New Business:**
 - 7.a. Presentations / Reports:
 - 7.a.1. Presentation: Substance Use Prevention Plan **Presenter:** CJ Toole, Director of Prevention and Intervention
 - 7.a.1.a. Action Item: Approve Substance Use Prevention Plan
 - 7.a.2. Superintendent's Report **Presenter:** Dr. Carolyn Bernal, Superintendent
 - 7.a.2.a. Follow-ups from prior meetings, as needed:
 - 7.a.3. Chief Financial Officer's Report **Presenter:** Dan Pedersen, CFO
 - 7.a.3.a. Action Item: Approve Resolution 26-27-02: Resolution Transferring Appropriations Within The 200 Funds.
 - 7.a.3.b. Financial Statements:
 - 7.a.4. Board Attorney's Report **Presenter:** Jason Corey, Board Attorney
 8. Discussion / Action Items:
 9. 1st Reading on School Board Policies (informational only):
 - 9.a. There have been several changes to Oregon Public Meeting laws over the few years. These

include statutes from the Oregon Legislature and rules from the OGE. In 2026, the Legislature passed House Bill 4177, but it will not go into effect as it was vetoed by the governor. The policies included in this update include language that matches the new laws.

Local District Responsibility: Review the policies listed below. If the policy is marked for deletion, delete that policy and adopt the new version of the policy, if included. If the policy includes updates, consider applying the updates to the district's current policies and adopting the updated policies.

- 9.a.1. Policy BBAA: Individual Board Member's Authority and Responsibilities (DELETE)
- 9.a.2. Policy BBAA: Board Member's Authority and Responsibilities (Highly Recommended - NEW)
- 9.a.3. Policy BD/BDA: Board Meetings (DELETE)
- 9.a.4. Policy BD: Board Meetings, Notices and Communications (Highly Recommended - NEW)
- 9.a.5. Policy BDDG: Recordings and Minutes of Board Meetings (Highly Recommended - NEW)
- 9.a.6. Policy CBG: Evaluation of the Superintendent (Update - REQUIRED)
- 9.b. Policy EBB: Integrated Pest Management (REQUIRED)
- 9.c. Policy GBA: Equal Employment Opportunity (Update REQUIRED)
- 9.d. Policy GBN/JBA & JBA/GBN: Sexual Harassment (Update REQUIRED)
10. Comments from the Audience about Non Agenda Items
11. Informational Only:
 - 11.a. Board Action Calendar - Review
 - 11.b. Possible Appointment of School Board Members to Standing Committees
 - 11.c. Board Member Reports
12. 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 – July 23, 2026

Current as of -July 15, 2026

Licensed Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
Lourdes River-Nystrom	DLI Grade 6 Teacher	CES	Begins August 21, 2026
Emma Bergman	Music Teacher	CWE	Begins August 21, 2026
Ethan Smith	Athletic Trainer	TDHS	Begins August 3, 2026
Lauren Johnson	DLI Language Acquisition Specialist	CES	Begins August 21, 2026
Kathleen Lloyd	SPED Facilitator	DW	Begins August 21, 2026
Gayle Huwe	Grade 2 Teacher	CWE	Begins August 21, 2026
Ethan Shubert	Advanced Math Teacher	TDHS	Begins August 21, 2026
Esther Ferguson-Young	CTE-Health Occupations	TDHS	Begins August 21, 2026
Elliot Fulkerson	Social Studies Teacher	TDHS	Begins August 21, 2026
Marika Ross	Reading Specialist	CES	Begins August 21, 2026

Licensed Staff – Internal Transfer and or Hires

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
Jenni Bergemann	CES/ELD Teacher	DW/TOSA-Special Programs Coordinator

Licensed Staff – Resignation/Retirements/Separation of Employment

NAME	POSITION	BUILDING	COMMENTS
Brian Schimel	NORCOR Teacher	NORCOR	Resigning TBD

Licensed Staff– Request for Leave of Absence

NAME	POSITION	BUILDING	COMMENTS
Danielle Barriga	ELD Teacher	TDMS	Requests Leave of Absence for the 26'-27' school year

Administrative Staff – New Hires

NAME	POSITION	BUILDING	COMMENTS
N/A			

Administrative Staff – Internal Transfer and or Hires

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

Administrative Staff – Resignation/Retirements/Separation of Employment

NAME	POSITION	BUILDING	COMMENTS
N/A			

Administrative Staff– Request for Leave of Absence

NAME	POSITION	BUILDING	COMMENTS
N/A			

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

ESP Staff – New Hires – No Action Required

NAME	POSITION	BUILDING	COMMENTS
Jennifer Sorenson	Secretary III-Counseling	TDHS	Begins August 3, 2026
Alex Fierce	Ed Assistant II	DHE	Begins August 24, 2026
Keara Stutesman	Secretary III-Attendance/Athletics	TDHS	Begins August 3, 2026

ESP Staff –Transfers and Internal Hires – No Action Required

NAME	CURRENT BUILDING AND ASSIGNMENT	NEW BUILDING AND ASSIGNMENT
Darla McKee	TDMS/Secretary III-Attendance	TDMS/Secretary V-Lead

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
Tania Ortiz	Secretary V	NS	Resigning July 24, 2026

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
Deborah Miller	Head Coach Girls Basketball	TDHS	Begins November 9, 2026

Saul Ascencio	Assistant Boys Soccer Coach	TDHS	Begins August 17, 2026
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Coaching Staff – Resignations/Separation of Employment – No Action Required

NAME	POSITION	BUILDING	COMMENTS
Bailey Ortega	Assistant Baseball Coach	TDHS	Resigned June 17, 2026
Montana Macleod	Head Volleyball Coach	TDMS	Resigned July 13, 2026

Advertised Vacancies

Position	HRS/FTE	Building	Close Date	Comments
ELD Teacher(s) TEMPORARY 26'-27' SY	8 Hrs	CES	Open Until Filled	Advertised
DLI Assistant II 26'-27' SY	7.5 Hrs	CES	Open Until Filled	Advertised
Program Coordinator-ASP	Varies	CES	Open Until Filled	Advertised
ELD Assistant II 26'-27' SY	7.5 Hrs	CWE	Open Until Filled	Advertised
ED Assistant II 26'-27' SY	7.5 Hrs	CWE	Open Until Filled	Advertised
Kindergarten Teacher 26'-27' SY	8 Hrs	CWE	Open Until Filled	Advertised
Nutrition Services II-Lead	8 Hrs	Dist Wide	Open Until Filled	Advertised
Speech Language Pathologist 26'-27' SY	8 Hrs	Dist Wide	Open Until Filled	Advertised
Speech Language Pathologist Asst 26'-27' SY	8 Hrs	Dist Wide	Open Until Filled	Advertised
School Psychologist-Hybrid Optional 26'-27' SY	8 Hrs	Dist Wide	Open Until Filled	Advertised
Ed Asst(s)IV-Mental Health Program (Elementary and Secondary Level)	7.5 Hrs	Dist Wide	Open Until Filled	Advertised
Ed Assistant(s) II 26'-27' SY	7.5 Hrs	DHE	Open Until Filled	Advertised
Maintenance I-FT	8 Hrs	Facilities	Open Until Filled	Advertised
Juvenile Detention Teacher	8 Hrs	NORCOR	Open Until Filled	Advertised
Secretary V	8 Hrs	Nutrition Services	Open Until Filled	Advertised
SPED Facilitator 26'-27' SY	8 Hrs	Student Services	Open Until Filled	Advertised
Learning Specialist Teacher(s) SLC and Resource Room	8 Hrs	Student Services	Open Until Filled	Advertised
Physical Therapy Assistant	8 Hrs	Student Services	Open Until Filled	Advertised
Ed Asst IV-SPED Assist(s) Resource and SLC 26'-27' SY	7.5 Hrs	Student Services	Open Until Filled	Advertised
ELD Assistant 26'-27' SY	7.5 Hrs	TDHS	Open Until Filled	Advertised
LTCT Mental Health Program Teacher 26'-27' SY	8 Hrs	TDHS	Open Until Filled	Advertised
CTE-Welding/Fabrication 26'-27' SY	8 Hrs	TDHS	Open Until Filled	Advertised
CTE-Computers 26'-27' SY	8 Hrs	TDHS	Open Until Filled	Advertised
Math Teacher 26'-27' SY	8 Hrs	TDMS	Open Until Filled	Advertised
ELD Teacher Temporary 26'-27' SY	8 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
Head Cross Country Coach 26'-27'	Seasonal	TDHS	Open Until Filled	Advertised
Head Track and Field Coach 26'-27'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Track and Field Coach 26'-27'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Football Coach 26'-27'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Baseball Coach 26'-27'	Seasonal	TDHS	Open Until Filled	Advertised
Asst Soccer Girls Coach 26'-27'	Seasonal	TDHS	Open Until Filled	Advertised
Head Football Coach 26'-27'	Seasonal	TDMS	Open Until Filled	Advertised
Asst Football Coach 26'-27'	Seasonal	TDMS	Open Until Filled	Advertised
Head Volleyball Coach 26'-27'	Seasonal	TDMS	Open Until Filled	Advertised
Head Cross Country Coach 26'-27'	Seasonal	TDMS	Open Until Filled	Advertised
Asst Cross Country Coach 26'-27'	Seasonal	TDMS	Open Until Filled	Advertised
Asst Track Coach 26'-27'	Seasonal	TDMS	Open Until Filled	Advertised

North Wasco County School District Substance Abuse Plan





Division 22 Requirements

Status: Out of Compliance (Fall 2025)

Plan Requirements (2024-25)

- Written comprehensive plan for substance use prevention and intervention.
- K-12 prevention education aligned with Health Standards.
- Min. 1 ODE Opioid lesson in grades 6, 7, 8, and once in High School.
- School policies, resources, referral processes, and staff training.

Current District Policies

- [IGAEB](#): Drug, Alcohol & Tobacco Prevention
- [JFCG/JFCH/JFCI](#): Use of Prohibited Substances

Implementation Support

Districts may use the [Implementation Tool](#) when developing or updating plans.



Why We Developed This Plan

Student Well-being

Prioritizing the holistic health and safety of every student in our district.

Fentanyl Concerns

Directly addressing the escalating dangers of synthetic opioids in our community.

Coordinated Systems

Building a unified network for efficient communication and rapid response.

Prevention

Proactive measures to reduce risks and promote healthy choices early on.

Statewide Requirements

Ensuring full alignment with Oregon's mandated safety and health standards.

MTSS Alignment

Integrating within the Multi-Tiered System of Supports for consistent care.



Our Prevention Approach

The approach we have created is grounded in the following core principles:



Prevention-focused



Restorative



**Early
Intervention**



Supportive

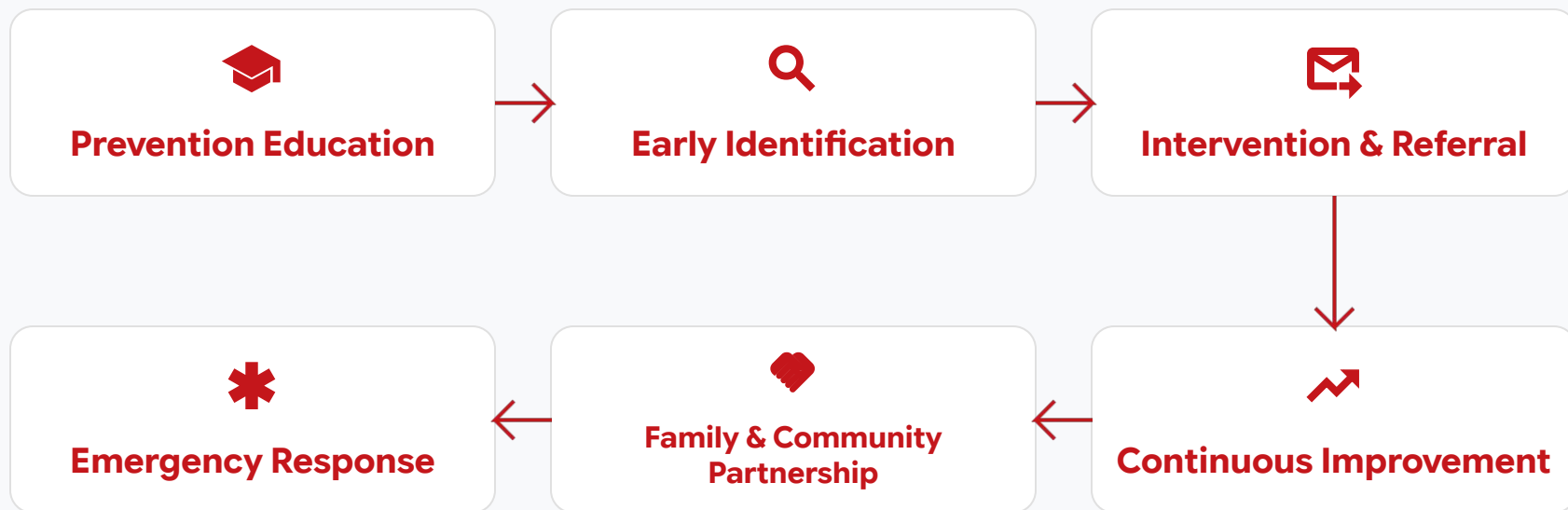


Relationship-centered

Discipline alone is not intervention.



How the System Works





Prevention & Education

What Students Receive



**K-12 Prevention
Instruction**



**Opioid & Fentanyl
Lessons**



**Health Standards
Alignment**



Help-Seeking



Safety Education



Intervention & Student Support



Early Identification

Recognize concerns early and connect students to support.



Tiered Student Support

Support based on need, from counseling to referrals.



Family Partnership

Collaborative and culturally responsive communication.



Coordinated Referral

Developing a consistent system to prevent "falling through cracks".



Re-entry Support

Structured transition support for returning students.



MTSS Alignment

Integrated with academic, behavioral, and wellness supports.



Emergency Response; Student Safety



Naloxone (Narcan)

Available in designated district schools and accessible to trained staff.



Staff Training

Annual training in overdose recognition, emergency response procedures, and Good Samaritan protections.



Emergency Response Protocols

Clear procedures for responding to suspected overdose or substance-related medical emergencies (Policy JHCD-AR).



Re-Entry & Recovery Support

Structured re-entry planning and support for students returning from hospitalization, treatment, or crisis.



Staff Training & Implementation Support



Annual staff training

All staff receive annual training on prevention practices, referral procedures, fentanyl awareness, and emergency response protocols.



Role-specific support

Teachers, counselors, administrators, nurses and specialists receive training aligned to their specific responsibilities within the plan.



Consistent Procedures

The plan establishes common referral, documentation and response expectations across schools.



Continuous Improvement

Training completion, implementation data and annual review processes help guide ongoing improvement and system alignment.



Monitoring, Review and Continuous Improvement



Annual Review

The district conducts an annual review of prevention instruction, referrals, interventions, training and implementation practices.



Data Monitoring

Referral, discipline, attendance and re-entry data are reviewed to identify trends, needs and opportunities.



Equity & Access Review

The district monitors whether students have equitable access to prevention and intervention supports across schools and student groups.



Ongoing Plan Improvement

Stakeholder feedback, implementation data and emerging needs inform annual plan updates and future improvements.



Implementation Timeline & Next Steps

Current Foundations

MTSS systems, counseling supports, health instruction, restorative practices, attendance systems and community partnerships already support prevention and intervention work across the district.

Summer 2026 & 2026-27 Priorities

- Finalize district implementation procedures
- Standardize referral and re-entry processes
- Expand staff training and documentation systems
- Strengthen community referral coordination
- Develop annual review and reporting structures



Ongoing Development

The district will continue refining prevention systems through annual review, stakeholder feedback, training and evolving state guidance.



Board Action & Closing Summary

Approval of this plan will:

- Establish a coordinated district-wide prevention and intervention framework
- Strengthen consistency in student support systems across schools
- Align district practices with Oregon requirements and current public health guidance
- Support prevention, early intervention, emergency preparedness and re-entry planning
- Create structures for ongoing review, accountability and continuous improvement.



Requested Board Action

Review and adopt the NWCS
Comprehensive Substance Use Prevention
and Intervention Plan.

North Wasco County School District

Comprehensive Substance Use Prevention and Intervention Plan

Adopted:	
Annual Review Date:	
Responsible Administrator:	

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Equity Commitment

North Wasco County School District recognizes that substance use does not affect all students equally. Research consistently shows that youth who face poverty, housing instability, racial bias, disability, language barriers, trauma, and other systemic stressors are at heightened risk for substance use and are more likely to encounter punitive rather than supportive responses when they do.

This plan is grounded in an explicit equity commitment: every decision, from how we design prevention instruction to how we respond when a student is in crisis, must account for who is most likely to be harmed, who has historically been over-disciplined and under-supported, and who has had the least access to resources.

Equity in this context means more than equal treatment. It means ensuring that students who carry the greatest burdens receive the greatest support and that our systems do not reproduce the disparities they are meant to address.

To operationalize this commitment, NWCSO will:

- Disaggregate intervention and discipline data by race, ethnicity, disability status, English learner status, and socioeconomic indicators to surface and address disparities
- Train staff in culturally responsive, trauma-informed, and anti-bias approaches to substance use identification and response
- Ensure that prevention instruction reflects the cultural contexts and lived experiences of NWCSO's student population
- Center student voice, particularly the voices of students most impacted, in ongoing plan review and improvement
- Apply a restorative lens to all intervention responses, emphasizing accountability through reflection and repair, with consequences used as part of a broader process that supports learning and restoration.
- Ensure that language access and family engagement are not treated as optional, all families, regardless of language, culture, or immigration status, deserve meaningful participation

Executive Summary

North Wasco County School District (NWCSO) is committed to ensuring that all students learn in safe, inclusive, and supportive environments that promote physical, emotional, and academic well-being. Substance use among youth presents significant risks to student health, engagement, and long-term success, risks that are not equally distributed across all communities and that cannot be addressed effectively without naming and responding to systemic inequity.

This plan establishes a comprehensive, prevention-focused framework to address these risks through instruction, early identification, intervention, and community collaboration. It is grounded in the understanding that effective prevention:

- Is developmentally appropriate and skills-based

- Occurs across multiple systems, school, family, and community
- Emphasizes relationships, trust, and student connection
- Reduces stigma and promotes help-seeking behavior
- Is explicitly equity-centered, accounting for who is most vulnerable and most likely to be underserved

NWCSD's current foundation includes Multi-Tiered Systems of Support (MTSS), counseling services, and community partnerships. At the same time, the district has identified clear opportunities to strengthen this work: building consistency in staff training, clarifying referral pathways, expanding culturally responsive family engagement, improving disaggregated data tracking, and developing more robust re-entry support for students returning from suspension or treatment.

This plan defines the district's K–12 prevention education framework; establishes clear, equitable procedures for identification, referral, and intervention; clarifies roles and accountability across the district; aligns with Oregon law and district policy; and provides a structure for continuous, data-informed improvement.

NWCSD is committed to ensuring that every student who needs support is met with a coordinated, compassionate, and culturally responsive response , and that no student's access to that support is diminished by who they are or where they come from.

Vision and Mission

Vision

North Wasco County School District envisions a community where all students, regardless of race, language, ability, or circumstance, are supported in making healthy choices and have equitable access to the relationships, skills, and resources needed to thrive.

Mission

Our mission is to implement a comprehensive, prevention-focused system that integrates instruction, early identification, intervention, and community partnership to support student well-being and academic success. We are committed to dismantling barriers that prevent students from seeking and receiving help, reducing stigma at every level of the system, and centering the experiences of those who have been historically underserved.

Purpose and Philosophy

North Wasco County School District (NWCSD) is committed to maintaining safe, inclusive, and drug-free learning environments that promote the physical, emotional, and academic well-being of all students.

The district recognizes that alcohol, tobacco, and other drug use among youth is illegal, harmful, and incompatible with the district's educational mission. Equally, the district recognizes that punitive, one-size-fits-all responses to substance use concerns can deepen harm, particularly for students who are already navigating adversity. NWCSD therefore affirms a prevention-oriented, health-centered approach that

prioritizes going ‘upstream,’ focusing on early intervention, addressing underlying causes, and strengthening student support, so that responses are not only corrective, but also supportive, restorative, and equitable.

The district’s approach is grounded in several core principles:

- Students seeking help for themselves or others will be met with care, guidance, and appropriate support, not judgment or automatic punishment
- Responses to substance use concerns must account for context, history, and the full picture of a student’s experience
- Discipline will not be used as a substitute for intervention, and will not be applied in ways that produce racially or otherwise disparate outcomes
- Instructional programming is both standards-aligned and culturally responsive, meeting students where they are

This plan is developed in accordance with OAR 581-022-2045, ORS 336.222, and ORS 336.067.

Scope of the District Program

NWCSD implements a comprehensive K–12 substance use prevention and intervention system that includes:

- Standards-aligned health instruction
- Skills-based, culturally responsive prevention programming
- Tiered behavioral supports (MTSS framework)
- Equitable intervention and referral procedures
- Accessible family and community engagement
- Staff training in both content knowledge and equitable practice
- Annual review grounded in disaggregated data

The district’s approach is embedded within existing systems, ensuring alignment across academic, behavioral, and wellness supports. Implementation is coordinated across schools to ensure that a student’s access to prevention and intervention supports does not depend on which building they attend.

Roles and Responsibilities

Effective implementation requires clear ownership at every level. The following table outlines roles, responsibilities, and accountability expectations. Each role includes a reporting or documentation expectation to ensure the plan functions as a living system rather than a compliance artifact.

Role	Responsibilities	Accountability
Superintendent	Ensure alignment with district priorities; allocate resources; present plan to the school board; champion student-centered implementation	Annual board presentation; budget alignment

Role	Responsibilities	Accountability
Director of Prevention & Intervention	Lead implementation; coordinate training; oversee annual review; analyze disaggregated data; identify and address disparities in referral and discipline patterns	Annual report with disaggregated data; stakeholder consultation summary
Principals / Assistant Principals	Ensure building-level implementation; support staff; monitor referral and discipline data for disparities; model restorative responses	Monthly data review; referral tracking submitted to Director quarterly
School Counselors / CDS	Identify at-risk students; coordinate referrals and re-entry planning; support delivery of sensitive instruction; maintain culturally responsive practice	Case documentation; re-entry planning records
School Nurses / Health Staff	Lead medical response protocols; support overdose response; assist with staff training; maintain naloxone access	Training participation logs; incident documentation
Teachers (K-12)	Deliver prevention instruction; identify and refer concerns without bias; use culturally affirming language; support safe classroom climate	Curriculum delivery documentation; referral records
All Staff	Follow reporting procedures; support safe and inclusive environments; complete annual training; apply trauma-informed lens	Annual training sign-in; attestation of plan review
Community Partners	Provide prevention, intervention, and treatment services; support coordination of care; contribute to a responsive and inclusive community response	MOU agreements; service coordination logs

Prevention and Education Framework (K-12)

Alignment to Oregon Health Standards

Substance use prevention instruction is embedded within the district's K-12 Comprehensive Health Education Program and aligns with Oregon Health Education Academic Content Standards and the Oregon Transformative Social Emotional Learning (TSEL) Framework.

Instruction is:

- Age-appropriate and developmentally sequenced
- Skills-based and interactive, not solely informational
- Prevention-focused

- Culturally responsive, reflecting the backgrounds, experiences, and strengths of NWCS D’s student community
- Reviewed annually for both content alignment and equity

Prevention instruction should not be experienced as surveillance or judgment. The goal is to build students’ capacity to make informed decisions, seek help without fear, and support one another, not to generate referrals or reinforce stigma.

Required Content Areas

Instruction across grade levels includes:

- Effects of alcohol, tobacco, cannabis, and other drugs
- Synthetic opioids, including fentanyl, including recognition and risk
- Counterfeit substances and the dangers of unknown contents
- Controlled substances and Oregon law
- Good Samaritan and overdose response laws
- Help-seeking: school and community support resources
- How systemic factors, stress, trauma, housing instability, and social pressure, intersect with substance use risk (age-appropriate framing)

Fentanyl and Overdose Response

Given the current public health landscape, fentanyl warrants dedicated instructional attention at all grade levels. NWCS D addresses fentanyl and overdose response as follows:

Instruction

- All students in grades 6–12 receive annual fentanyl-specific instruction covering risk, recognition, and Good Samaritan protections
- K–5 instruction addresses the danger of taking substances not given by a trusted adult, in age-appropriate terms
- Instruction explicitly addresses counterfeit pills and why any unknown substance carries overdose risk

Naloxone and Emergency Response

- Naloxone (Narcan) is available in all NWCS D school buildings and accessible to trained staff
- School nurses and designated staff are trained in overdose recognition and naloxone administration
- Emergency response protocols (see Appendix B) are reviewed annually and posted in nurse offices and health rooms
- Any suspected overdose triggers immediate emergency services contact, naloxone administration does not replace calling 911

Staff Awareness

- All staff receive annual training on fentanyl recognition, overdose response, and Good Samaritan law protections
- Staff are trained to respond without judgment and to immediately involve health staff and emergency services

Oregon Department of Education: State Resources and Requirements

NWCSD's prevention education program is aligned with and supported by resources and requirements established by the Oregon Department of Education (ODE). Districts are required under OAR 581-022-2045 to provide age-appropriate instruction on the effects of substances, including tobacco, alcohol, and other drugs, as an integral part of a K–12 comprehensive health education program. ODE provides instructional materials and structured lesson frameworks to help districts meet this obligation.

Oregon Health Standards: Substance Use, Misuse, and Abuse

The Oregon 2023 Health Standards include Substance Use, Misuse, and Abuse (SUB) as one of eight topic areas addressed across K–12 grade-level standards. The SUB standards outline the knowledge and skills students need to make decisions when faced with pressures related to using, misusing, and abusing alcohol, tobacco, marijuana, and other substances, including over-the-counter and prescription drugs. Standards also address media literacy, coping strategies, goal-setting, accessing community resources, and how to prevent and respond to overdose emergencies.

NWCSD's prevention instruction is designed to address these standards at each grade band, with documentation maintained through the Appendix F Curriculum Crosswalk.

Annually Required Opioid Prevention Lessons (SB 238)

Beginning in the 2024–25 school year, all Oregon school districts and public charter schools are required to implement one of ODE's Synthetic Opioid Prevention Lessons at each of the following grade levels: grades 6, 7, 8, and at least once in high school. This requirement is established under OAR 581-022-2045 and was created pursuant to Senate Bill 238 (2023).

NWCSD meets this requirement through the following implementation approach:

- ODE's grade-specific opioid prevention lessons are delivered annually in grades 6, 7, 8, and at least once during high school enrollment
- Lessons are available in both English and Spanish; NWCSD ensures that Spanish-language versions are used where appropriate to serve English learner students and families
- Delivery is documented by classroom teachers and submitted to the building principal each year as part of curriculum completion records
- The Director of Prevention & Intervention monitors completion rates across buildings and reports to the Superintendent annually

ODE updates the SB 238 lesson plans on an annual basis. NWCSD will review ODE's published revision tracking document each summer and implement the current-year versions of all required lessons no later than the start of each school year.

ODE Instructional Resources by Grade Band

In addition to the annually required opioid lessons, ODE provides optional K–12 substance use prevention lessons that can be integrated into a comprehensive prevention unit. NWCSD uses these resources to supplement core health instruction and to support consistent, standards-aligned delivery across all grade levels.

Grade Band	ODE Lesson Resources
K-1	K-1.1 Medicine Safety K-1.2 Medicine Safety and Rules to Follow
2-3	2-3.1 Making Safe and Healthy Choices: Understanding Medicine 2-3.2 Making Healthy Choices: Feelings and Tricky Situations
4-5	4-5.1 Safe and Healthy Use of Medicine and Other Substances 4-5.2 Substance Use Advertising and Awareness
6	6th Grade Substance Use Prevention Lessons (optional) 6th Grade Opioid Prevention Lesson (REQUIRED annually)
7	7th Grade Substance Use Prevention Lessons (optional) 7th Grade Opioid Prevention Lesson (REQUIRED annually)
8	8th Grade Substance Use Prevention Lessons (optional) 8th Grade Opioid Prevention Lesson (REQUIRED annually)
9-10	9-10.1 Youth Brain Development: Effects of Substance Use 9-10.2 Messaging, Media, and Substance Use: Making Informed Decisions 9-10.3 Navigating Health and Wellness Through Empowered Choices
11-12	11-12.1 Substance Use and Misuse Changes Over Time 11-12.2 Investigating Substance Use, Data-Driven Decisions 11-12.3 Navigating Hard Conversations that Matter: Talking About Substance Use With Empathy High School Opioid Prevention Lesson (REQUIRED at least once)

All ODE lesson materials referenced above are available through ODE's Substance Use Prevention Education webpage and through the OER Commons platform. For questions or additional support, districts may contact the ODE Substance Use Prevention Education Coordinator at ode.substance-prevention@ode.oregon.gov.

Interdisciplinary Integration

ODE provides supplemental guidance for integrating substance use prevention across content areas, not only within health classes. NWCSO uses ODE's Interdisciplinary Practices handouts for both elementary and secondary levels to support teachers across disciplines in reinforcing prevention concepts in age-appropriate ways. This approach aligns with the district's commitment to embedding prevention within the full school environment rather than treating it as a standalone unit.

Grade-Level Delivery

K-5: Foundational Skills and Safety

At the elementary level, prevention instruction is delivered through a shared model between classroom teachers and school counselors or Child Development Specialists (CDS).

- Classroom teachers deliver core health instruction using a standards-aligned curriculum (e.g., The Great Body Shop)
- Counselors/CDS support delivery of sensitive content and reinforce decision-making, safety, and emotional well-being themes
- Instruction is delivered through a coordinated implementation model with defined pacing, alignment between classroom and counselor-led content, and ongoing collaboration to avoid gaps or duplication

- Culturally responsive materials and examples are used; instruction affirms students' home cultures and community knowledge

6–8: Risk Awareness and Help-Seeking

- Delivered through health classes and/or advisory
- Includes annual opioid/fentanyl prevention instruction
- Focus on peer pressure, risk awareness, media literacy, and help-seeking behaviors
- Instruction acknowledges systemic stressors, including racism, poverty, and family stress, as factors that affect risk, without stigmatizing students
- Students learn about Good Samaritan protections and how to help a peer in crisis

9–12: Decision-Making and Systems Awareness

- Delivered through health courses, advisory, and embedded lessons
- Annual exposure is required and documented
- Focus on informed decision-making, legal and health consequences, and access to support
- Instruction includes how to access treatment and harm reduction resources, with explicit reduction of stigma around seeking help
- Opportunities for student-led dialogue and reflection are incorporated

Policies, Rules, and Jurisdiction

NWCSD maintains policies and procedures that:

- Affirm a drug-free learning environment
- Prohibit possession, use, and distribution of substances
- Outline disciplinary and intervention responses
- Clarify coordination with law enforcement when appropriate

Disciplinary practices align with OAR 581-021-0050 and OAR 581-021-0055. Responses may include both disciplinary consequences and required participation in intervention supports. The district is committed to ensuring that disciplinary responses do not produce racially or otherwise disparate outcomes. Data on disciplinary actions related to substance use will be disaggregated and reviewed annually as part of the equity review process.

Discipline is not intervention. Students who receive consequences without access to support are more likely to re-offend and less likely to seek help in the future. Every disciplinary response should have a corresponding supportive component.

District jurisdiction includes all school-sponsored events and activities, including those held off campus.

Intervention and Referral Procedures

NWCSD's intervention system is built on early identification, equitable response, and coordinated support. The following procedures ensure that students receive timely, appropriate, and culturally responsive care and

that our systems do not produce disparate outcomes based on race, language, ability, or other identity factors.

An equity lens must be applied at every stage of intervention. Before referring, staff should ask: Am I responding to behavior, or am I responding to who this student is? Referral patterns will be monitored for bias.

Identification

Concerns may be identified through multiple channels:

- Staff observation of behavioral, academic, or physical indicators
- Student self-report, actively encouraged through a climate of trust and non-judgment
- Peer report, supported through education about Good Samaritan protections
- Parent or caregiver communication
- Patterns in attendance, grades, or disciplinary data

Staff are trained to recognize that indicators of substance use may overlap with indicators of other needs, including mental health challenges, trauma responses, or disability-related behavior. Referral should be exploratory and supportive, not presumptive or punitive.

Immediate Response Protocol

Response depends on the nature of the concern:

If a medical emergency is suspected:

- Call 911 immediately
- Administer naloxone if available and appropriate; naloxone is safe and does not replace emergency services
- Notify parents/guardians as soon as possible
- Document incident per district protocol
- Activate re-entry planning process (see Section G)

If a behavioral concern is identified (no immediate medical emergency):

- Respond calmly and without stigmatizing language
- Notify administration and counseling staff
- Complete documentation and submit to the appropriate point of contact
- Do not contact law enforcement as a first response unless safety requires it
- Notify parents/guardians with care, communication should be collaborative, not adversarial

Documentation

All substance use concerns and responses are documented in the district's designated system. Documentation includes:

- Nature of concern and identifying information (staff member, date, location)
- Actions taken and referrals made

- Family notification record
- Follow-up actions and outcomes

Documentation is reviewed periodically to identify patterns, including any patterns that may reflect bias in identification or referral.

Assessment and Referral

Following documentation, the appropriate school staff, typically a counselor or administrator — conducts an initial review to determine the level of support needed. This review considers the student's full context, not only the presenting behavior.

Referral options include:

- School counselor or psychologist
- District Behavior Specialist
- Community-based provider
- Wasco County services
- Treatment or assessment services

When a student is referred to community services, the district will maintain a coordinated point of contact to ensure the referral is completed and followed through. NWCSO is developing a closed-loop referral tracking system to improve visibility into whether students are successfully connecting to services.

Family Communication and Engagement

Families are partners in intervention, not recipients of notifications. NWCSO is committed to engaging families in a way that is:

- Culturally responsive and linguistically accessible
- Non-stigmatizing and free of assumptions about family context
- Collaborative: families are involved in developing the support plan, not merely informed of it
- Sensitive to family concerns about consequences, including immigration-related fears — staff are trained to engage with care and to clarify district confidentiality protections

A coordinated support plan is developed collaboratively with the family whenever possible. When family engagement is not possible or safe, the student's interests remain central to all decisions.

Intervention

Intervention is tailored to the student's assessed needs and may include:

- Brief intervention with school counselor or specialist
- Ongoing counseling support
- Safety planning
- Referral to community treatment or assessment
- Academic support to address attendance or grade impacts

- Peer support or mentoring connections

Intervention is not a one-size-fits-all process. Students with disabilities, students who are English learners, and students with other specific needs will have interventions designed to be accessible and appropriate to their circumstances. The district will track intervention access and outcomes disaggregated by student demographics to identify and address gaps.

Re-Entry Support

Students returning from suspension, treatment, or hospitalization are at elevated risk. NWCSd treats re-entry as a critical intervention moment, not an administrative formality. Every student returning under these circumstances is entitled to a structured re-entry process that includes:

- A designated re-entry coordinator (typically the school counselor or prevention specialist)
- A re-entry meeting prior to or on the first day back, involving the student, family, and key staff
- A written re-entry plan that addresses: academic needs, behavioral supports, counseling or community service connections, and check-in schedule
- Ongoing monitoring for a minimum of 30 days following return
- Sensitivity to the stigma that can accompany return, staff are trained to support positive reintegration, not surveillance

Monitoring and Follow-Up

Ongoing support does not end when a referral is closed. For students identified as having substance use concerns, the assigned point of contact will:

- Conduct regular check-ins (frequency based on assessed need)
- Coordinate with community service providers to confirm service access
- Monitor academic and attendance indicators
- Revisit and update the support plan as needed

Public Information Program

NWCSd maintains a coordinated public information program. The goal is not only compliance — it is genuine community awareness and engagement, with particular attention to reaching families who may face barriers to accessing district communications.

The program includes:

- Publication of this plan on the district website in accessible formats
- Annual communication to all families at the start of the school year
- Inclusion of key provisions in student and family handbooks
- Prevention awareness messaging throughout the year, including fentanyl-specific communications
- Collaboration with community partners to extend reach

Families will receive clear, non-stigmatizing communication about the scope of health and prevention instruction, including sensitive topics. A unified, plain-language opt-out process is provided in accordance with Oregon law.

The district is committed to language access. All core communications will be translated into the primary languages of NWCSD families, and interpreters will be available for meetings involving individual students.

Information provided to families includes:

- Risks of substance use for youth
- Fentanyl and counterfeit pill awareness
- Good Samaritan law protections
- Available school and community resources, with contact information

Staff Development

Effective prevention and intervention depends on staff confidence, consistency, and shared understanding across all roles.

Staff are the front line of prevention and intervention. Training is not an optional add-on, it is a core component of this plan. All NWCSD staff receive annual training that includes:

- Overview of the district substance use plan and each staff member's role
- Signs of substance use and how to distinguish from other presenting concerns
- Referral procedures and documentation expectations
- Fentanyl awareness and overdose response, including naloxone administration
- Trauma-informed and culturally responsive approaches to identification and referral
- Equity in discipline: understanding and addressing referral bias
- Stigma reduction: language, posture, and practice

Role-specific preparation includes:

- Classroom teachers: support in delivering culturally responsive core curriculum; training in recognizing and referring without bias
- Counselors and specialists: additional training in sensitive content areas, intervention practices, reporting requirements, and equity-centered case management
- Administrators: training in data analysis, disparate impact review, and restorative response practices
- Nurses and health staff: annual overdose response certification; naloxone protocols

Training participation is documented and maintained by the district. Completion is a condition of annual performance review in relevant roles. The district will track training completion disaggregated by school and role to ensure equitable access to professional development.

Stakeholder Consultation

Prior to board approval and at each annual review, NWCSO conducts meaningful consultation with:

- Parents and caregivers, with specific outreach to families who are most affected and least likely to engage through standard channels
- Students, including students most impacted by substance use concerns and intervention systems
- Teachers and support staff
- Administrators
- Community agencies and health professionals
- Culturally specific community organizations

Consultation is not a formality. Feedback is reviewed, documented, and incorporated into plan revisions. A summary of stakeholder input and the district's response to it is included in each annual review.

The district is committed to removing barriers to participation. Meetings will be held at accessible times and locations; interpretation will be provided; and child care support will be explored for family sessions.

Monitoring and Annual Review

The Director of Prevention & Intervention is responsible for the annual review process, which includes:

- Reviewing curriculum alignment and delivery records
- Analyzing discipline, attendance, referral, and re-entry data, disaggregated by race, ethnicity, disability status, English learner status, and gender
- Evaluating intervention access and outcomes
- Identifying and documenting any disparities in identification, referral, or disciplinary response
- Developing specific corrective actions for identified disparities
- Updating communication materials for clarity and accessibility
- Coordinating stakeholder consultation
- Presenting findings and proposed updates to the School Board

The annual review is not only a compliance exercise. It is the mechanism by which the district assesses whether its equity commitments are being realized in practice and makes accountable, data-informed decisions about where to invest and what to change.

Continuous Improvement

NWCSO uses data, stakeholder input, and equity analysis to guide ongoing improvement. The following goals are active priorities for the current plan cycle:

Goal Area	Action	Timeline	Success Indicator
Referral System	Develop a consistent, documented referral workflow with closed-loop tracking	2026	Referral completion rates tracked; follow-up documented for all cases
Equity in Referral	Implement disaggregated data review of referral and discipline patterns; establish corrective action process for identified disparities	2026	Annual disparity report produced; corrective actions documented and monitored
Staff Training	Implement annual training system; include trauma-informed practice and referral bias modules	Ongoing	100% completion; pre/post confidence survey data collected
Re-Entry Support	Develop standardized re-entry protocol and tracking; designate re-entry coordinator at each school	2026	Re-entry plans documented for all returning students; 30-day follow-up rate tracked
Family Engagement	Develop multilingual outreach materials; pilot culturally specific family engagement sessions	Ongoing	Participation rates by language group; family feedback collected
Student Voice	Establish student advisory input into annual plan review; prioritize students most impacted by intervention systems	2026	Student input documented in annual review; survey data on climate and trust
Data Use	Define specific data points for annual collection; establish baseline metrics; review at mid-year and end-of-year	Ongoing	Baseline established in 2025–26; year-over-year trends reported to board

Appendices

The following appendices support implementation of this plan and are attached or referenced separately:

Appendix A: Intervention Flow Chart — Visual decision-tree for staff responding to substance use concerns

Appendix B: Emergency Response Protocol — Step-by-step overdose and medical emergency procedures

Appendix C: Staff Training Outline — Annual training content and delivery plan

Appendix D: Community Resource Directory — Local and county services with contact information

Appendix E: Annual Review Checklist — Data review, stakeholder consultation, and plan update process

Appendix F: Curriculum Crosswalk — Alignment of prevention instruction to Oregon Health Standards by grade band

Appendix G: Stakeholder Feedback Summary — Documentation of consultation input and district response

Appendix H: Equity Review Protocol — Disaggregated data review process, disparity identification framework, and corrective action template

Appendix A: Intervention Flow Chart

Visual decision-tree for staff responding to substance use concerns.

Use this flow chart as a quick reference whenever a substance use concern is identified. Follow each step in order; do not skip to discipline without first considering support options.

STEP 1 — Concern Identified

A substance use concern may be identified through any of the following:

- Direct observation (physical signs, odor, impaired behavior)
- Student self-disclosure
- Peer report
- Parent/caregiver communication
- Attendance, grade, or disciplinary data patterns

STEP 2 — Is this a Medical Emergency?

Signs of overdose: unresponsive, slow/stopped breathing, blue lips or fingernails, pinpoint pupils, gurgling sounds. When in doubt, treat as emergency.

IF YES — Medical Emergency	IF NO — Behavioral/Educational Concern
1. Call 911 immediately2. Stay with the student3. Administer naloxone if available and trained4. Call school nurse5. Notify administration6. Notify parent/guardian7. Document per protocol8. Begin re-entry planning	1. Respond calmly — no stigmatizing language. 2. Remove student from setting if needed 3. Notify administration and counselor4. Document observation5. Proceed to Step 3

STEP 3 — Initial Documentation

Complete a substance use concern report in the district's designated system. Include:

- Date, time, location
- Nature of concern and what was observed
- Names of staff present
- Actions already taken

Equity check: Am I referring based on observed behavior, or based on assumptions about this student? Referral patterns are monitored for disparate impact.

STEP 4 — Administrative Notification

Notify the building principal or assistant principal. The administrator reviews the documentation and determines next steps in coordination with the school counselor.

STEP 5 — Level of Need Assessment

The school counselor or administrator conducts a brief needs assessment considering the student's full context, not only the presenting behavior.

Tier 1 — Universal/Preventive	Tier 2 — Targeted Support	Tier 3 — Intensive Intervention
Student shows no acute signs; concern is minor or first-time→ Brief check-in with counselor→ Reinforce prevention education→ Parent notification→ Monitor	Repeated concern, moderate indicators, or student requests help→ Ongoing counseling support→ Safety plan→ Referral to prevention specialist→ Family engagement meeting	Acute use, dependency indicators, or safety risk→ Referral to community treatment/assessment→ Coordinate with Wasco County services→ Safety planning→ Possible short-term removal and re-entry plan

STEP 6 — Family Notification and Engagement

Contact parent/guardian using a collaborative, non-stigmatizing approach. Key principles:

- Communicate care for the student, not just the incident
- Ensure language access, use an interpreter if needed
- Invite family into the support plan, not just the consequence
- Be sensitive to immigration or other fears; clarify district confidentiality protections

STEP 7 — Develop Support Plan

In collaboration with the student and family, develop a written support plan that addresses:

- Identified needs and goals
- Intervention services (school and/or community)
- Academic supports if needed
- Check-in schedule and point of contact
- Timeline for follow-up and plan review

STEP 8 — Disciplinary Response (if applicable)

Discipline is never a substitute for intervention. Any disciplinary consequence must be paired with a supportive component. Discipline alone increases re-offense risk.

If disciplinary action is warranted per district policy:

- Apply consequences consistent with OAR 581-021-0050 and OAR 581-021-0055
- Ensure consequences are proportional and do not produce racially disparate outcomes
- Document rationale
- If suspension results, activate re-entry planning immediately

STEP 9 — Monitor and Follow Up

The assigned point of contact (typically school counselor) conducts regular check-ins based on assessed need. For any student referred to community services, confirm service connection within 2 weeks.

All referral and discipline data are reviewed quarterly by building administrators and annually by the Director of Prevention & Intervention for patterns of disparate impact.

Appendix B: Emergency Response Protocol

Step-by-step overdose and medical emergency procedures.

This protocol applies whenever there is a suspected drug or alcohol overdose or any substance-related medical emergency on school property or at a school-sponsored event. Post this protocol in the nurse's office, health room, and main office.

Legal Protections — Review Before Responding

Oregon's Good Samaritan Law (ORS 689.527) provides protection from prosecution for students and staff who call 911 for an overdose. Staff are expected to call for help without hesitation. Calling 911 does not require confirmation that an overdose has occurred, a reasonable belief is sufficient.

Signs of Overdose — Know What to Look For

Opioid/Fentanyl Overdose	Stimulant Overdose	Alcohol Poisoning
Unresponsive or hard to wake	Chest pain or irregular heartbeat	Unconscious or unresponsive
Slow, shallow, or stopped breathing	Seizures	Breathing is slow (fewer than 8/min)
Blue or grayish lips, fingertips	Extremely high body temperature	Skin is pale, cold, or clammy
Gurgling or choking sounds	Stroke symptoms (facial drooping, slurred speech)	Cannot be awakened
Pinpoint (tiny) pupils	Severe agitation or confusion	Vomiting while unconscious

When in doubt, treat it as an emergency and call 911. The risk of not acting is always greater than the risk of overreacting.

Step-by-Step Emergency Response

Step	Action	Who
1	CALL 911 immediately. State the school name, address, and that you have a suspected overdose. Stay on the line.	First responder / any staff
2	Stay with the student. Do not leave them alone.	First responder
3	Call for the school nurse via intercom or radio. If unavailable, call the office for any trained staff.	First responder
4	Check responsiveness. Tap shoulders firmly and call the student's name. If no response, begin rescue breathing if trained.	Nurse / trained staff
5	Administer naloxone (Narcan) if opioid overdose is suspected. See naloxone protocol below.	Nurse / trained staff

Step	Action	Who
6	Place student in recovery position if unconscious and breathing (on their side to prevent choking).	Nurse / trained staff
7	Clear the area. Ask other students to move away calmly. Assign a staff member to manage the scene.	Administrator / any staff
8	Meet emergency responders at the school entrance and brief them on what was observed.	Administrator / designated staff
9	Notify parent/guardian as soon as possible. Do not wait until after emergency services depart.	Administrator or counselor
10	Complete incident documentation. Use district's designated reporting system within 24 hours.	Administrator
11	Notify Director of Prevention & Intervention. For suspected fentanyl/opioid situations, also notify district superintendent.	Principal
12	Initiate re-entry planning. Assign re-entry coordinator before student returns.	Counselor / administrator

Naloxone (Narcan) Administration Protocol

Naloxone is safe and has no effect if opioids are NOT present. There is no risk to administering it if you are uncertain.

Naloxone Location: _____ (complete for each building)

1. Confirm the student is unresponsive or has signs of opioid overdose.
2. Lay the student on their back.
3. Remove nasal spray from packaging.
4. Hold the device with thumb on bottom, two fingers on nozzle.
5. Tilt the head back slightly. Support the neck.
6. Insert nozzle gently into one nostril. Press plunger firmly.
7. Place student in recovery position. Watch for breathing.
8. If no response after 2–3 minutes, administer second dose in other nostril.
9. Continue until emergency services arrive. Naloxone does NOT replace 911.

After the Emergency — Follow-Up Responsibilities

Timeframe	Action	Responsible Party
Same day	Complete incident report in district system	Administrator
Same day	Notify parent/guardian (if not already done)	Counselor / administrator
Within 24 hrs	Notify Director of Prevention & Intervention	Principal
Within 48 hrs	Debrief with staff present during incident — trauma-informed support offered	Principal / counselor
Before return	Re-entry meeting with student, family, and key staff; develop written re-entry plan	Re-entry coordinator
30 days post-return	Monitor check-ins; confirm service connections; update support plan	School counselor
Annual	Review and update this protocol; confirm naloxone stock and training status	School nurse / administrator

Naloxone supplies must be checked monthly and replaced before expiration. Training for all designated staff must be renewed annually.

Appendix C: Staff Training Outline

Annual training content and delivery plan.

All NWCSO staff complete annual substance use prevention and intervention training. This outline specifies required content, role-specific modules, delivery format, and documentation expectations. Training completion is a condition of annual performance review for relevant roles.

Training Schedule Overview

Training Component	Audience	Format	When	Duration
District Plan Overview & Staff Roles	All staff	Building-level meeting or recorded module	August/September	30 min
Recognizing Signs of Substance Use	All staff	Interactive module + scenario practice	August/September	45 min
Referral Procedures & Documentation	All staff	Guided walkthrough + Q&A	August/September	30 min
Fentanyl Awareness & Good Samaritan Law	All staff	Video + discussion	August/September	30 min
Overdose Response & Naloxone Administration	All staff	Hands-on demonstration	August/September	45 min
Trauma-Informed & Culturally Responsive Practice	All staff	Workshop or online module	Fall	60 min
Equity in Referral: Recognizing & Reducing Bias	All staff	Facilitated discussion + data review	Fall	60 min
Stigma Reduction: Language & Practice	All staff	Online module	Fall	30 min
Curriculum Delivery Support (Health Standards)	K-12 teachers	Grade-band workshop	Before unit delivery	60 min
Intervention & Case Management Practices	Counselors, specialists	Professional learning cohort	Fall + Spring	120 min
Disaggregated Data Review & Corrective Action	Administrators	Data lab session	January	90 min
Naloxone Recertification	Nurses, designated staff	Hands-on skills check	Annual	60 min

Module Descriptions

Module 1 — District Plan Overview & Staff Roles

Content: Summary of the Comprehensive Substance Use Prevention and Intervention Plan; overview of Oregon law and district policy; each staff member's defined role and accountability expectations; documentation and reporting obligations.

Outcome: All staff can articulate their role in the plan and know who to contact when concerns arise.

Module 2 — Recognizing Signs of Substance Use

Content: Physical, behavioral, and academic indicators of substance use; how these indicators may overlap with mental health, trauma, or disability presentations; avoiding assumptions; cultural context.

Format note: Include scenario-based practice using realistic, school-based examples drawn from NWCSO's student population.

Outcome: Staff can identify concerns accurately and without over- or under-referral.

Module 3 — Referral Procedures & Documentation

Content: Step-by-step walkthrough of the intervention flow chart (Appendix A); how to complete a substance use concern report; who receives documentation; timeline expectations; family notification procedures.

Outcome: All staff can complete a referral accurately and without delay.

Module 4 — Fentanyl Awareness & Good Samaritan Law

Content: What fentanyl is and why it represents a distinct risk; counterfeit pills; why any unknown substance must be treated as potentially lethal; overview of Oregon's Good Samaritan Law and its protections for students and staff.

Outcome: Staff can communicate fentanyl risk clearly and accurately, and will not hesitate to call 911 due to legal concerns.

Module 5 — Overdose Response & Naloxone Administration

Content: Signs of overdose by substance type; step-by-step emergency response protocol (Appendix B); hands-on naloxone (Narcan) administration demonstration; location of naloxone in the building; when and how to call 911.

Format note: Requires in-person, hands-on demonstration component. Cannot be completed by video only.

Outcome: All staff can respond to an overdose and administer naloxone if the nurse is unavailable.

Module 6 — Trauma-Informed & Culturally Responsive Practice

Content: How trauma affects behavior and learning; why trauma-informed responses reduce re-offense and increase help-seeking; cultural humility in substance use identification; avoiding deficit framing; engaging families across cultural contexts.

Outcome: Staff can apply a trauma-informed, culturally responsive lens to every stage of identification and referral.

Module 7 — Equity in Referral: Recognizing & Reducing Bias

Content: Review of district disaggregated referral and discipline data; what disparate impact looks like and why it occurs; implicit bias in identification; restorative alternatives to punitive response; corrective action processes.

Format note: Include review of actual building-level data (de-identified as needed). Facilitated small-group discussion is strongly preferred.

Outcome: Staff can recognize potential bias in their own referral patterns and apply corrective action when patterns are identified.

Module 8 — Stigma Reduction: Language & Practice

Content: How stigmatizing language ("addict," "junkie," "druggie") increases shame and reduces help-seeking; person-first and recovery-affirming language; how staff posture and tone affect student willingness to seek help.

Outcome: Staff use respectful, accurate, non-stigmatizing language in all substance use-related communication.

Documentation and Accountability

Requirement	Details
Sign-in records	Maintained by building administrator for all in-person sessions
Module completion records	Tracked in district professional development system for all online modules
Hands-on certification	Naloxone administration certification signed off by school nurse annually
Completion deadline	All required modules completed by October 31 each year
Non-completion follow-up	Principal notified of any staff not completing required training by November 1
Annual report	Director of Prevention & Intervention compiles training completion rates disaggregated by school and role for the annual review

Training completion rates and any gaps are included in the Annual Review presented to the school board. Buildings with completion rates below 90% are required to submit a corrective action plan.

Appendix D: Community Resource Directory

Local and county services with contact information.

This directory is reviewed and updated at each annual plan review. The Director of Prevention & Intervention is responsible for maintaining current contact information. Schools should verify contact details at the start of each school year.

Note to staff: This directory is for professional referral use. When sharing resources with families, use plain-language versions and ensure language access. Do not share provider information without student/family consent unless required by law.

Crisis and Emergency Services

Service	Contact	Notes
911 — Emergency Services	911	Always the first call for any medical emergency or overdose
988 Suicide & Crisis Lifeline	Call or text: 988	Mental health and substance use crisis; also available for staff consultation
Oregon Behavioral Health Crisis Line	1-800-273-8255	24/7 crisis support statewide
Mid-Columbia Crisis Team	Call 211 or local dispatch	Wasco County local crisis response; can dispatch mobile team

Wasco County and Local Services

Organization	Services	Phone / Contact	Notes
Mid-Columbia Center for Living (MCCFL)	Outpatient behavioral health; substance use assessment and treatment; mental health services; crisis stabilization	(541) 296-5452 mccfl.com	Primary county behavioral health provider; accepts OHP; serves youth and adults
Wasco County Health Department	Public health services; harm reduction resources; naloxone distribution; tobacco cessation	(541) 506-2600 wascocounty.us/health	May provide naloxone to school nurses; contact for community health questions
Wasco County Department of Human Services (DHS)	Child welfare; family support services; referrals for youth in crisis	(541) 506-2500	Required reporting contact for child welfare concerns
Columbia Gorge Health Council	Coordinated care; health navigation; OHP enrollment support	(541) 296-4636	Can assist families with insurance and service access

Organization	Services	Phone / Contact	Notes
The Next Door Inc.	Residential treatment for women; recovery support	thenextdoorinc.org	May be relevant for family members of students in need
Oregon Recovery Network — Gorge Chapter	Peer recovery support; community outreach	oregonrecovery.org	Peer mentors available; may support re-entry connections

School-Based Contacts

Role	Responsibility in Referral	Contact
Director of Prevention & Intervention	Plan oversight; complex case coordination; community partner liaison	District Office — update annually
School Counselors (each building)	First-line assessment; referral initiation; family engagement; re-entry coordination	Update annually per building
School Nurses (each building)	Medical assessment; naloxone; overdose response; community health liaison	Update annually per building
Child Development Specialists (CDS)	Elementary-level prevention support; counseling; family coordination	Update annually per building

Youth and Family Support Programs

Program	Target Population	Services	Contact
The Hub Youth Center	Middle and high school youth	After-school programs; mentoring; positive activities	The Dalles — verify annually
Boys & Girls Club of the Columbia Gorge	Youth ages 6–18	After-school and summer programming; safe environment	Verify current contact annually
Oregon Department of Human Services — Youth Programs	Youth in or at risk of system involvement	Foster care services; independent living; youth hotline	211 or odhs.oregon.gov
211info	All community members	Statewide social service referral; housing, food, health, crisis	Call or text 211; 211info.org

Substance Use Treatment — Youth-Specific

Provider	Services	Notes
Mid-Columbia Center for Living (MCCFL)	Youth outpatient substance use assessment and treatment; dual diagnosis (co-occurring mental health)	Primary local option; most youth will be referred here initially
Lines for Life — Youth Line	Youth-specific crisis and substance use support line; peer support	Call: 1-800-273-8255 (press 1 for youth)
Oregon Health Authority — Treatment Locator	Statewide directory of licensed treatment providers	findtreatment.gov or oregon.gov/oha
SAMHSA National Helpline	Free, confidential treatment referral and information; 24/7	1-800-662-4357 (English and Spanish)

This directory does not constitute an endorsement of any provider. Staff should use professional judgment when making referrals and should follow up to confirm students/families have connected with services.

Appendix E: Annual Review Checklist

Data review, stakeholder consultation, and plan update process.

The Director of Prevention & Intervention completes this checklist each spring in preparation for the annual board presentation. A completed, signed copy is retained on file and summarized in Appendix G (Stakeholder Feedback Summary).

Field	
Review Period	School Year: _____
Completed by	Name / Title: _____
Date Completed	_____
Board Presentation Date	_____

Section 1 — Curriculum and Instruction Review

Task	Complete?	Notes / Evidence
Reviewed curriculum delivery records across all buildings	Yes / No / Partial	
Confirmed ODE SB 238 opioid prevention lessons were delivered at grades 6, 7, 8, and high school	Yes / No / Partial	
Confirmed K–5 prevention instruction was delivered per grade-band plan	Yes / No / Partial	
Reviewed Appendix F (Curriculum Crosswalk) for alignment accuracy	Yes / No / Partial	
Identified any gaps in instructional delivery	Yes / No / N/A	
Updated ODE lesson materials to current-year versions	Yes / No	
Confirmed Spanish-language lesson versions used where appropriate	Yes / No / N/A	

Section 2 — Data Review

Data Point	Collected?	Disaggregated?	Notes
Number of substance use referrals	Yes / No	Yes / No	
Referrals by school/grade level	Yes / No	Yes / No	

Data Point	Collected?	Disaggregated?	Notes
Referrals disaggregated by race/ethnicity	Yes / No	Yes / No	
Referrals disaggregated by disability status	Yes / No	Yes / No	
Referrals disaggregated by EL status	Yes / No	Yes / No	
Referrals disaggregated by gender	Yes / No	Yes / No	
Number of discipline actions (substance use)	Yes / No	Yes / No	
Discipline actions disaggregated by race/ethnicity	Yes / No	Yes / No	
Number of community referrals made	Yes / No	N/A	
Community referral completion rate	Yes / No	N/A	
Number of re-entry plans completed	Yes / No	Yes / No	
30-day post-return monitoring completion rate	Yes / No	N/A	
Medical emergency / overdose incidents	Yes / No	N/A	
Staff training completion rates by building/role	Yes / No	Yes / No	

Section 3 — Equity Review

See Appendix H for the full Equity Review Protocol. The following tasks are required as part of the annual review.

Task	Complete?	Notes
Conducted disaggregated data analysis per Appendix H protocol	Yes / No	
Identified any statistically notable disparities in referral by subgroup	Yes / No / None found	
Identified any statistically notable disparities in discipline by subgroup	Yes / No / None found	

Task	Complete?	Notes
Documented findings in the Disparity Identification section of Appendix H	Yes / No / N/A	
Developed corrective action plan for any identified disparities	Yes / No / N/A	
Shared findings with building principals prior to board presentation	Yes / No	

Section 4 — Stakeholder Consultation

Stakeholder Group	Method	Date(s)	Input Documented?
Students (general)			Yes / No
Students most impacted by intervention systems			Yes / No
Parents/caregivers			Yes / No
Families with language access needs (outreach confirmed)			Yes / No
Teachers and support staff			Yes / No
Administrators			Yes / No
Community agencies / health professionals			Yes / No
Culturally specific community organizations			Yes / No

Summary of key themes from stakeholder input:

Section 5 — Plan Updates

Task	Complete?	Notes
Reviewed all sections of the plan for accuracy and currency	Yes / No	
Updated community resource directory (Appendix D)	Yes / No	

Task	Complete?	Notes
Updated staff training outline (Appendix C) for any new content	Yes / No	
Updated curriculum crosswalk (Appendix F) if standards changed	Yes / No	
Updated intervention flow chart (Appendix A) if procedures changed	Yes / No	
Updated emergency response protocol (Appendix B) — confirmed naloxone locations	Yes / No	
Revised plan language to incorporate stakeholder feedback	Yes / No / N/A	
Submitted updated plan to superintendent for board approval	Yes / No	
Plan posted to district website in accessible format	Yes / No	
Family notification distributed at start of next school year	Pending / Sent	

Certification

Director of Prevention & Intervention Signature	_____ Date: _____
Superintendent Signature	_____ Date: _____
Board Presentation Date	_____

Appendix F: Curriculum Crosswalk

Alignment of prevention instruction to Oregon Health Standards by grade band.

This crosswalk documents how NWCS D's K–12 substance use prevention instruction aligns with the Oregon 2023 Health Education Academic Content Standards — Substance Use, Misuse, and Abuse (SUB) strand. Review and update this crosswalk annually to reflect any standards revisions, curriculum changes, or new ODE instructional resources.

Grade Band K–1: Foundational Safety

Oregon Health Standard (SUB)	NWCS D Instructional Activity	Materials / Resources	Deliverer	Documented?
Identify rules for safe use of medicine and household substances	K-1.1 Medicine Safety	ODE Lesson K-1.1 (OER Commons)	Classroom teacher / CDS	
Explain the importance of following safety rules about substances	K-1.2 Medicine Safety and Rules to Follow	ODE Lesson K-1.2 (OER Commons)	Classroom teacher / CDS	
Identify trusted adults who provide safe medicines and substances	Integrated into health and counseling lessons	The Great Body Shop or equivalent	Classroom teacher / Counselor	
Understand that some substances are dangerous if not given by a trusted adult	Age-appropriate fentanyl awareness: 'Never take anything unless a trusted adult gives it to you'	Teacher-developed, CDS-supported	CDS / Counselor	

Grade Band 2–3: Making Healthy Choices

Oregon Health Standard (SUB)	NWCS D Instructional Activity	Materials / Resources	Deliverer	Documented?
Describe physical and emotional effects of some commonly used substances	2-3.1 Making Safe and Healthy Choices: Understanding Medicine	ODE Lesson 2-3.1 (OER Commons)	Classroom teacher / CDS	
Identify healthy ways to manage feelings and cope with stress	2-3.2 Making Healthy Choices: Feelings and Tricky Situations	ODE Lesson 2-3.2 (OER Commons)	CDS / Counselor	

Oregon Health Standard (SUB)	NWCSD Instructional Activity	Materials / Resources	Deliverer	Documented?
Practice refusal skills in age-appropriate scenarios	Embedded in health units and counseling curriculum	SEL curriculum / The Great Body Shop	Classroom teacher / CDS	

Grade Band 4–5: Awareness and Influence

Oregon Health Standard (SUB)	NWCSD Instructional Activity	Materials / Resources	Deliverer	Documented?
Explain the short- and long-term health effects of tobacco, alcohol, and other drugs	4-5.1 Safe and Healthy Use of Medicine and Other Substances	ODE Lesson 4-5.1 (OER Commons)	Classroom teacher / Health teacher	
Analyze how media and advertising influence substance use attitudes	4-5.2 Substance Use Advertising and Awareness	ODE Lesson 4-5.2 (OER Commons)	Classroom teacher	
Apply decision-making skills to substance use scenarios	Embedded in health and advisory units	Teacher-developed / SEL	Classroom teacher / CDS	
Identify community and school resources for help	Counseling curriculum — help-seeking	School counselor sessions	Counselor / CDS	

Grade Band 6–8: Risk, Peer Pressure, and Help-Seeking

Oregon Health Standard (SUB)	NWCSD Instructional Activity	Materials / Resources	Deliverer	Documented?
Describe effects of alcohol, tobacco, cannabis, and other drugs on developing brain	6th/7th/8th Grade Substance Use Prevention Lessons	ODE Lessons (OER Commons)	Health teacher	
Explain risks of synthetic opioids including fentanyl and counterfeit substances	ODE Opioid Prevention Lessons (REQUIRED annually)	ODE SB 238 Lessons — English and Spanish	Health teacher	
Analyze peer and social influences on substance use decisions	Media literacy unit; peer pressure scenarios	Grade-level health curriculum	Health teacher	

Oregon Health Standard (SUB)	NWCSD Instructional Activity	Materials / Resources	Deliverer	Documented?
Apply communication and refusal skills	Role-play and scenario practice in health class	Health curriculum	Health teacher	
Describe Good Samaritan protections and how to help a peer in crisis	Embedded in opioid prevention lesson; standalone lesson if needed	ODE SB 238; teacher-developed supplement	Health teacher / Counselor	
Identify systemic factors (poverty, racism, trauma) that affect risk — without stigmatizing	Advisory discussions; counselor-led sessions	Counselor curriculum	Counselor / CDS	
Identify school and community help-seeking resources	Counseling curriculum; resource cards distributed	School counselor	Counselor	

Grade Band 9–12: Decision-Making and Systems Awareness

Oregon Health Standard (SUB)	NWCSD Instructional Activity	Materials / Resources	Deliverer	Documented?
Analyze short- and long-term consequences of substance use for health, relationships, and legal standing	9-10.1 Youth Brain Development: Effects of Substance Use; 11-12.1 Substance Use and Misuse Changes Over Time	ODE Lessons (OER Commons)	Health teacher	
Evaluate media and marketing messages about substance use	9-10.2 Messaging, Media, and Substance Use	ODE Lessons (OER Commons)	Health teacher	
Apply harm-reduction and help-seeking knowledge; reduce stigma around seeking support	9-10.3 / 11-12.3 Navigating Health and Wellness; Hard Conversations	ODE Lessons (OER Commons)	Health teacher / Counselor	
Investigate data on substance use trends and community impact	11-12.2 Investigating Substance Use, Data-Driven Decisions	ODE Lessons (OER Commons)	Health teacher	
Explain synthetic opioid risks, fentanyl danger,	ODE High School Opioid Prevention	ODE SB 238 — English and Spanish	Health teacher	

Oregon Health Standard (SUB)	NWCSD Instructional Activity	Materials / Resources	Deliverer	Documented?
counterfeit pills, overdose response	Lesson (REQUIRED at least once in HS)			
Access treatment and community resources; understand insurance and OHP access	Integrated into 11-12 health units; counselor sessions	Community Resource Directory (Appendix D)	Counselor / Health teacher	

This crosswalk is a living document. The Director of Prevention & Intervention and health curriculum lead review it annually against current Oregon Health Standards and update it to reflect any new ODE lesson materials, curriculum adoptions, or changes in delivery responsibility.

Appendix G: Stakeholder Feedback Summary

Documentation of consultation input and district response.

This appendix is completed each year as part of the annual plan review. It documents who was consulted, what themes emerged from their input, and how the district responded to or incorporated that feedback. A completed copy is presented to the school board alongside the updated plan.

Field	
School Year	_____
Consultation Period	_____ through _____
Compiled by	Name / Title: _____
Date Finalized	_____

Section 1 – Consultation Summary

Stakeholder Group	Method of Engagement	Date(s)	# Participants	Language(s)
Students — general school population				
Students most impacted by intervention systems				
Parents and caregivers				
Families — language access outreach (specify languages below)				
Teachers and instructional staff				
Support staff (counselors, CDS, nurses)				
Building administrators				
Community agencies / behavioral health providers				

Stakeholder Group	Method of Engagement	Date(s)	# Participants	Language(s)
Culturally specific community organizations				
Other (specify)				

Languages used in outreach materials and meetings:

Barriers to participation identified and steps taken to address them:

Section 2 — Key Themes from Feedback

Summarize major themes by stakeholder group. Use direct quotes where helpful (with consent). Be specific — vague summaries are not useful for accountability.

Theme	Stakeholder Group(s) Raising It	Frequency / Emphasis

Section 3 — District Response to Feedback

Feedback Theme	District Response / Action Taken	Plan Section Affected	Timeline

Feedback Theme	District Response / Action Taken	Plan Section Affected	Timeline

Feedback received but not incorporated (explain rationale):

Section 4 — Student Voice

NWCSD is committed to centering the voices of students most impacted by substance use and intervention systems. Document specific student input received this cycle:

Methods used to gather student input:

Key student themes (summarize):

How student input was incorporated into the plan or will inform practice:

If student input was not gathered this cycle, document the reason and the corrective action plan for the following year.

Section 5 — Certification

Director of Prevention & Intervention Signature	----- Date: -----
Superintendent Signature	----- Date: -----

Appendix H: Equity Review Protocol

Disaggregated data review process, disparity identification framework, and corrective action template.

NWCSD's equity commitment requires more than counting outcomes. It requires examining who is being referred, disciplined, supported, and served and whether those patterns reflect bias in our systems rather than genuine differences in need.

Purpose

This protocol guides the Director of Prevention & Intervention through the annual disaggregated data review. It provides a framework for identifying disparities, understanding their potential causes, and designing accountable corrective action. It is completed as part of the annual review process (see Appendix E, Section 3) and presented to the school board.

Step 1 — Data Collection

Collect the following data points for the review period, disaggregated by the demographic variables listed in Step 2:

- Number and rate of substance use referrals per 100 students enrolled
- Number and rate of disciplinary actions related to substance use
- Number and type of interventions provided
- Community referral completion rates
- Re-entry plan completion rates and 30-day follow-up rates
- Staff training completion rates

Step 2 — Disaggregation Variables

Variable	Why It Matters
Race and ethnicity	Research consistently shows students of color are over-referred and over-disciplined for substance use compared to white peers with similar behaviors
Disability status (IEP/504)	Students with disabilities are at higher risk for substance use and are often misidentified or over-disciplined rather than supported
English Learner status	Language barriers may prevent EL students from accessing help; they may also be under-identified due to communication challenges
Gender	Gender affects both substance use patterns and how adults perceive and respond to substance-related behavior
Socioeconomic status (Free/Reduced Lunch)	Students experiencing poverty face compounding risk factors and may be more likely to encounter punitive responses

Variable	Why It Matters
Grade-level	Useful for identifying buildings or grade levels with concentrations of referrals or gaps in prevention delivery

Step 3 — Disparity Identification Framework

A disparity is defined for this protocol as a statistically notable difference in outcome rates between demographic groups that cannot be explained by enrollment size alone. Use the following decision framework:

Question	If Yes	If No
Is the referral rate for any subgroup more than 1.5x the rate for the overall student population?	Flag as potential disparity — proceed to Step 4	Document and continue monitoring
Is the discipline rate for any subgroup more than 1.5x the rate for the overall student population?	Flag as potential disparity — proceed to Step 4	Document and continue monitoring
Is the intervention access rate for any subgroup notably lower than the overall rate?	Flag as potential gap — proceed to Step 4	Document and continue monitoring
Is the community referral completion rate lower for any subgroup?	Flag as potential barrier — proceed to Step 4	Document and continue monitoring
Are re-entry plan rates or 30-day follow-up rates lower for any subgroup?	Flag as potential gap — proceed to Step 4	Document and continue monitoring

Step 4 — Disparity Analysis

For each flagged disparity, complete the following analysis:

Analysis Field	Response
Identified disparity (describe specifically)	
Subgroup(s) affected	
Data source and time period	
Magnitude of disparity (rate differential)	
Possible contributing factors (list all that may apply)	Implicit bias in identification Differences in instructional delivery Language or communication barriers Family engagement gaps Trauma responses misread as

Analysis Field	Response
	substance useOver-policing of particular spaces or groupsOther: -----
Factors ruled out after review	
Buildings / grade levels where disparity is most concentrated	
Has this disparity appeared in prior years?	Yes / No — prior year data:

Step 5 — Corrective Action Plan Template

Complete one corrective action plan for each identified disparity. File with the annual review documentation.

Field	Response
Disparity being addressed	
Root cause hypothesis (primary)	
Goal (specific, measurable)	
Action steps	1.2.3.
Responsible party for each step	
Timeline	
Resources needed	
Success indicators	
Mid-year check-in date	
Annual review outcome	

Step 6 — Reporting and Accountability

Findings from this equity review are:

- Summarized in the annual review presentation to the school board
- Shared with building principals prior to board presentation
- Used to inform staff training priorities for the following year
- Tracked year-over-year to assess whether corrective actions are producing change
- Included in the Stakeholder Feedback Summary (Appendix G) as context for consultation

Corrective action plans that do not produce measurable change within one school year require escalation to the Superintendent and a revised, more intensive action plan. Persistent disparities are not acceptable outcomes.

Equity Review Certification

Field	
Review completed for school year	_____
Disparities identified (Y/N)	If yes, number of corrective action plans filed: _____
Director of Prevention & Intervention	Signature: _____ Date: _____
Superintendent	Signature: _____ Date: _____
Presented to school board	Date: _____

RESOLUTION TRANSFERRING APPROPRIATIONS
WITHIN THE 200 FUNDS

Resolution No. 26-27-02

Whereas, a classification error was present in Resolution 26-27-01 that caused appropriations to be misstated in the 200 funds; and

Whereas, it is necessary to correct the error such that appropriations are consistent with the adopted 2026-2027 budget;

Therefore, be it resolved, that the appropriations for the fiscal year beginning July 1, 2026, are adjusted as follows, and allowed per ORS 294.463:

ALL 200 FUNDS

	<u>Existing</u>	<u>Changes</u>	<u>Adjusted</u>
SUPPORT SERVICES (2000)	\$ 4,752,237	\$ 280,000	\$ 5,032,237
FACILITY ACQUISITION (4000)	\$ 1,055,000	\$ (280,000)	\$ 775,000
Total 200 Funds	<u>\$ 5,807,237</u>	<u>\$ -</u>	<u>\$ 5,807,237</u>

Adopted this 23rd day of July, 2026

Betsy Hege, Board Chair

Dan Pedersen, CFO

NORTH WASCO COUNTY SCHOOL DISTRICT

Revenue Status Report

For the year ending June 30, 2026

DESCRIPTION	Budget	Year to Date Revenues	Balance	% Budget Received
100 General Fund	44,076,902	42,770,704	\$ 1,306,198	97%
105 Technology Fund	354,000	331,891	\$ 22,109	94%
107 Textbook Replacement Fund	461,500	390,298	\$ 71,202	85%
110 Vehicle Replacment Fund	30,000	25,085	\$ 4,915	84%
210 Federal Programs	2,998,871	1,853,881	\$ 1,144,990	62%
220 State Grant Funds	4,656,829	2,270,979	\$ 2,385,850	49%
230 Local Grant Programs	228,450	203,850	\$ 24,600	89%
240 Vocational Education Fund	27,000	464	\$ 26,536	2%
242 Enterprise Zone Funds	291,000	240,231	\$ 50,769	83%
251 Student Investment Account	4,437,820	4,104,718	\$ 333,102	92%
252 High School Success Account	897,244	889,602	\$ 7,642	99%
295 Bus Replacement Fund	310,000	222,670	\$ 87,330	72%
299 Nutrition Services Fund	1,880,458	1,732,172	\$ 148,286	92%
303 OSBA PERS Bonds	2,115,764	2,108,624	\$ 7,140	100%
304 Full Faith & Credit Obligation	380,000	364,424	\$ 15,576	96%
305 Bus Purchase Fund	185,000	185,000	\$ -	100%
401 Capital Improvements	160,000	145,828	\$ 14,172	91%
601 Internal Services	895,576	837,255	\$ 58,321	93%
Totals	64,386,414	58,677,676	\$ 5,708,738	91%

NORTH WASCO COUNTY SCHOOL DISTRICT

Expenditure Status Report For the year ending June 30, 2026

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expended	% Expended/ Encumbered
100 General Fund						
1000 - Instruction	24,755,914	24,210,749	2,240	542,925	97.80%	97.81%
2000 - Support Services	16,805,988	16,504,584	5,915	295,489	98.21%	98.24%
5000 - Debt Service & Fund Transfers	1,140,000	1,129,579	-	10,421	99.09%	99.09%
6000 - Contingency	875,000	-	-	875,000	0.00%	0.00%
7000 - Unappropriated Ending Fund Balance	500,000	-	-	500,000	0.00%	0.00%
Totals	44,076,902	41,844,912	8,155	2,223,835	94.94%	94.95%
105 Technology Fund						
2000 - Support Services	354,000	286,046	-	67,954	80.80%	80.80%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	-	-
Totals	354,000	286,046	-	67,954	80.80%	80.80%
107 - Textbook Replacement Fund						
1000 - Instruction	449,500	371,793	1,639	76,068	82.71%	83.08%
2000 - Support Services	12,000	11,994	-	6	99.95%	99.95%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	-	-
Totals	461,500	383,787	1,639	76,074	83.16%	83.52%
110 - Vehicle Replacement Fund						
2000 - Support Services	30,000	24,621	-	5,379	82.07%	82.07%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	-	-
Totals	30,000	24,621	-	5,379	82.07%	82.07%
210 - Federal Programs Fund						
1000 - Instruction	2,103,412	1,930,450	0	172,961	91.78%	91.78%
2000 - Support Services	366,459	226,698	-	139,761	61.86%	61.86%
3000 - Enterprise & Community Services	29,000	30,354	-	(1,354)	104.67%	104.67%
4000 - Capital Outlay	500,000	-	-	500,000	0.00%	0.00%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%	-
Totals	2,998,871	2,187,502	0	811,369	72.94%	72.94%
220 - State Grant Funds						
1000 - Instruction	1,800,660	1,202,588	1,381	596,690	66.79%	66.86%
2000 - Support Services	440,799	228,736	-	212,063	51.89%	51.89%
3000 - Enterprise & Community Services	57,452	34,236	-	23,216	59.59%	59.59%
4000 - Capital Outlay	2,357,918	1,140,600	-	1,217,318	48.37%	48.37%
7000 - Unappropriated Ending Fund Balance	-	-	-	-	0.00%	-
Totals	4,656,829	2,606,160	1,381	2,049,288	55.96%	55.99%
230 - Local Grants						
1000 - Instruction	29,000	27,330	-	1,670	94.24%	94.24%
2000 - Support Services	167,450	144,876	-	22,574	86.52%	86.52%
3000 - Enterprise & Community Services	31,000	336	-	30,664	1.08%	1.08%
4000 - Capital Outlay	1,000	-	-	1,000	0.00%	0.00%
5000 - Debt Service & Fund Transfers	-	-	-	-	-	-
Totals	228,450	172,542	-	55,908	75.53%	75.53%
240 - Vocational Education Fund						
1000 - Instruction	27,000	-	-	27,000	0.00%	0.00%
Totals	27,000	-	-	27,000	0.00%	0.00%

NORTH WASCO COUNTY SCHOOL DISTRICT

Expenditure Status Report (continued)

For the year ending June 30, 2026

DESCRIPTION	Budget	Year to Date Expenditures	Encumbrances	Balance	% Budget Expended	% Expended/ Encumbered
242 - Enterprise Zone Funds						
1000 - Instruction	-	-	-	-		
2000 - Support Services			-	-		
4000 - Capital Outlay	291,000	249,527	-	41,473	85.75%	85.75%
Totals	291,000	249,527	-	41,473	85.75%	85.75%
251 - Student Investment Account						
1000 - Instruction	1,496,546	1,651,489	59	(155,002)	110.35%	110.36%
2000 - Support Services	2,941,274	2,899,817	0	41,458	98.59%	98.59%
3000 - Enterprise & Community Services	-			-		
4000 - Capital Outlay				-		
Totals	4,437,820	4,551,306	59	(113,544)	102.56%	102.56%
252 - High School Success Account						
1000 - Instruction	492,809	485,478	-	7,332	98.51%	98.51%
2000 - Support Services	404,435	268,268	-	136,167	66.33%	66.33%
4000 - Capital Outlay				-		
Totals	897,244	753,745	-	143,499	84.01%	84.01%
295 - Bus Replacement Fund						
2000 - Support Services	310,000		-	310,000	0.00%	0.00%
3000 - Enterprise & Community Services	-		-	-		
Totals	310,000	-	-	310,000	0.00%	0.00%
299 - Nutrition Services Fund						
2000 - Support Services	0	-		0	0.00%	0.00%
3000 - Enterprise & Community Services	1,880,458	1,892,393	-	(11,935)	100.63%	100.63%
Totals	1,880,458	1,892,393	-	(11,935)	100.63%	100.63%
303 - OSBA PERS Bonds						
5000 - Debt Service & Fund Transfers	2,115,764			2,115,764	0.00%	0.00%
7000 - Unappropriated Ending Fund Balance	-	-		-		
Totals	2,115,764	-	-	2,115,764	0.00%	0.00%
304 - Full Faith & Credit Obligation						
5000 - Debt Service & Fund Transfers	377,063	377,063	-	1	100.00%	100.00%
7000 - Unappropriated Ending Fund Balance	2,937			2,937	0.00%	0.00%
Totals	380,000	377,063	-	2,938	99.23%	99.23%
305 - Bus Purchase Fund						
5000 - Short term debt service	182,856	182,856		-	100.00%	100.00%
7000 - Unappropriated Ending Fund Balance	2,144			2,144		0.00%
Totals	185,000	182,856	-	2,144	98.84%	98.84%
401 - Capital Improvements						
2000 - Support Services	0		-	0	0.00%	0.00%
4000 - Capital Outlay	160,000	154,554	-	5,446	96.60%	96.60%
Totals	160,000	154,554	-	5,446	96.60%	96.60%
601 - Internal Services						
2000 - Support Services	410,576	411,353	-	(777)	100.19%	100.19%
5000 - Debt Service & Fund Transfers	485,000	485,000		-	100.00%	100.00%
Totals	895,576	896,353	-	(777)	100.09%	100.09%
Total All Funds	64,386,414	56,563,367	11,234	7,811,813	87.85%	87.87%
					Prior Period Values	
						72.39%
						87.28%

NORTH WASCO COUNTY SCHOOL DISTRICT

Balance Sheet

For the year ending June 30, 2026

Balance Sheet	General Fund	Reserve Funds	Federal Grants Fund	All State Grant Funds	Local Grants Fund	Special Revenue Funds	Nutrition Services Fund	Debt Service Funds	Capital Projects Fund	Internal Services Fund	District Totals
ASSETS:											
Cash & Investments	4,350,146	341,105	(275,375)	(558,015)	108,191	399,527	(73,688)	2,123,227	110,410	102,383	6,627,910
Accounts Receivable	676,364										676,364
Inventory/Prepaid expense	8,110										8,110
Total Assets	5,034,620	341,105	(275,375)	(558,015)	108,191	399,527	(73,688)	2,123,227	110,410	102,383	7,312,384
LIABILITIES:											
Accounts Payable	1,752,502										1,752,502
Payroll Liabilities	2,288,034										2,288,034
Deferred Revenue	592,862										592,862
Total Liabilities	4,633,398	-	-	-	-	-	-	-	-	-	4,633,398
FUND BALANCE:											
Total Fund Balance	401,222	341,105	(275,375)	(558,015)	108,191	399,527	(73,688)	2,123,227	110,410	102,383	2,678,986
Revenues & Expenditures: 2025-26 Year to Date											
Beginning Fund Balance	(524,570)	288,285	58,246	87,897	76,882	185,689	86,533	25,097	119,136	161,481	564,676
Year to Date Revenues	42,770,704	747,274	1,853,881	7,265,300	203,850	463,365	1,732,172	2,658,048	145,828	837,255	58,677,676
Year to Date Expenditures	41,844,912	694,454	2,187,502	7,911,211	172,542	249,527	1,892,393	559,919	154,554	896,353	56,563,367
Year to Date Net Income (Loss)	925,792	52,819	(333,621)	(645,911)	31,308	213,838	(160,221)	2,098,130	(8,726)	(59,098)	2,114,309
Ending Fund Balance	401,222	341,105	(275,375)	(558,015)	108,191	399,527	(73,688)	2,123,227	110,410	102,383	2,678,986

North Wasco County School District 21

Code: BBAA
 Adopted: 6/27/96
 Revised/Readopted: 1/14/04; 10/22/15; 5/23/19;
 11/18/21
 Orig. Code: BBAA

Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

A Board member has the right to express personal opinions in public. When expressing such opinions in public, the Board member must clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Information

Any individual Board member who desires a copy of a written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information which require additional expense to the district must be submitted to the Board for consideration.

2. Requests for Legal Opinions

Any Board member may request a legal opinion. Such request, however, shall be made through the Board chair to the superintendent. Legal counsel is responsible to the Board.

Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the

appropriate complaint policy (Board Policy KL – Public Complaints). Such information will be conveyed to the superintendent.

4. Board Member’s Relationship to Administration

Individual Board members will be informed about the district’s educational program, may visit schools or other facilities to gain information and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements Made by Individual Board Members

Contracts or agreements made by individual Board members without the Board’s authority are invalid.

END OF POLICY

Legal Reference(s):

[ORS 332.045](#)
[ORS 332.055](#)

[ORS 332.057](#)
[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)
S. Benton Educ. Ass’n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Cross Reference(s):

DFA - Free Admissions

North Wasco County School District 21

Code: BBAA
Adopted: 6/27/96
Revised/Readopted: 1/14/04; 10/22/15; 5/23/19;
11/18/21; 8/20/26
Orig. Code: BBAA

~~Individual~~ Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is ~~in legal session only~~ in a meeting which is being held in accordance with Oregon's Public Meetings Law. A Board member has the authority to act in the name of the Board ~~only~~ when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business.

When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

~~A Board member has the right to express personal opinions in public.~~ may speak on behalf of the Board or district only when specifically authorized to do so. Any other statements do not represent the position of the Board or district. When expressing ~~personal~~ such opinions in public, ~~the~~ Board members are encouraged to ~~must~~ clearly identify the opinions as their own.

~~Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.~~

All Board members shall maintain awareness of relevant district information and participate in Board functions and professional Board development activities.

All ~~m~~Members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for ~~Records~~ Information

Any individual Board member who desires a copy of ~~a written report or survey prepared by the administrative staff will~~ an existing record may make such a request to the superintendent. ~~A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information which require additional expense to the district must be submitted to the Board for consideration.~~ Requests involving confidential records or significant staff time will be referred to the Board for approval.

2. Requests for Legal Opinions

Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. Legal counsel is responsible to the Board.

~~Any Board member may request a legal opinion. Such request, however, shall be made through the Board chair to the superintendent. Legal counsel is responsible to the Board.~~

~~Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. Legal counsel is responsible to the Board.~~

3. Action on Complaints or Requests Made to a Board Members

When a Board members receives complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate public complaint policy (Board Policy KL – Public Complaints). Such information will be conveyed to the superintendent. An individual Board member is not authorized to independently act on complaints.

4. Board Member's Relationship to Communication with Administration

Individual Board members will be informed about the district's educational program, may visit schools or other facilities to gain information and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements Made by Individual Board Members

~~Contracts or agreements made by individual Board members without the Board's authority are invalid.~~ All district contracts must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

6. Visits to Schools

Board members may visit schools in accordance with Board policy BG – Board–Staff Communications.

7. Public Meetings Law

All Board members will comply with Public Meetings Law, including participating in an approved¹ training at least once during each term of office.

8. Mandatory Reporting

A Board member having reasonable cause to believe that any child with whom the Board member comes in contact has suffered abuse or that any person with whom the Board member comes in

¹ Approved by the Oregon Government Ethics Commission.

contact has abused a child shall immediately make an oral report or cause an oral report be made to Department of Human Services² or local law enforcement.

9. Oregon Ethics Laws

All Board members will adhere to Oregon Government Ethics laws, including filing the statement of economic interest as required by Oregon Revised Statute (ORS) 244.

10. Confidential Information

All Board members will not disclose confidential information received as part of Board service.

11. Other Laws, Policies, Agreements and Procedures

All Board members will follow all laws, Board policies, working agreements, and any other procedures established by the district.

END OF POLICY

Legal Reference(s):

[ORS 192.311 – 192.478](#)

[ORS 192.610 – 192.705](#)

[ORS Chapter 244](#)

[ORS 332.045](#)

[ORS 332.055](#)

[ORS 332.057](#)

[ORS 332.075](#)

[ORS 332.107](#)

[ORS 419B.010](#)

² (855) 503-SAFE (7233)

38 OR. ATTY. GEN. OP. 1995 (1978)
S. Benton Educ. Ass’n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Legal Reference(s):

ORS 192.311—192.478	ORS 332.045	ORS 332.075
ORS 192.610—192.705	ORS 332.055	ORS 332.107
ORS Chapter 244	ORS 332.057	ORS 419B.010

~~38 OR. ATTY. GEN. OP. 1995 (1978)~~
~~S. Benton Educ. Ass’n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).~~

Cross Reference(s):

~~DFEA—Free Admissions~~

North Wasco County School District 21

Code: BD/BDA
Adopted: 11/18/21
Revised/Readopted: 11/16/23

Board Meetings

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening¹ of a quorum of the Board as the district’s governing body to make a decision² or to deliberate³ toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the Board, i.e. a work session. “Meeting” does not include any on-site inspection of any project or program the attendance of members of the Board at any national, regional or state association to which the Board or its members belong.

The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. For information how to give or submit public comment it is outlined in Board policy BDDH - Public Comment at Board Meetings¹⁴ and/or posted on the district’s website.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law⁵. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination

¹ “Convening” means: (a) Gathering in a physical location; (b) Using electronic, video or telephonic technology to be able to communicate contemporaneously among participants; (c) Using serial electronic written communications among participants; or (d) Using an intermediary to communicate among participants.

² “Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of a governing body is required, at any meeting at which a quorum is present.

³ “Deliberation” means discussion or communication that is part of a decision-making process.

⁴ When telephone or other electronic means of communication is used during a meeting open to the public, the Board shall make at least one place available to the public where, or at least one electronic means by which, the public can listen during the meeting. At all meetings of the Board open to the public, the public will be provided an opportunity, to the extent reasonably possible, to access and attend the meeting by telephone, video or other electronic or virtual means. If in-person oral testimony (or public comment) is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit oral testimony during the meeting, at the designated portion of the agenda, by telephone, video or other electronic or other means. If in-person written testimony is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit written testimony including by email or other electronic means, so that the Board is able to consider the submitted testimony in a timely manner.

⁵ ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including the news media which have requested notice, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they are not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for hearing-impaired persons. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice.

If requested to do so at least 72 hours before a meeting held in public, the Board will make a reasonable effort to provide translation services.

All meetings held in public shall comply with the Oregon Indoor Clean Air Act.

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

1. Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month. The regular meeting schedule will be established at the annual organizational meeting and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold the annual organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd numbered years), the first meeting will be held no later than July 31.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may be scheduled if less than a quorum is present at a meeting, additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district or other reasons. At least 24 hours' notice must be provided to all Board members, the news media; which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district

business. This includes electronic, video or telephonic communications, serial electronic communications among participants and using an intermediary to communicate among participants. Such communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

Communications outside of a Board meeting may contain:

- a. Communications to, between or among members of a governing body that are:
 - (1) Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board (including agendas and information concerning agenda items);
 - (2) Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
 - (3) Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters; or
- b. Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to other Board members will have the following notice:

Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by public meetings law.

3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by public meetings law.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with state law on public meetings, including notice and minutes. The Board is discouraged from making official decisions during a work session. Generally, Boards do not take official action during work sessions, although there is no legal prohibition to do so.

5. Executive Sessions

Executive sessions may be held as an agenda item during regular, special or emergency meetings for a reason permitted by law. (See Board policy BDC - Executive Sessions)

Complaints regarding public meetings laws can be filed with the Board in accordance with Board Policy KL – Public Complaints. The Board will respond and provide a copy of the complaint and response to the Oregon Government Ethics Commission within 21 days in accordance with state law.⁷

Mandatory Training

Every member of the Board shall attend or view a training on public meetings law prepared or approved by the Oregon Government Ethics Commission (OGE) at least once during the Board member's term of office and shall verify attendance in accordance with OGE procedures.

END OF POLICY

Legal Reference(s):

ORS Chapter 192

ORS 255.335

ORS 433.835 - 433.875

ORS 332.040 - 332.061

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

OR. ATTY. GEN. Public Records and Meetings Manual.

House Bill 2805 (2023).

Cross Reference(s):

BDC - Executive Sessions

⁷ See House Bill 2805 (2023) Section 5(2) for requirements of the response.

North Wasco County School District 21

Code: BD
Adopted: 8/20/26

R Board Meetings, Notices and Communications

Definitions

“Communication” means the expression or transmission of information from one person to another through verbal, non-verbal, written, or electronic means. Non-verbal means include gestures, such as thumbs-up and thumbs-down, as well as sign language.

“Convening” means gathering in a physical location, using electronic, video or telephonic technology to be able to communicate contemporaneously among participants, using serial electronic written communication among participants, or using an intermediary to communicate among participants.

“Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of the Board¹ is required, at any meeting at which a quorum is present.

“Decision-making process” means the process the Board engages in to make a decision, such as: (a) identifying or selecting the nature of the decision to be made; (b) gathering information related to the decision to be made; (c) identifying and assessing alternatives; (d) weighing information; and (e) making a decision.

“Deliberation” means discussion or communication that is part of a decision-making process.

“Executive session” means any meeting or part of a meeting of the Board that is closed to certain persons for deliberation on certain matters.

“Intermediary” means a person who is used to facilitate communications among members of the Board about a matter subject to deliberation or decision by the Board, by sharing information received from a member of the Board with other members of the Board. The term “intermediary” can include a member of the Board.

“Meeting” means the convening of the Board for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. Meeting does not include any on-site inspection of any project or program or the attendance of members of the Board at any national, regional or state association to which the Board or the members belong.

“Public Meetings Law” means Oregon Revised Statutes (ORS) 192.610 – 192.705 and Oregon Administrative Rules (OAR) 199-040 and 199-050.

¹ This policy is written to apply to the Board. Other bodies, including Board committees, may be subject to public meeting laws. This policy may help other bodies understand what is required, but is intended as direction for the Board.

“Quorum” means the minimum number of members of the Board required to legally transact business. For the Board, a quorum is four Board members.

“Work session” or “workshop” means meetings held for the purpose of either presenting information to the Board to prepare for a regular or special meeting, or to allow the Board to engage in preliminary discussions or deliberations.

Board Authority at Meetings

The Board has the authority to act only when a quorum is present at a properly noticed regular, special or emergency meeting. The affirmative vote of four members of the Board is required to transact any business.

Types of Meetings

The Public Meetings Law applies to all regular, special, emergency, executive session and work session meetings of the Board.

1. Regular Meetings

The regular meeting schedule will be established at the annual organizational meeting each year and may be changed by the Board with public notice. The purpose of each regular meeting will be to conduct the regular Board business.

2. Special Meetings

A special meeting may be scheduled when less than a quorum is present at a regular meeting and therefore no business may be conducted, additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district, or other reasons. Special meetings may be convened by the Board chair, upon request of three Board members, or by common consent of the Board.

3. Emergency Meetings

Emergency meetings may be called in the case of an actual emergency upon appropriate notice under the circumstances. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with Public Meetings Law. The Board may make official decisions during a work session.

5. Executive Sessions

Executive sessions may be held during regular, special or emergency meetings for a reason permitted by law. (See Board policy BDC – Executive Sessions).

Communications Outside of a Board Meeting (Serial Meetings Prohibited)

Private meetings where a quorum of the Board engages in discussions or communications that are part of the Board's decision-making process on matters within the authority of the Board violate Public Meetings Law, except as part of an executive session.

A quorum of Board members shall not, outside of a meeting conducted in compliance with Public Meetings Laws, use a series of communications of any kind, directly or through intermediates, for the purpose of deliberating or deciding on any matter that is within the jurisdiction of the Board. This prohibition applies to using any one or a combination of the following methods of communication:

1. In-person;
2. Telephone calls;
3. Videos, videoconferencing, or electronic video applications;
4. Written communication, including electronic written communications, such as email, texts, and other electronic applications;
5. Use of one or more intermediaries to convey information among members; and
6. Any other means of conveying information.

Communications outside of a Board meeting may contain communications between or among members of the Board, including a quorum, that are:

1. Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board;
2. Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
3. Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters.

E-mails sent to other Board members are encouraged to have the following notice:

Important: Please do not reply or forward this communication if this communication could constitute a decision or deliberation toward a decision between and among members of the district board. Board member electronic communications on district business are subject to Public Meetings and Public Records Law.

A quorum of Board members may attend social meetings or gatherings so long as no discussions or deliberations are had.

Meeting Location, Public Accommodations and Logistical Requirements

All meetings will be open to the public except as provided by law.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law². The Board may attend training sessions outside the district boundaries but may not deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced. Meeting locations shall be accessible to persons with disabilities.

Any Board meeting may be held in person, through the use of electronic or telephonic means, or in some combination of in-person, electronic or telephonic means.

Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. For Board meetings (excluding executive session) held by telephone or other electronic means of communication, the district shall make available a place or an electronic means by which the public can listen to or view the meetings in real time. The place provided may be a place where no Board member is present.

For executive sessions where the media are statutorily authorized to be present, if any person, including any Board member, is attending the executive session by telephone, video, or other electronic means, the district shall provide members of the media the same attendance option. The district may establish reasonable security measures to ensure the media's attendance by telephone, video, or other electronic means is conducted through a secure connection or method.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for persons who are deaf or hard of hearing. The request should include the name of the requester, sign language preference and any other relevant information requested. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate aids and services may be provided upon request and appropriate advance notice.

If requested to do so at least 72 hours before a meeting held in public, the Board will make a reasonable effort to provide translation services.

Recordings or minutes will be kept for all meetings in accordance with state law and Board policy BDDG – Recordings or Minutes of Board Meetings.

All meetings shall comply with applicable provisions of the Oregon Indoor Clean Air Act.

The possession of a firearm, deadly weapon or any other instrument used as a dangerous weapon is prohibited at Board meetings, except as authorized by law.

Public Notice Requirements

The district posts public notice of its meetings on the district's website.

The public notice shall identify the following:

² ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

1. The time, date, location of the meeting, and, to the extent reasonably possible, will include the electronic link or telephone access information to allow members of the public to attend the meeting by telephone or electronic means;
2. The agenda or list of the principal subjects anticipated to be considered at the meeting and will be specific enough to permit the public to recognize matters in which they are interested. The Board may amend the agenda or may add or remove items from the list of principal subjects prior to or during a meeting. See Board policy BDDC – Board Meeting Agenda for additional meeting agenda information; and
3. The name, telephone number, and email address of a person at the district office to contact to request an interpreter or other communication aids or a statement that the district will provide a sign language interpreter or other communication aids at the meeting.

The district will provide notice to interested persons and news representatives who have requested notice through means reasonably calculated to provide actual notice to interested persons known to the Board.

For all regular meetings, the meeting notice shall be provided with as much advance notice as reasonably possible, but no less than 48 hours' advance notice.

For all special meetings, the meeting notice shall be provided with no less than 24 hours' advance notice.

For an emergency meeting, public notice shall be provided with as much advance notice as reasonably possible given the emergency circumstances. The district shall attempt to contact the media and other interested persons to inform them of the emergency meeting by telephone, email, social media, or other method reasonably calculated to provide actual notice. If reasonably possible under the emergency circumstances, the emergency meeting notice shall be conspicuously displayed on the district's website or on a publicly accessible website hosted by a third-party hosted and linked to the district's website.

If a meeting will include an executive session, the notice shall comply with the above notice requirements and the notice shall also identify the specific statutory citation and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization. Example:

“The Board will meet in executive session under ORS 192.660(2)(a) to consider the employment of a public officer, employee, staff member or individual agent.”

If an executive session is to be part of an open regular, special, or emergency meeting, the notice shall comply with the above notice requirements and prior to entering the executive session, the Board chair shall make a public announcement and identify in open session the specific statutory provision and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization (See Board policy BDC – Executive Sessions for additional information on executive sessions.)

Complaints

Complaints regarding Public Meetings Laws can be filed in accordance with Public Meetings Law complaint procedures outlined in Board policy KL – Public Complaints. Complaints must be filed within 30 days of the alleged violation.

Mandatory Training

Every member of the Board shall attend or view a training on Public Meetings Law as required by ORS 192.700 and Board policy BBAA – Board Member’s Authority and Responsibilities.

END OF POLICY

Legal Reference(s):

[ORS Chapter 192](#)
[ORS 332.040 - 332.061](#)

[ORS 332.107](#)
[ORS 433.835 - 433.875](#)

[OAR 199-050-0005 – 199-050-0085](#)

OR. ATTY. GEN. *Public Records and Meetings Manual*.

North Wasco County School District 21

Code:
Adopted:

BDDG

Recordings and Minutes of Board Meetings

The Board will ensure a video recording is made of all of its meetings and portions of meetings that are not held in executive session. These recordings will be posted on the district's website or social media site within seven days following the meeting.

A video or audio recording of a meeting can be kept as the official record as long as all required content is included and it is kept in an allowable format¹. Alternatively, the district may create written minutes. Written minutes do not need to be a verbatim transcript and can be kept in hard copy or electronic form².

The official record must give a true reflection of the matters discussed at the meeting and the views of the participants, and must include the following information:

1. All members of the Board present;
2. All motions, proposals, resolutions, orders, ordinances and measures proposed and their disposition;
3. The results of all votes and the vote of each member by name for all actions taken³;
4. The substance of any discussion on any matter; and
5. A reference to any document discussed at the meeting.

If written minutes are created for meetings which do not take place in executive session, those minutes shall be available to the public within a reasonable time after the meeting. These minutes will be published to the district website and may be requested from the district office.

Recordings or minutes⁴ of executive sessions will be kept in the same manner as other meetings of the Board. If disclosure of material from executive session recordings or minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure. Executive session minutes of a hearing held under ORS

¹ Oregon Administrator Rule (OAR) 166-017-0045(4) requires moving images or audio recordings be kept in MP2, MP3, MP4, or WAVE formats.

² Oregon Administrator Rule (OAR) 166-017-0045(4) requires textual data or still images be kept in XML, ODT, TXT, PDF, RTF, PREG, JFIF, PNG, or TIFF formats.

³ If minutes are kept in a recorded form, all voting will use a roll call vote and if minutes are kept in written form the minutes will identify the vote of each member by name under each board action.

⁴ "...a record of any executive session may be kept in the form of a sound or video tape or digital recording, which need not be transcribed unless otherwise provided by law." ORS 192.650(2)

332.061 shall contain only material not excluded under ORS 332.061(2) and information⁵ will not be disclosed in accordance with ORS 332.061.

Either the recording or minutes of Board meetings will be kept permanently. If written minutes are created for any meetings of the Board, any recordings will be kept for at least one year after the minutes are created.

END OF POLICY

Legal Reference(s):

[ORS 192.610 - 192.705](#)
[ORS 332.061](#)

[OAR 166-017-0005 - 0095](#)
[OAR 166-400-0010\(9\)](#)

[OAR 199-050-0060](#)

Attorney General's PUBLIC RECORDS AND MEETINGS MANUAL.

⁵ORS 332.061 prohibits the disclosure of:

1. The name of the minor student;
2. The issue, including a student's confidential records;
3. The discussion; and
4. The school board member's vote on the issue.

North Wasco County School District 21

Code: CBG
Adopted: 2/12/98
Revised/Readopted: 2/11/04; 12/17/15; 7/06/17;
7/25/24; 8/20/26
Orig. Code: CBG

Evaluation of the Superintendent

{Required policy. OAR 581-022-2405 requires districts to “adopt and implement personnel policies which address...evaluation procedures.” Review the superintendent contract before adopting to ensure there is no conflicting language; modify policy as needed.}

The Board will formally evaluate the superintendent’s job performance at least once each year. The evaluation will be based on the superintendent’s job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at a public Board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board’s discussion and conferences with and about the superintendent and their performance will be **conducted** in an executive session, unless the superintendent requests a session open to the public.¹ Such an executive session will not include a general evaluation of any district goal, objective or operation **or of any directive to personnel concerning district goals, objectives, operations or programs**. Results of the evaluation will be written and placed in the superintendent’s personnel file.

At the Board’s discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent’s performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent’s employment contract and state law and rules. In those situations where the superintendent’s employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

¹ Notice must be provided to the superintendent in accordance with OAR 199-0040-0030. The superintendent must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- a. Identification of the Board;
- b. The time, date and location of the meeting;
- c. The purpose for which the Board proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the Board will be reviewing and evaluating the performance of the superintendent; and
- d. Information on how the superintendent may make a request for an open hearing.

Legal Reference(s):

[ORS 192.660](#)~~(2), (8)~~

[ORS 332.107](#)

[ORS 332.505](#)

[ORS 199-040-0027](#)

[ORS 199-040-0030](#)

[OAR 581-022-2405](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

North Wasco County School District 21

Code: **EBB**

Adopted: 2/11/16

Revised: 8/20/26

Integrated Pest Management

{ORS 634.740 requires boards to adopt policies regarding pest management.}

To ensure the health and safety concerns of student, staff and community members, the ~~district~~ Board shall adopt an integrated pest management plan (IPM) which emphasizes the least possible risk to students, staff and community members and shall adopt a list¹ of low-impact pesticides for use with the IPM plan. The IPM plan and list shall be available to the public through the district's website.²

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:
 - a. Protect the health and safety of students and staff;
 - b. Protect the integrity of district buildings and grounds;
 - c. Maintain a productive learning environment; and
 - d. Protect local ecosystem health.
2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;
3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;
4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;
5. Evaluates the need for pest control by identifying acceptable pest population density levels;
6. Monitors and evaluates the effectiveness of pest control measures;
7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;
8. Excludes the application of pesticides for purely aesthetic purposes;

¹ See ORS 634.705(5).

² Inclusion of the list and IPM in the district's Healthy and Safe Schools Plan satisfies this requirement as long as it is posted on the district's website.

9. Includes school staff education about sanitation, monitoring, inspection and pest control measures;
10. Gives preference to the use of nonchemical pest control measures;
11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and
12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The ~~district shall designate the~~ operations director ~~is designated~~ as the Integrated Pest Management Plan Coordinator ~~give them~~ and ~~has~~ the authority for overall implementation and evaluation of the IPM plan.

Integrated Pest Management Plan Coordinator

The IPM Plan Coordinator shall:

1. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;
2. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;
3. Oversee pest prevention efforts;
4. Ensure identification and evaluation of pest situation;
5. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property and the environment;
6. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;
7. Evaluate pest management results; ~~and~~
8. Keep for at least four years following the application date, records of applied pesticides that include:
 - a. A copy of the label;
 - b. A copy of the Safety Data Sheet (SDS);
 - c. The brand name and USEPA² registration number of the product;
 - d. ~~The pest condition that prompted the application~~
 - e. The approximate amount and concentration of pesticide applied;
 - f. The location ~~and description of the area~~ where the pesticide was applied;
 - g. The type of application and whether the application was effective;
 - h. The name(s) of the person(s) applying the pesticide;
 - i. The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;
 - j. The dates and times for the placement and removal of warning signs; and
 - k. Copies of all required notices given, including the dates the IPM Coordinator gave the notices.

9. Respond to inquiries about the IPM plan and refer complainants to Board policy KL - Public Complaints; [and](#)
10. Conduct outreach to district staff about the district's IPM plan.

At least once every five years, the Board shall review the IPM plan, make any necessary updates and readopt the IPM plan.³ The final IPM plan shall include the day, month and year the Board adopted or readopted the plan.

END OF POLICY

Legal Reference(s):

[ORS 634.116](#)
[ORS 634.700](#) to ~~-750~~ [634.750](#)

~~Cross Reference(s):~~

~~EB—Safety Program~~
~~GBE—Staff Health and Safety~~

³ For IPMs adopted prior to January 1, 2026, the Board shall review, update and readopt the IPM no later than January 1, 2027, or five years from the date of the most recent approval of the plan, whichever is later.

Code: GBA
 Adopted: 12/9/99
 Revised/Readopted: 9/11/08; 11/18/10; 4/13/17;
 1/15/20; 12/16/21; 8/20/26
 Orig. Code: GBA

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race¹, color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition², age, veterans' status³, service in a uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability⁴ if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The district administers preference in hiring or promotion decisions in accordance with Oregon law for applicants claiming preference as a veteran, disabled veteran, state servicemember or former state servicemember.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act and the Americans with Disabilities Act Amendments Act (ADA) and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided communicated to all students, parents of students and employees through handbooks and will be published on the district website.

The superintendent will develop other specific recruiting recruitment, interviewing and evaluation procedures as are necessary to implement this policy. These procedures will seek to provide an equal employment opportunity and eliminate the effects of past and present discrimination, intended or unintended, on the basis of race, religion, national origin, age, sex, marital status or physical or mental disabilities.

END OF POLICY

¹ Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

² This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.

³ The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

⁴ This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

Legal Reference(s):

<u>ORS 174.100</u>	<u>ORS 659A.009</u>	<u>ORS 659A.409</u>
<u>ORS 243.317 – 243.323</u>	<u>ORS 659A.029</u>	<u>ORS 659A.820</u>
<u>ORS 326.051</u>	<u>ORS 659A.030</u>	<u>OAR 581-021-0045</u>
<u>ORS 332.505</u>	<u>ORS 659A.040</u>	<u>OAR 581-022-2405</u>
<u>ORS 342.934</u>	<u>ORS 659A.082</u>	<u>OAR 839-003-0000</u>
<u>ORS 408.225 – 408.237</u>	<u>ORS 659A.109</u>	<u>OAR 839-006-0435 - 0480</u>
<u>ORS 408.230</u>	<u>ORS 659A.112</u>	<u>OAR 839-006-0440</u>
<u>ORS 408.235</u>	<u>ORS 659A.147</u>	<u>OAR 839-006-0450</u>
<u>ORS 652.210 – 652.220</u>	<u>ORS 659A.233</u>	<u>OAR 839-006-0455</u>
<u>ORS 659.850</u>	<u>ORS 659A.236</u>	<u>OAR 839-006-0460</u>
<u>ORS 659A.003</u>	<u>ORS 659A.309</u>	<u>OAR 839-006-0465</u>
<u>ORS 659A.006</u>	<u>ORS 659A.321</u>	

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2018~~2024).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (~~2018~~2024).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (~~2018~~2024); 29 C.F.R Part 1626 (~~2019~~2025).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2018~~2024).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (~~2018~~2024).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (~~2018~~2024); 34 C.F.R. Part 104 (~~2019~~2025).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (~~2018~~2024);

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Americans with Disabilities Act ~~of 1990~~ [Americans with Disabilities Act Amendments Act](#), 42 U.S.C. §§ 12101-12213 (~~2018~~2024); 29 C.F.R. Part 1630 (~~2019~~2025); 28 C.F.R. Part 35 (~~2019~~2025).

~~[Wygant v. Jackson Bd. of Educ., 476 U.S. 267 \(1989\).](#)~~

~~[Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 \(2018\).](#)~~

The Vietnam Era Veterans’ Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (~~2018~~2024).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (~~2018~~2024).

~~[Chevron USA Inc. v. Echazabal, 536 U.S. 736 \(2002\).](#)~~

Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303, [4311](#) (~~2018~~2024).

~~[House Bill 2935 \(2021\)](#)~~

~~[House Bill 3041 \(2021\)](#)~~

Cross Reference(s):

AC - Nondiscrimination

Code: GBN/JBA
Adopted: 6/08/00
Revised/Readopted: 3/31/04; 12/15/16; 8/23/18; 6/18/20;
10/22/20; 5/23/24; 8/20/26
Orig. Code: GBN/JBA

Sexual Harassment

The district is committed to ~~the elimination of~~ **eliminating** sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties¹ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive, or hostile environment.

¹ "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

3. Assault when sexual contact occurs without consent².

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

Position	Phone	Email
Director of Human Resources	541-506-3420	HR@nwasco.k12.or.us

The director of human resources is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. The director of human resources is also designated as the Title IX Coordinator. *See* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

² "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act. |

Any student or staff member who feels they are a victim of sexual harassment are encouraged to **immediately** report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notices

When a person³ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁴:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;

³ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

⁴ Remember confidentiality laws when providing any information.

3. Information about the internal complaint processes available through the school or district that the student, student's parents, staff member, person or person's parent who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

~~Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.~~

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

~~Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person's parents, when an investigation is initiated and when it is concluded. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.~~

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity⁵;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

⁵ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. §106.44(a))

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

The Director of Human Resources is designated as the Title IX Coordinator and can be contacted at 541-506-3420. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁶ The district shall treat complainants and respondents equitably by providing supportive measures to the complainant and by following a grievance procedure⁷ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.⁸

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.⁹ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

⁶ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

⁷ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, see GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

⁸ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

⁹ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary¹⁰, or both.

No Retaliation

Neither the district or any person may retaliate¹¹ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the school student handbook and district staff handbook and on the school and district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

¹⁰ Of the United States Department of Education.

¹¹ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Legal Reference(s):

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

[Davis v. Monroe County Bd. Of Educ., 526 U.S. 629 \(1999\).](#)

[Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 \(1998\).](#)

Cross Reference(s):

AC - Nondiscrimination

GBNA - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff

JBA/GBN - Sexual Harassment

JFCF - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying/Teen Dating Violence, or Domestic Violence – Student

JHFE - Reporting of Suspected Abuse of a Child

JHFF - Reporting Requirements Regarding Sexual Conduct with Students

Code: JBA/GBN
Adopted: 6/08/00
Revised/Readopted: 6/09/04; 12/15/16; 8/23/18; 6/18/20;
10/22/20; 5/23/24; 8/20/26
Orig. Code: JBA/GBN

Sexual Harassment

The district is committed to ~~the elimination of~~ **eliminating** sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties¹ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive, or hostile environment.

¹ "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

3. Assault when sexual contact occurs without consent².

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

Position	Phone	Email
Director of Human Resources	541-506-3420	HR@nwasco.k12.or.us

The director of human resources is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. The director of human resources is also designated as the Title IX Coordinator. *See* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

² "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.]

Any student or staff member who feels they are a victim of sexual harassment are encouraged to **immediately** report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notices

When a person³ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁴:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;

³ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

⁴ Remember confidentiality laws when providing any information.

3. Information about the internal complaint processes available through the school or district that the student, student's parents, staff member, person or person's parent who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

~~Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.~~

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

~~Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person's parents, when an investigation is initiated and when it is completed. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.~~

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity⁵;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

⁵ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. §106.44(a))

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

The Director of Human Resources is designated as the Title IX Coordinator and can be contacted at 541-506-3420. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁶ The district shall treat complainants and respondents equitably by providing supportive measures to the complainant and by following a grievance procedure⁷ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.⁸

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.⁹ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

⁶ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

⁷ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, see GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

⁸ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

⁹ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary¹⁰, or both.

No Retaliation

Neither the district or any person may retaliate¹¹ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the school student handbook and district staff handbook and on the school and district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

¹⁰ Of the United States Department of Education.

¹¹ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Legal Reference(s):

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)

[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

[Bartsch v Elkton School District, FDA-13-011 \(March 27, 2014\)](#).

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

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JHFE - Reporting of Suspected Abuse of a Child

JHFF - Reporting Requirements Regarding Sexual Conduct with Students



North Wasco County School District #21

Scholarship Committee – Previously Director Aparicio

The Scholarship Committee works to support academic excellence by overseeing the development, selection, and awarding of scholarships to deserving students. The committee collaborates with school administrators, community partners, and donors to ensure transparency and equity in the scholarship process and to recognize student achievement.

Community Outreach Team – Previously Director Polehn

The Community Outreach Team is dedicated to strengthening relationships between the school district and the broader community. This committee works to increase public engagement, share district initiatives, and foster two-way communication with local organizations, and stakeholders to build trust and support for public education.

OSBA Legislative Policy Committee –Director Aparicio

*** This is an elected position.**

The OSBA (Oregon School Boards Association) Legislative Policy Committee provides a voice for local districts in the development of statewide education policy. As a member, the director contributes to shaping OSBA's legislative priorities, advocating for public education funding and policy at the state level.

D21 Education Foundation – Previously Director Kramer

The D21 Education Foundation supports the mission of the school district by raising and distributing funds for innovative educational programs, classroom grants, and student opportunities. The board representative works closely with the foundation to align efforts with district goals and to promote community investment in education.