

Yamhill Carlton School District
Board of Directors - Special Session Agenda
Zoom Meeting – Via Link: <https://zoom.us/j/91738654844>

Thursday, October 22, 2020

Work Session - 6:00pm

AGENDA

- I. Call to Order
- II. Approval of Agenda - *(Action Item)*
- III. New Business:
 - 1. Division 22 Report - Bill Rhoades - Verbal Report - *(Pg. 1)*
 - 2. Approve Calendar Update - Bill Rhoades - *(Action Item)* - *(Pg. 7)*
 - 3. Superintendent Search Planning - Sarah Herb, OSBA - *(Pg. 9)*
 - a. Declare Superintendent Position as Vacant - *(Action Item)*
 - b. Approve Search Process Calendar - *(Action Item)* - *(Pg. 10)*

Adjournment

Note: Unless approved, Regular Meetings of the Board of Directors will be no longer than 3 hours in length at any single session. **INTERPRETERS FOR THE HEARING IMPAIRED:** To request interpreter services for this meeting call 503-852-6980 at least 24 hours prior to the meeting.

Mission

The Yamhill-Carlton School District champions the growth of its students. Our students recognize their individual strengths and talents, overcome their challenges, grow past proficiency, and succeed in their aspirations so each may contribute positively to a local and global society.



To: Yamhill Carlton School District Board of Directors
From: Bill Rhoades, Superintendent
Date: October 19, 2020
Re: Division 22 Assurances

Background Information:

Last April the State Board adopted a new administrative rule modifying the Division 22 Standards for 2019-2020, accommodating for school closures and providing appropriate flexibility to districts. School Districts are required to report on the 17 standards included in the new rule. Any standard not included in this rule has been waived for the 2019-2020 school year.

A new timeline for reporting is going into effect as well. Assurances must now be reported and posted to our webpage no later than November 1, 2020.

The superintendent will report on compliance and/or non-compliance for the required standards and a remedy for areas of non-compliance will be described as necessary.

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Chapter 581

Division 22

STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

581-022-0103**State Standards for the 2019-20 School Year****(1) Applicability**

(a) This rule sets forth the state standards for school districts and public charter schools for the 2019-2020 school year.

(b) The definitions set forth in OAR 581-022-0102, 581-022-2010(1), 581-022-2015(1), and 581-022-2020(1) apply to this rule.

(c) Unless specifically referenced herein, all other rules in this division are waived for the duration of this rule unless specifically added back by the Director through order.

(2) Diploma requirements

(a) Each school district board and public charter school with jurisdiction over high school programs must award diplomas, modified diplomas, extended diplomas, or alternative certificates to students who were first enrolled in ninth grade in the 2016-17 school year or earlier or were first enrolled in ninth grade in the 2017-18 school year and had an early graduation plan approved before March 17, 2020, and fulfill the state requirements as described in this rule.

(b) Regular diploma

(A) To receive a regular diploma, students must earn a minimum of 24 credits to include at least:

(i) English Language Arts – 4 (must include the equivalent of one unit in Written Composition);

(ii) Mathematics – 3 (must include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

(iii) Science – 3;

(iv) Social Sciences 3 – (including history, civics, geography and economics (including personal finance));

(v) Health Education – 1;

(vi) Physical Education – 1;

(vii) Career and Technical Education, The Arts or World Languages – 3 (units must be earned in any one or a combination).

(B) A district school board or public charter school with a three-year high school may submit through the waiver process alternative plans to meet unit requirements;

(C) A school district or public charter school must accept any credits earned by students qualified for the additional district credit requirements waiver in another school district or public charter school and must apply them toward the 24 Units of Credit Requirements for the diploma.

(D) A school district or public charter school may grant high school credit for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses.

(c) Modified diploma

(A) School districts and charter schools with jurisdiction over high school programs shall award a modified diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma even with reasonable modifications and accommodations but who fulfill all state requirements as described in this rule and meets the eligibility criteria in OAR 581-022-2010(3).

(B) School districts and public charter schools must comply with OAR 581-022-2010(4).

(C) To receive a modified diploma, students must earn a minimum of 24 credits, between grade 9 and the end of their high school career with at least 12 of those credits to include:

(i) English Language Arts – 3;

(ii) Mathematics – 2;

(iii) Science – 2;

(iv) Social Sciences (which may include history, civics, geography and economics (including personal finance)) – 2;

(v) Health Education – 1;

(vi) Physical Education – 1; and

(vii) Career Technical Education, The Arts or World Languages (units may be earned in any one or a combination) – 1.

(viii) Any combination of credits awarded to meet the needs of the individual student as specified in the education plan of the student with the expectations and standards aligned to the appropriate grade level academic content standards, including additional core credits, professional technical education, electives, and career development – 12.

(D) Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

(E) Students shall have the option to earn credit for demonstrating proficiency. A student may be given credit for successful demonstration of knowledge and skills that meets or exceeds defined levels of performance. Students may demonstrate proficiency through classroom work or documentation of learning experiences outside of school, or through a combination of these means.

(F) School districts and public charter schools shall ensure that students have access to needed courses, modifications and supports to pursue a modified diploma and to progress in the general education curriculum.

(G) A school district or public charter school shall grant credit toward a modified diploma only for courses that contain substantial academic content. A school district or public charter school shall grant credit for a modified diploma through a continuum of instruction beginning at basic skills and progressing through high level skills.

(H) A school district or public charter school shall award a regular diploma under OAR 581-022-2000 if all requirements for a regular diploma are met. Completion of one or more modified courses shall not prohibit a student from earning a regular diploma; however, required core courses taken under modified conditions must be retaken under standard conditions to be counted toward a regular diploma.

(I) A school district or public charter school shall grant credit toward a modified diploma according to individual student needs across academic content areas including applied, consumer, academic, or knowledge and skill development.

(J) A school district or public charter school shall inform the student and parent or guardian of the student if the courses in grades 9-12 have been modified for an individual student.

(K) A school district or public charter school shall provide transcripts which clearly identify modified courses that do not count toward the regular diploma but that do count toward a modified diploma.

(L) Each student receiving a modified diploma shall have the option of participating in the high school graduation ceremony with the members of their class receiving a high school diploma.

(M) Transition services and other services designed to meet the unique needs of the student may be provided to the student through an interagency agreement entered into by the school district if the individualized education program developed for the student indicates that the services may be provided by another agency. The school district or public charter school retains the responsibility for ensuring that the student has access to the number of service hours required to be provided to the student.

(d) Extended diploma

(A) A school district or public charter school shall award an extended diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations but who fulfill all state requirements as described in this rule and meet the eligibility criteria in OAR 581-022-2015(5)(b).

(B) A school district or public charter school may award an extended diploma to a student only upon the consent of the parent or guardian of the student, or upon the consent of the adult student or emancipated minor student as required by OAR 581-022-2015(4).

(C) To receive an extended diploma, students must, while in grade nine through completion of high school, complete 12 credits, which may not include more than six credits earned in a self-contained special education classroom and shall include:

- (i) Two credits of mathematics;
- (ii) Two credits of English;
- (iii) Two credits of Science;
- (iv) Three credits of history, geography, economics, or civics;
- (v) One credit of health;
- (vi) One Credit of physical education; and
- (vii) One credit of arts or a second language.

(D)(i) A student shall have the opportunity to meet the requirements of an extended diploma by the later of four years after starting grade nine or the student reaching the age of 21 years, if the student is entitled to a public education until the age of 21 years under state or federal law.

(ii) A student may complete the requirements for an extended diploma in less than four years if the parent/guardian or adult student gives consent. The consent must be written and must clearly state that the parent/guardian or adult student is waiving the 4 years to complete the requirements for an extended diploma. A copy of all consents must be sent to the district superintendent. Each school district must annually provide the number of consents obtained to the State Superintendent of Public Instruction. The consent may not be used to allow a student to satisfy the requirements for an extended diploma in less than three years.

(E) A school district or public charter school may not deny a student who has the documented history described in subsection (1)(a) of this section the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason that the student has the documented history.

(F) Transition services and other services designed to meet the unique needs of the student may be provided to the student through an interagency agreement entered into by the school district if the individualized education program developed for the student indicates that the services may be provided by another agency. The school district or public charter school retains the responsibility for ensuring that the student has access to the number of service hours required to be provided to the student.

(e) Alternative certificate

(A) A School district or public charter school shall award an alternative certificate to a student who does not satisfy the requirements for a high school diploma, a modified diploma or an extended diploma.

(B) Each district school board or public charter school governing board with jurisdiction over high school programs shall define criteria for an alternative certificate and shall award an alternative certificate to those students who have met the criteria requirements as described in district school board policies.

(C)(i) A student shall have the opportunity to meet the requirements of an alternative certificate by the later of four years after starting grade nine or the student reaching the age of 21 years, if the student is entitled to a public education until the age of 21 years under state or federal law.

(ii) A student may complete the requirements for an alternative certificate in less than four years if the parent/guardian or adult student gives consent as required under OAR 581-022-2020(4)(c).

(D) Each student receiving an alternative certificate shall have the option of participating in the high school graduation ceremony with the members of their class receiving a high school diploma.

(E) Transition services or other services designed to meet the unique needs of the student may be provided to the student through an interagency agreement entered into by the school district if the individualized education program developed for the student indicates that the services may be provided by another agency. The school district or public charter school retains the responsibility for ensuring that the student has access to the number of service hours required to be provided to the student.

(3) Credit options

(a) A school district or public charter school must grant required and elective credit towards the diploma or modified diploma provided the student earns the credit by meeting the requirements of one or more of the options described in

this rule.

(b) A school district or charter school may grant credit to a student if the student demonstrates defined levels of proficiency or mastery of recognized standards (e.g., state academic content standards and essential skills, industry-based or other national or international standards) by any one or more of the following options:

(A) Successfully completing classroom or equivalent work (e.g., supervised independent study, career-related learning experiences, project based learning), which meets Common Curriculum Goals and academic content standards required by OAR 581-022-2030;

(B) Successfully completing classroom or equivalent work designed to measure proficiency or mastery of identified standards (knowledge and skills) in class or out of class, where hours of instruction may vary;

(C) Successfully passing an appropriate exam designed to measure proficiency or mastery of identified standards (knowledge and skills);

(D) Providing a collection of work or other assessment evidence which demonstrates proficiency or mastery of identified standards (knowledge and skills);

(E) Providing documentation of prior learning activities or experiences which demonstrates proficiency or mastery of identified standards (knowledge and skills) (e.g., certification of training, letters, diplomas, awards, etc.); or

(c) Notwithstanding subsection (2) of this rule, for courses offered in the second semester or third trimester of the 2019-20 school year, a school district must grant credit to a student if:

(A) The student was first enrolled in ninth grade in the 2016-17 school year or earlier or was first enrolled in ninth grade in the 2017-18 school year and had an early graduation plan approved before March 17, 2020; and

(B) As of March 16, 2020, was maintaining a passing grade.

(4) Distance learning for all. School districts and public charter schools must develop and implement a distance learning for all plan that aligns with the Distance Learning for All Guidance issued by the Oregon Department of Education.

(5) Special education for children with disabilities. School districts and public charter schools must provide services for students who experience disability in accordance with IDEA and applicable Oregon Administrative Rules.

(6) Emergent bilinguals. School districts and public charter schools must provide students identified as English learners English language development and grade-level content area instruction.

(7) Talented and gifted. School districts must serve students identified as talented and gifted by accommodating assessed levels of learning and accelerated rates of learning.

(8) Alternative education programs. School districts must comply with OAR 581-022-2505(3)(b) and (5).

(9) Equal educational opportunities. School districts and public charter schools must provide equity, opportunity and access for all students as required by OAR 581-021-0045 and 581-021-0046.

(10) School counseling. School districts and public charter schools must provide school counseling services to all students. Counseling services must align to the guidance issued by the American School Counseling Association: The School Counselor and Virtual School Counseling (Adopted 2017).

(11) Student safety

(a) School districts and public charter schools must create systems or processes for reporting child abuse pursuant to ORS 419B.010 that take into account the unique situation of distance learning. School districts and public charter schools must make those systems or processes accessible to any district personnel who meet the definition of "public or private official" in ORS 419B.005(6).

(b) School districts and public charter schools must review and if necessary revise policies and procedures relating to appropriate electronic communication with students. School districts and charter schools must make guidance based on those policies and procedures available to all school district or charter school personnel.

(12) Personnel

(a) All teachers, specialists, and administrators employed by school districts must hold valid Oregon licenses and be assigned in accordance with the individual license district policies, program goals and applicable statutes and administrative rules.

(b) Any school district employing teacher aides must follow applicable Oregon Administrative Rules.

(13) Fingerprinting of subject individuals in positions not requiring licensure as teachers, administrators, personnel specialists, school nurses. All public school districts must comply with the requirements for Fingerprinting of subject individuals as defined in and in compliance with OAR 581-021-0500.

(14) Individual student assessment and reporting. School districts and public charter schools must assess and record each individual student’s progress and achievement:

(a) For the fall terms, in all subject areas of instruction and to academic content standards consistent with ORS 329.045 and OAR 581-022-2030; and

(b) For the spring terms, under the school district's distance learning plan.

(15) Student education records. School districts and public charter schools must maintain education records of students according to the provisions of OARs 581-021-0210 through 581-021-0440.

(16) Record and reports. School districts and public charter schools must provide all records and reports required by the Oregon Department of Education.

(17) Complaint procedures. School districts must maintain a process for the prompt resolution of a complaint as required by OAR 581-022-2370.

(18) Assurances. School districts must report compliance with the standards set forth in this rule for the 2019-20 school year:

(a) By November 1, 2020, to the school board of the school district in a public meeting and by posting a report on compliance to the school district’s web page. The school board must acknowledge receipt of the report prior to February 15, 2021;

(b) By November 15, 2020, to the Oregon Department of Education on a form to be provided by the Department.

Statutory/Other Authority: ORS 326.051, ORS 329.451, 659.850, 343.409, 327.103 & 336.625

Statutes/Other Implemented: ORS 329.451, 659.850, 343.409, 327.103 & 336.625

History:

ODE 31-2020, adopt filed 06/24/2020, effective 06/24/2020

ODE 19-2020, temporary adopt filed 04/23/2020, effective 04/23/2020 through 10/19/2020

Please use this link to bookmark or link to this rule.

v1.8.6

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Mission

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To: Yamhill Carlton School District Board of Directors
From: Bill Rhoades, Superintendent
Date: October 19, 2020
Re: Proposed Change to School Calendar

Background Information:

As the Yamhill Carlton School District planned for and implemented its plan for Comprehensive distance learning, it was determined that the high school would follow a four period school that would provide for the opportunity for students to earn a semester credit in 9 weeks and a full year credit in 18 weeks. Because the end of our first 9 weeks requires that students be graded for credit, we are proposing that the last day of the first quarter be November 5th and that November 6th become a grading/work day for staff. This would be consistent with typical practice at the end of a semester. Students would not attend school on this day and K-12 staff would be grading for first quarter/semester and planning for the following quarter/semester.

The adopted calendar does not include a grading/work day during that week.

July 2020

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021

Su	Mo	Tu	We	Th	Fr	Sa
						1
						2
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



2020-2021

Academic Calendar

Revised 11/2019

Small Schools, Big Achievements

KEY DATES

Registration Day (YCIS, YCHS)	August 12
First Day of School	August 31
End of 1st Semester	January 28
Beginning of 2nd Semester	February 1
Last Day of School	June 10

NO SCHOOL DAYS

Labor Day	September 4-7
State In-Service Day	October 9
Veteran's Day	November 11
Conferences	November 23-24
Thanksgiving Break	November 25-27
Winter Break	Dec 21—Jan 1
Martin Luther King Jr Day	January 18
Teacher Work Day	January 29
President's Day	February 15
Spring Break	March 22-26
Teacher Work Day	May 14
Memorial Day	May 31

- * 1st Semester—89 Student Contact Days
- * 2nd Semester—86 Student Contact Days

Yamhill Carlton School District

503-852-6980

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www.facebook.com/yamhillcarltonschooldistrict

Mission

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To: Yamhill Carlton School District Board of Directors
From: Bill Rhoades, Superintendent
Date: October 19, 2020
Re: Superintendent Search Planning

Background Information:

The Yamhill Carlton School District Board of Directors has contracted with OSBA to conduct a full search for a permanent Superintendent of Schools. Search consultant Sarah Herb has asked for time during this work session to finalize a calendar and to take care of other search business as needed.

Yamhill-Carlton School District

Proposed Superintendent Search Calendar

DATE	BOARD	CONSULTANT
Oct. 22 (T.B.D.)	<ul style="list-style-type: none"> • Hire search agency • Declare vacancy • Approve executive search process calendar <i>Regular public meeting</i>	<ul style="list-style-type: none"> • Facilitate board approval of search calendar
Oct. 26 – Nov. 10	Online survey available 10/26 – 11/10	<ul style="list-style-type: none"> • Facilitate staff and community input for new executive qualifications
Nov. 12 (T.B.D.)	<ul style="list-style-type: none"> • Public comment on qualities & qualifications • Discuss and adopt desired qualities & qualifications • Set dates, times and location of screening committee training • Identify potential screening committee members • Create salary range for posting <i>Regular public meeting</i>	<ul style="list-style-type: none"> • Present public input report to board • Facilitate conversation on screening committee and salary range
Nov. 16		<ul style="list-style-type: none"> • Develop professional recruiting brochure • Develop notice of vacancy • Advertise position
Nov. 23		<ul style="list-style-type: none"> • Begin accepting applications
Dec. 10 (T.B.D.)	<ul style="list-style-type: none"> • Select screening committee members <i>Regular public meeting</i>	
Nov. 23 – Jan. 18	Eight Weeks	<ul style="list-style-type: none"> • Receive applications • Recruit candidates respond to inquiries
Jan. 18		<ul style="list-style-type: none"> • Applications close • Review all applicant submissions; prepare for screening
Jan. 21 * (T.B.D.)	<ul style="list-style-type: none"> • Attend screening committee training • Review list of candidates • Establish contract parameters <i>Special public meeting/executive session</i>	<ul style="list-style-type: none"> • Train screening committee on screening process, tools and timeline
Jan. 21 - 26	<ul style="list-style-type: none"> • Screen applications and submit rankings 	<ul style="list-style-type: none"> • Assist with ranking process as needed

Jan. 28 * (T.B.D.)	<ul style="list-style-type: none"> • Select candidates to interview • Develop interview schedule • Develop interview questions • Establish contract parameters <i>Regular public meeting/executive session</i>	<ul style="list-style-type: none"> • Present screening committee/board ranking results; facilitate board's selection of candidates to interview • Train board on interview procedures • Train board on proper internet & social media check protocols • Provide interview questions for review and facilitate consensus on interview questions
Jan. 29 – Feb. 10	<ul style="list-style-type: none"> • Conduct internet & social media checks on upcoming interviewees 	<ul style="list-style-type: none"> • Schedule initial interviews with candidates • Assist with internet & social media checks, as needed.
Feb. 12 - 15 * (T.B.D.)	<ul style="list-style-type: none"> • Debrief results from internet & social media checks • Conduct interviews • Select finalists <i>Special public meeting/executive session</i>	<ul style="list-style-type: none"> • Attend last interview and facilitate selection of finalists • Train board on conducting in-depth reference checks and site visits
Feb. 16 – Mar. 2	<ul style="list-style-type: none"> • Send disclosure release form to finalists' last three education providers (ORS 339.370-339.378) • Conduct in-depth reference checks and site visits 	<ul style="list-style-type: none"> • Schedule finalists' interviews • Assist with reference checking and site visits as needed
Mar. 3 - 4 * (T.B.D.)	<ul style="list-style-type: none"> • Hold finalist forum/"Day in the Community" • Debrief reference checks and site visit information • Conduct final interviews <i>Special public meeting/executive session</i>	<ul style="list-style-type: none"> • Develop finalist forum schedule, if needed • Moderate community Q&A as needed • Attend final interview and facilitate consensus on "first choice" candidate
Mar. 4-10	<ul style="list-style-type: none"> • Negotiate contract with "first choice" candidate 	
Mar. 11	<ul style="list-style-type: none"> • Vote to hire candidate/approve contract in open public meeting • Announce selection <i>Regular public meeting</i>	<ul style="list-style-type: none"> • Develop press release, if needed
Before July 1	<ul style="list-style-type: none"> • Create transition plan for new superintendent and board 	<ul style="list-style-type: none"> • Meets with the new superintendent & board to create transition plan
July 1	<ul style="list-style-type: none"> • New executive begins 	
After July 1	<ul style="list-style-type: none"> • COSA mentoring program provided to the new superintendent 	<ul style="list-style-type: none"> Acts as a liaison between school district/superintendent and COSA as needed. OSBA provides part of the content for this mentoring program.

*Consultant is in attendance (may be virtually).