

North Clackamas School Board

Thursday, August 13, 2020 6:30 PM

Zoom/YouTube

Open Session

6:30 Call to Order - Native Land
Acknowledgement

Minutes Approval

- July 2, 2020
- July 16, 2020
- July 30, 2020

Consent Agenda

- A. Employment Changes
- B. Policy Revisions
- C. Oregon Community Foundation Grant

6:35 1. Community Requests

6:50 2. Policy Revisions - Discussion

7:00 3. Educational Delivery Model 2020/2021
- Action

8:00 4. Capital Projects Bond Refinancing -
Action

8:10 5. Board Liaison Committee Assignments
- Action

8:20 6. Protocols and Operating Agreements -
Action

8:30 Adjourn



Native Land Acknowledgment

We acknowledge the land on which we sit and which we call the North Clackamas School District rests on the traditional and indigenous lands and village sites of the Native peoples of the Kalapuya, Chinook, Molalla, and the Clackamas. We take this opportunity to offer gratitude for the ability to learn, work, and be a community on this land, and we offer thanks to the original caretakers of this region. We recognize the historic policies of colonization, genocide, relocation, and assimilation that affected Indigenous and Native families both past and present and that will affect those in the future, and honor the resilience and revitalization of our Indigenous and Native communities. We pay our respects to the Elders, both past and present, who have been the stewards of this land throughout the generations.

NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS REGULAR MEETING
July 2, 2020
Zoom Meeting ID#5033536002

Open Session

With due notice having been given and a quorum present, Acting Chair Steven Schroedl convened open session at 6:30 p.m. with the following members present online in a virtual meeting:

Libra Forde	–	Chair (elect)
Mitzi Bauer	–	Vice Chair (elect)
Jena Benologa	–	Director
Kathy Wai	–	Director (acting Vice Chair)
Orlando Perez	–	Director
Steven Schroedl	–	Director (acting Chair)
Tory McVay	–	Director
Matt Utterback	–	Superintendent
Sandra Henderson	–	Board Secretary

Also present were; Cindy Detchon, Derrick Brown, Mark Moser, Shay James, Tiffany Shireman, and community members.

Native Land Acknowledgement – Acting Vice Chair Kathy Wai read the Native Land Acknowledgement.

R20/21-1 **Selection of Chair and Vice Chair** – Superintendent Matt Utterback announced that Steven Schroedl had nominated Libra Forde for Board Chair on June 25th and asked for any other nominations. No other nominations were offered. The nomination of Libra Forde as Board Chair for 2020/2021 was approved unanimously. Libra Forde was named Chair for 2020/2021 and presided over the remainder of the meeting.

R20/21-2 Libra Forde asked for nominations for Vice Chair. Orlando Perez nominated Mitzi Bauer for Vice Chair. No other nominations were offered. The nomination of Mitzi Bauer as Vice Chair for 2020/2021 was approved unanimously. Mitzi Bauer was named Vice Chair for 2020/2021.

R20/21-3 **Minutes** – Steven Schroedl moved, Mitzi Bauer seconded the motion to approve the minutes of the regular Board meeting held June 25, 2020. Motion passed unanimously.

R20/21-4 **Consent Agenda** – Tory McVay moved, Steven Schroedl seconded the motion to adopt the consent agenda as recommended:

Employment Changes - Approve employment changes as listed, with a copy of the list made as part of the official minutes, as recommended by the Executive Director of Human Resources:

<i>Administrative</i>	–	appointment, transfer
<i>Licensed</i>	–	appointments, terminations

Policy Revisions - Approve adoption of the following policies as recommended by the Policy Review Committee:

GCAB – Personal Electronic Devices and Social Media – Staff

JCAB – Use of Restraint or Seclusion

JHCD/JHCDA – Medications

JHCD/JHCDA-AR – Medications

Grant Award - Approve the request to appropriate and expend the Alertus and National School Board Association's grant for \$78,748 for emergency preparedness.

Motion passed unanimously.

Community Requests – None at this time.

School Board Legal Counsel Representation – The Board reached consensus to begin a Request for Information (RFI) process for the North Clackamas District's School Board's legal representation. A subcommittee will be formed to review the RFI responses to determine which legal firms to interview. The subcommittee will also be asked to provide an opportunity for the current District School Board Legal Counsel to respond regarding the incident at a Salem-Keiser School District board meeting.

Policy Revisions – Chief of Staff Tiffany Shireman presented revisions to the following policies as recommended by the Policy Review Committee:

EEA - Student Transportation Services, revised due to Senate Bill 905.

GBEDA - Drug and Alcohol Testing and Record Query - Transportation Personnel, revised due to new rules adopted by the federal Department of Transportation (DOT).

GBEDA-AR - Drug and Alcohol Testing and Record Query - Transportation Personnel, revised due to the same as above. AR requires Board approval.

JHH - Student Suicide Prevention, developed due to Senate Bill 52.

Questions and comments regarding JHH - Student Suicide Prevention were addressed. A suggestion was made to add students that are experiencing extreme poverty as one of the historically marginalized groups.

Board Meeting Calendar Revision – Superintendent Matt Utterback presented a recommendation to revise the 2020/2021 Board meeting calendar due to the cancellation of Oregon School Board Association's Fall Conference.

R20/21-5

Tory McVay moved, Orlando Perez seconded the motion to revise the 2020/2021 Board meeting calendar rescheduling the November 19, 2020 Board meeting to November 12, 2020. Motion passed unanimously.

Declarations of Actual, Potential or Perceived Conflict of Interest – Board members made public declarations of actual, potential or perceived conflicts of interest as follows:

Jena Benologa – *Owns a business that places exchange students in District schools.*

Kathy Wai – *None stated.*

Libra Forde – *Children attend Milwaukie Academy of the Arts and Rock Creek Middle School. Employee of Self-Enhancement Inc. which works with other school districts.*

Mitzi Bauer – *Her husband and herself are retired teachers.*

Orlando Perez – *None stated.*

Steven Schroedl – *Writes educational software. Clarified that if desired by District, software he has developed would be donated not purchased.*

Tory McVay – *Employed by OnPoint Community Credit Union who services the North Clackamas Education Foundation.*

Board Protocols/Operating Agreements – The Board discussed possible revisions to the Board Protocols and Operating Agreements document. Suggestions were made to add language regarding speaking up when someone is being disrespectful, individual Board member requests of staff, proper stating of motions, and communication protocols. The Board Chairs will propose revisions to the document at the next Board meeting on August 13, 2020.

Board Liaison Committee Assignments – The Board reviewed the list of District and Board committees. Each board member was asked to submit their preferences for committee participation during the 2020/2021 school year to the Board Chair.

Mandatory Child Abuse Reporter Training – Superintendent Matt Utterback provided the Board with a training handout and offered to provide additional support if needed. Libra Forde requested Board members go through the Board Chairs when requesting additional support.

There being no further business to come before the Board, the meeting adjourned at 7:30 p.m.

Unapproved

**NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS REGULAR MEETING
July 16, 2020
Zoom Meeting ID#5033536002**

Executive Session

With due notice having been given and a quorum present, Chair Libra Forde convened executive session under ORS 192.660 (2)(e) at 6:30 p.m. with the following members present online in a virtual meeting:

Libra Forde	–	Chair
Mitzi Bauer	–	Vice Chair
Jena Benologa	–	Director
Kathy Wai	–	Director
Orlando Perez	–	Director
Steven Schroedl	–	Director
Tory McVay	–	Director
Matt Utterback	–	Superintendent
Sandra Henderson	–	Board Secretary

Also present were Cindy Detchon, Tiffany Shireman, Kevin VandenBrink, and Rhys Konrad.

Real Estate – Real Estate Brokers Kevin VandenBrink and Rhys Konrad from Macadam Forbes, Inc. discussed a real estate transaction with the Board. Executive session recessed at 7:03 p.m.

Open Session

Chair Libra Forde convened open session in a virtual meeting at 7:07 p.m. Present, in addition to those at the executive session were, Derrick Brown, Gayellyn Jacobson, Khaliyah Williams-Rodriguez, Libby Miller, Mark Moser, Maureen Callahan, Petra Callin, Shay James, Shelly Reggiani, district employees, and community members.

Ready Schools, Safe Learners 2020-2021 Report – Superintendent Matt Utterback, Chief of Staff Tiffany Shireman, Assistant Superintendent of Education Shay James and Assistant Superintendent of Operations Cindy Detchon presented. Information regarding the Hybrid, Comprehensive Distance Learning, and the fully Online Model along with health/safety precautions and additional operational needs was shared with the Board. The Board discussed the different educational delivery models being explored for the fall through a lens of safety, health, and care of our students, staff, and families. At the end of this discussion, the School Board provided district staff with direction to further pursue and develop the Comprehensive Distance Learning Model (CDL) as the place to start the school year.

There being no further business to come before the Board, the meeting adjourned at 8:56 p.m.

Unapproved

NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS REGULAR MEETING
July 30, 2020
Zoom/YouTube

Executive Session

With due notice having been given and a quorum present, Chair Libra Forde convened executive session under ORS 192.660 (2)(e) at 6:30 p.m. with the following members present online in a virtual meeting:

Libra Forde	–	Chair
Mitzi Bauer	–	Vice Chair
Jena Benologa	–	Director
Kathy Wai	–	Director
Steven Schroedl	–	Director
Tory McVay	–	Director
Matt Utterback	–	Superintendent
Sandra Henderson	–	Board Secretary

Also present were Cindy Detchon, Shay James, Tiffany Shireman, and Kevin VandenBrink.

Real Estate – Real Estate Broker Kevin VandenBrink from Macadam Forbes, Inc. discussed a real estate transaction with the Board.

Executive session recessed at 7:03 p.m.

Open Session

Chair Libra Forde convened open session in a virtual meeting at 7:10 p.m. Present, in addition to those at the executive session were, Derrick Brown, Gayellyn Jacobson, Khaliyah Williams-Rodriguez, Libby Miller, Mark Moser, Maureen Callahan, Petra Callin, Shelly Reggiani, and Vivian Garrison. District employees and community members were provided a live stream on YouTube.

R20/21-6

Amendment to Surplus Property – Steven Schroedl moved, Tory McVay seconded the motion for the Board to find the change not material, and authorize the extension to August 14, 2020 (14-days) of the Buyer’s due diligence Amendment 3 to the Purchase and Sale Agreement for the surplus property located at 14721 SE 172nd Ave, Happy Valley. Motion passed unanimously.

Ready Schools, Safe Learners 2020-2021 Report – Superintendent Matt Utterback, Chief of Staff Tiffany Shireman, Assistant Superintendent of Education Shay James and Assistant Superintendent of Operations Cindy Detchon presented information regarding reopening plans including the planning timeline, district direction, and guiding thoughts. Information regarding the Oregon Department of Education’s updated planning guidance and Oregon Health Authority metrics were shared. A comparison between Comprehensive Distance Learning and the Virtual Online program was provided. Community outreach and planning activities were also discussed. Questions and comments from the Board were addressed.

There being no further business to come before the Board, the meeting adjourned at 9:01 p.m.

Unapproved

DRAFT

POLICY REVISIONS

CONSENT B
August 13, 2020

REASON FOR BOARD CONSIDERATION:

Approval of the attached revised policies and administrative regulation (AR).

COMMITTEE RECOMMENDATION:

The Policy Review Committee, with membership of both staff and Board, reviewed and recommends the following policy revisions.

BUDGET IMPACT/SOURCE OF FUNDS:

There are no known or anticipated increases to costs with the proposed policy change.

ATTACHMENTS:

Drafts of the following policies and AR to approve:

Policy	Title
EEA	Student Transportation Services
GBEDA	Drug and Alcohol Testing and Record Query - Transportation Personnel
GBEDA-AR	Drug and Alcohol Testing and Record Query - Transportation Personnel
JHH	Student Suicide Prevention

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff



Code: **EEA**
 Adopted: 8/05/04
 Revised/Readopted: 6/23/11; 5/02/13; 3/10/16;
 2/14/19

Student Transportation Services

Definitions

1. Elementary School Student: Grades kindergarten through grade 5.
2. Middle School Student: Grades 6 through grade 8.
3. High School Student: Grades 9 through grade 12.
4. Neighborhood school: A school designated to the homes located within the designated individual school boundaries.
5. Walk Zone: Areas around schools that in general do not qualify for bus service. Walk zones are defined by a 1 mile walking distance for elementary and middle school students, and a 1.5 mile walking distance for high school students. Walking distance is the distance a student lives from school, measured from the closest, reasonable, and prudent point between the school property and the property where the student lives. The distance is measured over the shortest practicable route on maintained public roadways, or over existing pedestrian facilities.
6. Supplemental Plan: A plan adopted by the school board identifying areas within the 1 mile or 1.5 mile walk zones that qualify for an exception to receive transportation service. The exceptions are based on specific health or safety reasons (evaluated using a consistent adopted criteria), and accommodations for students with special needs.
7. School of origin means the school that a student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

Services

The district will provide transportation services to North Clackamas School District students attending district schools in accordance with current state and federal laws, rules and regulations pertaining to student transportation and in accordance with this policy.

Students will receive transportation services to their assigned neighborhood school if their home is outside the designated walk zone. The following are acceptable distances from a home to the nearest bus stops; 0.25 mile elementary, 0.33 mile middle school, 0.40 mile high school.

Students may receive transportation services to their neighborhood school inside the walk zone if the Board has approved an exception to provide bus service through an approved Supplemental Plan.

Students with special needs who require transportation services may also receive transportation services inside the walk zones.

Students who voluntarily attend a school outside their neighborhood school's attendance boundary will not receive transportation services, except in the case of a North Clackamas School District magnet school or North Clackamas School district-initiated charter school.

Transportation will be provided as needed for students in foster care and in homeless situations to and from the student's school of origin as required by state and federal law. These services shall be provided throughout the regularly scheduled school year and during the regular school day.

Students living in the North Clackamas School District boundaries attending any private, parochial, or public charter school under the compulsory school attendance laws will be provided transportation if the home and school are near an existing bus route and there is capacity on the bus.

Transportation will be provided for students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

Preschool students with disabilities who have transportation identified as a related service, and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

The district may also provide transportation using federal funds¹ or through cooperative agreements with local victims assistance units for a student to attend a safe district school² out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous. If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Rules of Conduct

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus or school activity vehicle, abide by the student conduct rules for their school, and follow the direction of the school bus driver.

Violations of such rules or directives, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus driver to their supervisor and/or the building administrator as needed.

¹ Federal funds means funds available through Title IV, Part A, and Title V, Part A.

² If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

Violators may be denied use of transportation for a period of time as deemed proper by the principal and/or transportation supervisor.

The district may install video cameras on district property and district vehicles for the sole purpose of ensuring the safety, health and welfare of all students, staff, community, and visitors to district property, and to safeguard district facilities and equipment. Video cameras on district vehicles may record audio.

District and Driver Responsibilities

The principal or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records. Information and/or training, including confidentiality requirements, will be provided to drivers as appropriate.

The school bus driver will be responsible for the school bus vehicle at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

Staff or volunteers that regularly ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

Legal Reference(s):

ORS 327.006	ORS 815.080	OAR 581-053-0040
ORS 327.033	ORS 820.100 - 820.190	OAR 581-053-0053
ORS 327.043		OAR 581-053-0060
ORS 332.405	OAR 581-021-0050 - 0075	OAR 581-053-0070
ORS 332.415	OAR 581-022-2345	OAR 581-053-0210
ORS 339.240 - 339.250	OAR 581-023-0040	OAR 581-053-0220
ORS 343.155 - 343.246	OAR 581-053-0002	OAR 581-053-0230
ORS 343.533	OAR 581-053-0003	OAR 581-053-0240
ORS 811.210	OAR 581-053-0004	OAR 735-102-0010
ORS 811.215	OAR 581-053-0010	
ORS 815.055	OAR 581-053-0031	Senate Bill 905 (2019)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2018).

McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11435 (2012).

Cross Reference(s):

ECAC - Video Cameras for District Property and Vehicles

EEAC - School Bus Safety Program

EEACC - Student Conduct on School Buses



Code: GBEDA
Adopted: 10/24/13
Revised/Readopted: 2/13/14

Drug and Alcohol Testing and Record Query - Transportation Personnel

The district shall have an in-house drug and alcohol testing program or be a member of a consortium that provides testing that meets the federal regulations, and shall annually certify this information to the Oregon Department of Education. The district or its transportation provider shall comply with the reporting and pre-employment and annual query requirements of the Federal Motor Carrier Safety Administration (FMCSA).

The district’s program shall meet the requirements of the Omnibus Transportation Employee Testing Act of 1991.

END OF POLICY

Legal Reference(s):

- [ORS 657.176](#)
- [ORS 825.415](#)
- [ORS 825.418](#)
- [OAR 581-053-0220\(3\)\(h\)](#)
- [OAR 581-053-0230\(9\)\(t\)](#)
- [OAR 581-053-0420\(4\)\(b\)\(B\)\(ii\)](#)
- [OAR 581-053-0430\(13\),\(14\)](#)
- [OAR 581-053-0531\(12\),\(13\)](#)
- [OAR 581-053-0615\(2\)\(c\)\(D\)\(ii\)](#)
- [OAR 581-053-0620\(1\)\(d\)](#)

Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§ 31301-31317 (2012); 49 C.F.R. Parts 40, 382, 391-395 (2019).



Code:
Adopted:

GBEDA-AR
2/14/19

Drug and Alcohol Testing and Record Query - Transportation Personnel

The following procedures shall govern the district's drug use and alcohol misuse prevention program:

1. Program Coordinator

The superintendent or designee will be designated as the district's drug use and alcohol misuse prevention program coordinator. The director of transportation will coordinate the district's responsibilities and compliance efforts with the applicable provisions of the Omnibus Transportation Employee Testing Act of 1991 (OTETA). The director of transportation will:

- a. Ensure that all covered employees receive written materials explaining the district's drug use and alcohol misuse prevention program requirements including:
 - (1) The district policy and administrative regulations;
 - (2) A contact person knowledgeable about the materials, policy, administrative regulations and the OTETA;
 - (3) Categories of employees covered;
 - (4) Information about the safety-sensitive functions and what period of the workday the employee is required to be in compliance. Safety-sensitive functions shall include such responsibilities as all on-duty time waiting to be dispatched, driving time, assisting, or supervising loading or unloading, repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle. All time spent providing drug and alcohol samples, including travel time to and from the collection or testing site as needed to comply with random, reasonable suspicion, post-accident, return-to-duty, or follow-up testing, will also be considered as on-duty time;
 - (5) Specific information concerning prohibited conduct;
 - (6) Circumstances under which employees will be tested;
 - (7) Procedures used in the testing process;
 - (8) The requirement that covered employees submit to drug and alcohol testing, administered in accordance with 49 C.F.R. Part 382;
 - (9) Explanation of what constitutes a refusal to submit to a drug and/or alcohol test;
 - (10) Consequences of violations (e.g., discipline up to and including dismissal as may be required by the district and removal from safety-sensitive functions as required by the OTETA) and notification of resources available to the driver in evaluating and resolving problems associated with the misuse of alcohol and the use of drugs including the names, addresses and telephone numbers of substance abuse professionals (SAP) and counseling and treatment programs. Such information will include the consequences for covered employees found to have a breath alcohol concentration rate of 0.02 or greater, but less than 0.04, and for those employees found to have a breath alcohol content level greater than 0.04. Minimally, no driver tested and found to have a breath alcohol concentration rate of 0.02 or greater but less than 0.04 shall be permitted to perform or continue to perform safety-sensitive functions until the start of the driver's next regularly scheduled duty period, but not less than 24 hours following administration of the test;

- (11) Information on the effects of drug use and alcohol misuse on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug problem (driver's or coworker's); and available methods of intervening when such problems are suspected, including confrontation, referral to an employee assistance program as available and/or referral to the administration; and
- (12) Requirement of the district to collect, maintain and report the following information to the Federal Motor Carrier Safety Administration (FMCSA) Drug and Alcohol Clearinghouse¹:
- (a) A verified positive, adulterated, or substituted drug test result;
 - (b) An alcohol confirmation test with a concentration of 0.04 or higher;
 - (c) A refusal to submit to any test required by subpart C of 49 C.F.R. Part 382;
 - (d) An employer's report of actual knowledge (as defined at 49 C.F.R. § 382.107) of a violation of regulations, including:
 - (i) On duty alcohol use;
 - (ii) Pre-duty alcohol use;
 - (iii) Alcohol use following an accident;
 - (iv) Controlled substance use.
 - (e) A SAP's report of the successful completion of the return-to-duty process;
 - (f) A negative return-to-duty test; and
 - (g) An employer's report of completion of follow-up testing.
- b. Ensure that employees sign statements certifying that they have received the materials;
- c. Ensure that administrators or their designee, designated to determine reasonable suspicion, receive at least 60 minutes of drug abuse training and an additional 60 minutes of alcohol misuse training. Training will include the physical, behavioral, speech and performance indicators of probable drug use and alcohol misuse;
- d. Ensure district compliance with applicable provisions of the OTETA's requirements regarding the district's management information system, retention, and confidentiality of records;
- e. Ensure selection of a site with appropriately trained personnel for the collection of specimens for drug testing;
- f. Ensure selection of a site with a certified breath alcohol technician and evidential breath testing devices for alcohol testing;
- g. Ensure selection of a laboratory certified by the Oregon Health Authority (OHA), Public Health Division to conduct drug specimen analysis;
- h. Ensure selection of a qualified medical or osteopathic doctor to serve as a medical review officer (MRO) to verify laboratory drug test results;
- i. Ensure selection of qualified personnel to provide education and training to employees and supervisors in accordance with employee assistance program requirements as specified in the OTETA;
- j. Ensure the district's drug use and alcohol misuse prevention program is maintained in at least outline form, on file and available for inspection at the district office. The district shall maintain the following:

¹ <https://clearinghouse.fmcsa.dot.gov/>

- (1) Information on the effects and consequences of drug and alcohol use on personal health, safety, and the work environment;
 - (2) Information on the manifestations and behavioral changes that may indicate drug and alcohol use or abuse;
 - (3) Documentation that drug training for all supervisory personnel has consisted of at least 60 minutes;
 - (4) Documentation that alcohol training for all supervisory personnel has consisted of at least 60 minutes;
 - (5) Documentation of training given to employees.
- k. Ensure the establishment of clearly defined communication procedures to include the method (e.g., mail, facsimile) and frequency (e.g., monthly, daily, weekly) as well as the authorized individuals to impart and receive information to meet the documentation and confidentiality requirements of the OTETA;
- l. Ensure employee organizations receive written notice of the availability of all pertinent drug use and alcohol misuse prevention program information;
- m. Ensure compliance with stand-down prohibitions as set forth by the OTETA. “Stand-down” means the practice of temporarily removing an employee from the performance of safety-sensitive functions, based on a report from a laboratory to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test, before the MRO has completed verification of the test results. The district will not stand-down employees, except as provided by the Federal Motor Carrier Safety Administration (FMCSA) below:
- (1) The district may seek a waiver of the prohibition against standing down an employee;
 - (2) Requests which include all required information will be submitted to FMCSA for approval.

2. Pre-employment and Annual Queries from, and Required Reporting to FMCSA

The district is required to conduct a pre-employment query with FMCSA on drivers who are subject to controlled substance and alcohol testing regulation, and is required to report information obtained through its controlled substance and alcohol testing program to FMCSA. All offers of employment for positions identified by the district, as required by the OTETA, will be contingent upon the results of a pre-employment query.

- a. The district will obtain written or electronic consent from a driver subject to controlled substances and alcohol testing to conduct a pre-employment query with FMCSA. The consent will include consent to obtain the following information:
- (1) If the driver has a verified positive, adulterated, or substituted controlled substances test result;
 - (2) If the driver has an alcohol confirmation test with a concentration of 0.04 or higher;
 - (3) If the driver has refused to submit to a test (in violation of 49 C.F.R. § 382.211); or
 - (4) If the driver has a report submitted by another employer on actual knowledge (as defined at 49 C.F.R. § 382.107) of a violation of regulations that included:
 - (a) On duty alcohol use;
 - (b) Pre-duty alcohol use;
 - (c) Alcohol use following an accident; or

(d) Controlled substance use.

The district will conduct annual queries² with the FMCSA on employees subject to such queries as required by law.

- b. The district will report³ to FMCSA the following personal information about a driver that is collected and maintained in connection with the district's testing program:
- (1) An alcohol confirmation test with an alcohol concentration of 0.04 or greater;
 - (2) A refusal to submit to an alcohol test pursuant to conditions found in 49 C.F.R. § 40.261 or a refusal to drug test determination made in accordance with 49 C.F.R. § 40.191(a)(1)-(4), (a)(8)-(11) or (d)(1), but in the case of a refusal to test under (a)(11), the district may report only those admissions made to the specimen collector;
 - (3) A SAP's report of the successful completion of the return-to-duty process;
 - (4) A negative return-to-duty test; and
 - (5) An employer's report of completion of follow-up testing.

The report will include, as applicable:

- (6) Reason for the test;
- (7) Driver's name, date of birth, and CDL number and State of issuance;
- (8) Employer name, address, and USDOT number;
- (9) Date of the test;
- (10) Date the result was reported; and
- (11) Test result. The test result must be one of the following:
 - (a) Negative (only required for return-to-duty tests administered in accordance with law);
 - (b) Positive; or
 - (c) Refusal to take a test.
- (12) An employer's report of a driver's refusal to submit⁴ to alcohol or drug testing must include the following information:
 - (a) Documentation, including, but not limited to, electronic mail or other contemporaneous record of the time and date the driver was notified to appear at a testing site; and the time, date and testing site location at which the employee was directed to appear, or an affidavit providing evidence of such notification;
 - (b) Documentation, including, but not limited to, electronic mail or other correspondence, or an affidavit, indicating the date the employee was terminated or resigned (if applicable); and

² Written consent from the driver is required. This may be a limited query when allowed. If the limited query indicates that the FMCSA contains information on the driver, the district will conduct a full query within 24 hours and must not allow driver to perform safety-sensitive functions.

³ The district will complete such reporting to FMCSA by close of the third business day following receipt of the information.

⁴ 49 C.F.R. § 40.261(a)(1) or 40.191(a)(1)

- (c) Documentation, including a certificate of service or other evidence, showing that the employer provided the employee with all documentation reported herein.
- (13) An employer's report of a violation of one of the following will occur by the close of the third business day following the date on which the employer obtains actual knowledge (as defined at 49 C.F.R. § 382.107):
- (a) On duty alcohol use;
 - (b) Pre-duty alcohol use;
 - (c) Alcohol use following an accident;
 - (d) Controlled substance use.

This report will include the following information:

- (e) Driver's name, date of birth, CDL number and State of issuance;
- (f) Employer name, address, and USDOT number, if applicable;
- (g) Date the employer obtained actual knowledge of the violation;
- (h) Witnesses to the violation, if any, including contact information;
- (i) Description of the violation;
- (j) Evidence supporting each fact alleged in the description of the violation required under paragraph above in this section, which may include, but is not limited to, affidavits, photographs, video or audio recordings, employee statements (other than admissions pursuant to §382.121), correspondence, or other documentation; and
- (k) A certificate of service or other evidence showing that the employer provided the employee with all information reported under paragraph above in this section as required by law.

If the district's program coordinator is the subject of the testing, the district will ensure compliance with applicable consent, testing, and reporting requirements pursuant to law.

3. Pre-employment Testing

The district shall conduct pre-employment testing as follows:

- a. All offers of employment for positions as identified by Board policy and as required by the OTETA will be contingent upon drug test results;
- b. Individuals offered employment with the district and employees transferring to positions subject to the OTETA contingent on drug testing, must provide written consent for the release of any prior employer positive drug and failed alcohol testing results, refusals to be tested, other violations of testing regulations and, with respect to any employee who violated drug and alcohol regulations, documentation of the employee's successful completion of return-to-duty requirements (including SAP evaluations and follow-up tests) within the preceding two years;
- c. The district shall obtain and review such drug and alcohol information from previous employers of the past two years no later than 14 calendar days after the driver is used for the first time. The district will provide the driver's written permission for release of information to the previous employers;

- d. The district will maintain a written, confidential record of information obtained from another employer or the good faith efforts to obtain such information and will maintain the same for three years from the date the driver's service began.
- e. ⁵Requests received by the district for release of such information to another employer must include written consent from the subject driver. Records will be released immediately in any written form (e.g., fax, email, letter) that ensures confidentiality. The district will maintain a written record and summary of information released, the date, and to whom the information was released;
- f. The district must ask a driver, and will not use such driver, if they have a positive drug test or a failed alcohol test while employed with a previous employer or who refused to test while under employment with a previous employer in the past two years unless the driver is in compliance with the SAP's treatment program and the OTETA's return-to-duty test requirements;
- g. Prior to being directed by the district to a collection site for drug and alcohol testing, the applicant will be notified that the urine sample collected shall be tested for the presence of drugs and the breath or saliva sample shall be tested for the presence of alcohol;
- h. Failure to report to the collection site for testing within the time frame specified by the district shall constitute a refusal to report for testing and result in immediate withdrawal of the employment or transfer offer;
- i. Pre-employment drug and alcohol testing will be paid for by the district;
- j. Tests must indicate negative drug test results. Individuals who fail to meet such drug requirements will not be hired or transferred voluntarily or involuntarily to covered positions;
- k. Such testing will also be required of covered employees each time an employee returns to work after a layoff period if the employee was removed from the random testing pool. As long as the employee remains in the random testing pool, additional testing or subsequent pre-employment drug and alcohol testing will not be necessary following a layoff;
- l. The district will notify individuals offered employment with the district contingent on drug testing of the results of such testing upon request within 60 days of being notified of the disposition of the employment application;
- m. Refusal to submit to drug and alcohol testing and/or to provide signed permission for the release of past testing information as required by the district shall result in immediate termination from employment or transfer consideration;
- n. The individual may request a screening of the split specimen at their own expense. All such requests must be received in writing by the district no later than 72 hours following notification to the applicant of the positive test results.

4. Post-accident Testing

The district shall conduct post-accident testing as follows:

- a. It is the responsibility of the employee to report for post-accident drug and alcohol testing as soon as practicable following a motor vehicle accident which occurs while the employee is performing district safety-sensitive functions in which there is a fatality, or the employee receives a citation for a moving traffic violation in connection with an injury or tow-away accident:

⁵ Pertains to requests received by the district from other employers.

- (1) The employee will report to the designated collection site for post-accident drug and alcohol testing as soon as practicable following the occurrence of the accident;
 - (2) If alcohol testing has not been administered within two hours, the district shall prepare and maintain on file a record stating the reasons the alcohol test was not promptly administered;
 - (3) If alcohol testing is not administered within eight hours, the district shall cease attempts to administer an alcohol test and shall state and maintain on file a record specifying why the test was not administered;
 - (4) If drug testing has not been administered within 32 hours following the accident, the district will cease attempts to administer such tests and will document why the test was not administered;
 - (5) The employee will contact the director of transportation as soon as practicable following the accident giving as much detailed information about the accident as possible (e.g., fatalities, injuries, tow-a-ways, traffic citation issued, etc.).
- b. The district will provide employees with necessary post-accident testing information, procedures, and instructions as a part of its employee training program. Additionally, written instructions to follow in the event of an accident will be provided in district vehicles as appropriate. Instructions will include locations of drug specimen collection and alcohol testing sites and telephone number of the district drug use and alcohol misuse prevention program coordinator or other district officials to contact;
 - c. The employee shall remain readily available for testing or may be deemed by the district to have refused to submit to testing. Such refusal is treated as if the district received an alcohol test result of 0.04 or greater or received a positive drug test. Nothing in this requirement shall be construed to require the delay of necessary medical attention for injured people following an accident or to prohibit an employee from leaving the scene of an accident for the period necessary to obtain assistance in responding to the accident or to obtain necessary emergency medical care;
 - d. Results of a breath or blood test for the use of alcohol or a urine test for the use of drugs conducted by on-site federal, state and/or local law enforcement officials having independent authority for the test shall be considered to meet necessary requirements provided results of the test are obtained by the district and the tests conform to all applicable federal, state and/or local requirements;
 - e. An employee who is involved in an accident involving a fatality, injury and/or tow-away as described by the OTETA is prohibited from using alcohol for eight hours after the accident or until the employee undergoes a post-accident alcohol test, whichever occurs first.

5. Random Testing

The district shall conduct random drug and alcohol testing annually as follows:

- a. Not less than 25 percent of the average number of driver positions shall be tested for drugs and not less than 10 percent shall be tested for alcohol in accordance with current minimum random testing requirements of the OTETA. Any unfilled, covered positions will be included as part of the total number of positions counted by the district for testing rate purposes.
 - (1) The district will meet minimum testing rates.
- b. The testing rate may be adjusted by FMCSA based on industrywide data;

- c. The testing process shall, in fact, be random. Unless advised otherwise by their consortium, all employees will remain in the pool of drivers for each subsequent period, including vacations, holiday periods and summer recesses, whether or not they have been chosen for testing in the past;
- d. The selection of employees for random testing shall be made by a scientifically valid method. The process selected by the district will ensure that all employees shall have an equal chance of being tested each time selections are made. The district will use the following system:

Computerized system:

A random number generating program will be loaded into a computer along with the employees' social security number, payroll identification number or other comparable identification number for the drivers.

- e. All such testing shall be unannounced, and dates selected spread reasonably throughout the calendar year to avoid predictability and the perception that testing is "done for the year;
- f. Following notification of testing, selected employees shall proceed to the district-selected collection site immediately or as soon as practicable;
- g. Each employee selected for testing shall be tested during the selection period;
- h. Employees shall only be tested for alcohol just before the driver is scheduled to perform their safety-sensitive function, during or just after performing such function;
- i. Employees off work due to leave of absence, vacation and layoff will be informed that they remain subject to random testing. Employees drawn for such testing will be notified and tested as soon as practicable upon return to duty but no later than the next selection cycle (e.g., monthly, quarterly, etc.).

6. Reasonable Suspicion Testing

The district shall conduct reasonable suspicion drug and alcohol testing as follows:

- a. The district will test covered employees when there is reasonable suspicion to believe that the employee has engaged in drug use or alcohol misuse;
- b. Reasonable suspicion will be based on specific contemporaneous, articulable observations made by a trained supervisor as designated by the district, concerning appearance, behavior, speech, or body odors indicative of employee use of drugs or the misuse of alcohol. Observations of drug use may include indications of chronic and withdrawal effects of drugs and noticeable degradation of job performance that may be associated with the use of drugs;
- c. Hearsay or secondhand information is not sufficient to require an employee to submit to testing;
- d. Alcohol testing may be authorized only if observations resulting in reasonable suspicion are made during, just preceding or just after the period of the workday that the employee is required to be in compliance with this policy, administrative regulations and applicable OTETA provisions;
- e. A written record shall be made of the observations leading to a reasonable suspicion drug test and signed by the administrator or his/her designee authorized to make such observations within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier;
- f. The district will ensure that the employee under reasonable suspicion is transported to the designated collection or testing site.

7. Referrals, Evaluation and Treatment

The district shall provide information related to referrals, evaluation and treatment as follows:

- a. The district shall advise covered employees, who violate the drug and alcohol prohibitions, of referral services available for evaluating and resolving problems associated with the use of drugs and the misuse of alcohol. Such information will include the names, addresses and telephone numbers of SAPs and counseling and treatment programs;
- b. An employee who engages in such prohibited conduct shall be evaluated by an SAP;
- c. The SAP will determine what assistance if any the employee needs in resolving problems associated with drug use and alcohol misuse;
- d. This requirement applies only to current employees and not to job applicants who refuse testing or who test positive for drugs;
- e. This requirement shall not be interpreted to require the district to provide or pay for any rehabilitation costs or to hold a job open for an employee with or without salary;
- f. SAPs, as referred to in these administrative regulations, means:
 - (1) Licensed physicians with knowledge of and clinical experience in the diagnosis and treatment of alcohol-related disorders;
 - (2) Licensed or certified psychologists, social workers, or employee assistance professionals with like knowledge; and
 - (3) Alcohol and drug abuse counselors certified by the National Association of Alcoholism and Drug Abuse Counselors (NAADAC). This does not include state-certified counselors.

8. Return-to-Duty Testing

Employees, if they continue employment and before they return to duty, shall comply with the following:

- a. When an employee has previously tested greater than or equal to 0.04 for alcohol, the employee must retest (return-to-duty test) with an alcohol concentration of less than 0.02;
- b. When an employee has previously tested positive for drug use, the employee must retest (return-to-duty test) with a verified negative test result.

9. Follow-up Testing

Employees, if they continue employment, shall comply with the following:

- a. Follow-up testing will be conducted whenever an SAP determines that an employee is in need of resolving problems associated with drug use and/or alcohol misuse;
- b. Follow-up alcohol testing will be conducted only when the employee is performing safety-sensitive functions, just before or just after the driver has performed safety-sensitive functions;
- c. Follow-up drug and alcohol testing will be unannounced⁶;
- d. The number and frequency of such tests shall be determined by the SAP. Minimally, there shall be:

⁶ A follow-up test shall not also serve as a random test, and vice versa.

- (1) At least 6 unannounced tests in the first 12 months following the driver's return to duty;
- (2) Testing shall not exceed 60 months from the date of the employee's return to duty. The SAP, however, may terminate the follow-up testing at any time after the first six tests if the SAP determines the testing is no longer needed.

10. Drug and Alcohol Testing Procedures

The district, in cooperation with contracted collection and testing facilities, shall maintain drug and alcohol testing procedures as follows:

a. Drugs

- (1) The applicant or employee reports to the district-designated collection site and provides positive identification (e.g., photo ID);
- (2) A urine sample for drug testing is provided. A "split specimen" (two urine specimen bottles) is prepared from the urine sample;
- (3) Following completion of a chain-of-custody form, both specimen bottles are forwarded to the OHA certified laboratory for analysis. The split specimen is stored at the laboratory for later testing as may be necessary. Initial testing is performed only on one specimen bottle;
- (4) Testing results are reported to the district-selected MRO by mail or electronic transmission. Results may not be given over the phone;
- (5) The MRO will verify both negative and positive testing results;
- (6) The MRO will report the verified negative testing results to the district;
- (7) The MRO will report verified positive testing results to the applicant or employee, discuss the type of illegal substance found and determine whether there is any valid medical reason for the positive testing results;
- (8) A verified valid medical reason for a positive test result will be reported as a negative test result to the district;
- (9) If no legitimate medical reason exists for positive drug testing, the MRO will report a confirmed positive test result and identity of the substance(s) to the district;
- (10) The employee or applicant may request within 72 hours of a positive test notice that the split specimen (second bottle) be screened. Such screening costs will be paid for by the district;
- (11) Unlike the original specimen analyzed for specific levels of controlled substances, the split specimen is analyzed only for the presence of drugs;
- (12) The MRO will report results of the second screening to the employee and the district;
- (13) The MRO will meet all the OTETA requirements including review of chain-of-custody control form, administrative processing of negative test results, verification of positive testing results, report to the FMCSA, and maintenance of confidentiality requirements as may be applicable;
- (14) Detailed drug testing procedures may be obtained by contacting the district's drug use and alcohol misuse prevention coordinator or designee.

b. Alcohol

- (1) The employee reports to the district-designated testing site and provides positive identification;

- (2) Under the alcohol testing rule, an alcohol test result will be considered failing even if over-the-counter or legally prescribed medication is involved;
- (3) All alcohol screening tests will be conducted by a qualified screening test technician using an alcohol screening device other than an evidential breath testing device.
- (4) Testing may be conducted at an OHA certified laboratory or other location including mobile facilities equipped for such testing as may meet the requirements of the OTETA;
- (5) District supervisors should generally not be used as a breath alcohol or screening test technician for covered employees. Under certain circumstances, a properly trained district supervisor may conduct such testing in the absence of another technician;
- (6) The employee submits to breath or saliva testing;
- (7) If the result of the testing indicates an alcohol concentration rate of 0.02 or greater, a confirmation breath test is administered after at least 15 minutes, but no longer than 30 minutes, after the initial testing. All confirmation tests will be conducted using evidential breath testing devices;
- (8) The technician will report any invalid tests, confirmed failing and passing results to the district;
- (9) Employee refusal to sign forms as required (i.e., Step 2 on the Alcohol Testing Form) shall be considered as refusal to be tested;
- (10) The breath alcohol or screening test technician will meet all OTETA requirements including such testing procedures, Alcohol Testing Form and confidentiality requirements as may be required;
- (11) Detailed alcohol testing procedures may be obtained by contacting the district's drug use and alcohol misuse prevention program coordinator or designee.

11. Positive Test Result

When the MRO determines a positive test result is valid, the MRO will report the finding to the Oregon Department of Transportation (ODOT) and the Oregon Department of Education. The person who is the subject of the test results will be notified by ODOT that the person has a right to a hearing to determine whether the test results reported will be placed in the employee's employment driving record.

12. Record Keeping/Record Reporting

The district shall maintain records of its drug use and alcohol misuse prevention program as follows:

a. Records related to the collection process:

- (1) Documents relating to the random selection process;
- (2) Documents generated in connection with decisions to administer reasonable suspicion drug or alcohol testing;
- (3) Documents generated in connection with decisions on post-accident testing;
- (4) Documents verifying the existence of an explanation of the inability of an employee to provide adequate breath or to provide a urine specimen for testing;
- (5) An annual calendar year report summarizing results of the district's drug use and alcohol misuse prevention program will be prepared and maintained when requested by FMCSA as part of an inspection, investigation, special study or for statistical purposes;
- (6) Documentation of breath alcohol or screening test technician training, while the individual performs the functions which require the training.

- b. Records related to each query:
 - (1) Documents related to consent of any query;
 - (2) Documents related to information received for a pre-employment or annual query;
 - (3) Documents related to meeting reporting requirements.
- c. Records related to pre-employment verification with a driver's previous employer;
- d. Records related to a driver's test results, including:
 - (1) The district's copy of the alcohol testing form, including the test results;
 - (2) The district's copy of the controlled substance test custody and control form;
 - (3) Documents sent by the MRO to the district;
 - (4) Documents related to the refusal of any employee to submit to drug and/or alcohol testing;
 - (5) Documents presented by a driver to dispute the results of a drug and/or alcohol test administered in connection with the requirements of the OTETA.
- e. Records related to evaluations as follows:
 - (1) Records pertaining to a determination by an SAP concerning an evaluation of a covered employees' need for assistance;
 - (2) Records concerning a driver's compliance with recommendations of the SAP.
- f. Records related to education and training as follows:
 - (1) Materials on drug use awareness and alcohol misuse including a copy of the district's policy and administrative regulations on drug use and alcohol misuse and related information;
 - (2) Driver's signed receipt of education materials;
 - (3) Documentation of training provided to supervisors for the purpose of qualifying the supervisors to make a determination concerning the need for drug and/or alcohol testing based on reasonable suspicion;
 - (4) Certification that any training conducted in compliance with the OTETA meets all pertinent requirements for such training.
- g. Records related to alcohol and drug testing as follows:
 - (1) Agreements with collection site facilities, laboratories, MROs and consortia (includes breath alcohol technicians, screening test technicians and third party providers), as applicable;
 - (2) Names and positions of officials and their role in the district's drug and alcohol testing program(s);
 - (3) Semiannual laboratory statistical summaries of urinalysis as required by the OTETA and as reported by the laboratory. The district will document laboratory failures to provide statistical summaries and any district follow-up efforts to obtain such reports.
- h. Records will be retained by the district as follows:

- (2) Five Years:
 - (a) Records of employee alcohol-testing results with results indicating an alcohol concentration of 0.02 or greater;
 - (b) Records of verified positive drug testing results;
 - (c) Documentation of refusals to take required drug and/or alcohol tests;
 - (d) Employee evaluation and referrals;
 - (e) Testing program records including violations;
 - (f) A copy of each annual calendar year report summary;
 - (g) Equipment calibration documentation when required (See 12. a. (7))

- (3) Three Years:
 - (a) Records related to each query and all information received in response to each query. Documentation of a consent will be retained for three years from the date of the last query.
 - (b) Pre-employment records obtained, or good faith efforts to obtain, from a previous employer about a driver.

- (4) Two Years:

Records related to the drug and alcohol collection process (except calibration of evidential breath testing devices).

- (5) One Year:

Records of negative and cancelled drug-testing results and alcohol test results with a concentration of less than 0.02.

- (6) Indefinite Period:

Records related to the education and training of breath alcohol technicians, screening test technicians, supervisors and drivers shall be maintained by the district while the individual performs the functions which require training and for two years after ceasing to perform those functions.

- i. Records will be maintained in a secure location with controlled access to ensure confidentiality requirements are met as follows:
 - (1) Drug use and alcohol misuse prevention program records will be maintained at the district office. Records relating to individual employee drug and/or alcohol testing, evaluation and treatment will be maintained separately from the employee's personnel file;
 - (2) Employees are entitled upon written request to obtain copies;
 - (3) The district may disclose information in connection with employee benefit proceedings, Department of Transportation agency action against an employee or National Transportation Safety Board safety investigations;

- (4) The district shall disclose such information to subsequent employers upon written request from the employee (in accordance with 49 C.F.R. § 382.413)⁷;
- (5) The district will provide access to any drug and alcohol collection and/or testing facility records maintained by the district as described by the OTETA (i.e., those federal agencies, state and local officials who have regulatory authority over the district's covered employees).

⁷ Information that must be disclosed to subsequent employers, upon receipt of proper authorization form/release signed by the employer's ex-driver: (a) Failed alcohol tests (breath alcohol content of 0.04 or greater); (b) Verified positive drug test; (c) Refusals to test.



Code: **JHH**
Adopted: **PROPOSED**

Student Suicide Prevention**

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

The plan shall include, at a minimum:

1. Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;
2. Identification of the school officials responsible for responding to reports of suicidal risk;
3. A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;
4. Methods to address the needs of historically marginalized groups, including:
 - a. Youth bereaved by suicide;
 - b. Youth with disabilities, mental illness or substance abuse disorders;
 - c. Youth experiencing homelessness or out of home settings, such as foster care;
 - d. Youth experiencing generational poverty; and
 - e. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, students whose language is other than English, and racial minority groups such as Native American, Black/African/African American, Latinx, Asian and Indigenous students.
5. A description of, and materials for, any training to be provided to employees as part of the plan, which must include:
 - a. When and how to refer youth and their families to appropriate mental health services; and
 - b. Programs that can be completed through self-review of suitable suicide prevention materials.
6. Supports that are culturally and linguistically responsive;
7. Procedures for reentry into a school environment following a hospitalization or behavioral health crisis¹; and
8. A process for designating staff to be trained in an evidence-based suicide prevention program.²

¹ “Behavioral health crisis” as defined by Oregon Administrative Rule (OAR) 581-022-2510, means a disruption in an individual’s mental or emotional stability or functioning resulting in an urgent need for immediate treatment to prevent a serious deterioration in the individual’s mental or physical health.

² The Oregon Department of Education will provide a list of available programs.

The plan must be written to ensure that a district employee acts only within the authorization and scope of the employee's credentials or licenses.

The plan must be available annually to the community of the district, including students, parents, employees and volunteers of the district. This plan should be readily available at the district office and on the district website.

** As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.343](#)

[OAR 581-022-2510](#)

GRANT AWARD: OREGON COMMUNITY FOUNDATION

CONSENT C
August 13, 2020

SUPERINTENDENT'S RECOMMENDATION:

The Board approve the request to appropriate, and expend this grant.

BUDGET IMPACT/SOURCE OF FUNDS:

\$20,000 from the Oregon Community Foundation to regarding the NCSD Smile Squad Dental Program. There are no formal reporting requirements for this award.

BACKGROUND:

The Oregon Community Foundation's Board of Directors approved a grant award to North Clackamas School District in the amount of \$20,000 to support children's dental health in the community. This was an unsolicited grant recommended by staff from the Children's Dental Health Initiative Fund to assist us in our response to COVID-19 needs. The grant can be used for coordination and navigation for care, purchase and distribution of dental kit supplies to children, preparations for re-entry into the schools including outreach & communication, personal protective equipment, or any other related children's dental needs.

PRESENTER / STAFF CONTACT:

Michael Ralls, Director of Social Services

POLICY REVISIONS

DISCUSSION
Agenda Item #2
August 13, 2020

REASON FOR BOARD CONSIDERATION:

First reading of the attached revised policies.

COMMITTEE RECOMMENDATION:

The Policy Review Committee, with membership of both staff and Board, reviewed and recommends the following policy revisions.

BUDGET IMPACT/SOURCE OF FUNDS:

There are no known or anticipated increases to costs with the proposed policy change.

ATTACHMENTS:

Drafts of the following policies to review:

Policy	Title	Reason
GCBDAAGDBDAA	COVID-19 Related Leave	OSBA April 2020 Update – new proposed policy to address the Families First Coronavirus Response Act (2020) and that the Oregon Bureau of Labor and Industries adopted a temporary rule that amended the Oregon Family Leave Act.
GCDA/GDDA	Criminal Records Check and Fingerprinting	OSBA July 2019 Update - revised Oregon Administrative Rules (OAR) related to criminal records checks and fingerprinting of employees, contractors and criminal records checks and optional fingerprinting of volunteers.
IGBAH-AR	Special Education - Evaluation and Eligibility Procedures	OSBA May 2020 Update - revisions to Oregon Administrative Rule (OAR) 581-015-2115 resulting from passage of Senate Bills 13 and 16. AR requires Board approval.
IICC	Volunteers	OSBA July 2019 and November 2019 Updates - Senate Bill 155 regarding suspected sexual conduct and suspected child abuse.
JEA	Compulsory Attendance	OSBA November 2019 Update - Senate Bill 802 permits school residency for nonresident military children in cases of official military transfers. Senate Bill 905 addresses residency of students whose parent or guardian voluntarily places the student in substitute care while retaining legal guardianship.
JECA	Admission of Resident Student	

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff



COVID-19 Related Leave *

When applicable, the district will comply with the provisions of the Families First Coronavirus Response Act (FFCRA) which includes the Emergency Paid Sick Leave Act (EPSLA) and the Emergency Family and Medical Leave Expansion Act (EFMLEA). The district will also comply with the Oregon Bureau of Labor and Industries’ (BOLI) temporary rule BLI 4-2020 that amends Oregon Administrative Rule 839-009-0230 for the purpose of taking leave during the statewide public health emergency. This policy and its accompanying administrative regulation will be in effect until each of the above laws have expired.

Employees are eligible for EFMLEA leave if they have been employed for at least 30 days.

EPSLA applies to all employees no matter how long they have been employed or how many hours they have worked.

The BOLI rule applies to districts with employees who are eligible for leave under the Oregon Family Leave Act.

The district shall post a notice of FFCRA requirements in conspicuous places at district facilities. The district may meet the notice requirement by emailing the notice to employees or posting notice on an internal or external website made available to employees.

The district is prohibited from retaliating against an employee who takes leave or takes actions to enforce the requirements of these acts.

This policy does not affect employee rights or benefits under any other law, collective bargaining agreement, or district policy. The district is not required to pay an employee for unused emergency paid sick time if an employee resigns, retires, or is terminated.

END OF POLICY

Legal Reference(s):

<u>ORS 332.507</u>	<u>ORS 659A.093</u>	<u>ORS 659A.150 - 659A.186</u>
<u>ORS 342.545</u>	<u>ORS 659A.096</u>	
<u>ORS 659A.090</u>	<u>ORS 659A.099</u>	<u>OAR 839-009-0200 - 0320</u>

BOLI Temporary Administrative Order BLI 4-2020
 Families First Coronavirus Response Act, Public Law No: 116-127, Mar. 18, 2020.
 Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
 Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (2018); 5 U.S.C. §§ 6381-6387 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2019).
 Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. § 2000ff-1 (2018).
 Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).



Code: GCDA/GDDA
 Adopted: 2/03/94
 Revised/Readopted: 12/06/12; 3/13/14; 6/14/18;
 8/22/19
 Orig. Code: _____ GCDA

Criminal Records Checks and Fingerprinting

All newly-hired employees¹ not requiring licensure under Oregon Revised Statute (ORS) 342.223 shall be required to submit to a nationwide criminal history records check and/or fingerprinting as required by law. Other individuals, as determined by the district, ~~contracting with the district and their employees, who~~ that will have direct, unsupervised contact with students, shall submit to a nationwide criminal records check and/or fingerprinting as established by Board policy and as required by law.

“Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision.

~~The district shall require a nationwide criminal history check for other individuals considered for use as volunteers for the district that have direct, unsupervised contact with students. The service of a volunteer with direct, unsupervised access to students will not begin volunteering before the return and disposition of a criminal records check. For complete information regarding volunteers and volunteer records check, please see Board policy HCC.~~

Pursuant to state law, a criminal records check or fingerprint-based criminal records checks shall be required of the following individuals²:

1. All individuals employed as or by a contractor and considered by the district to have direct, unsupervised contact with students;
2. Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day;
3. Any individual who is an employee of a public charter school and not requiring licensure under ORS 342.223; and
4. Any individual considered for volunteer service with the district. This includes but is not limited to volunteer coaches and overnight chaperones.

The district will provide the written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, contracts or volunteer forms.

The procedure for processing fingerprint collection is further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

¹ Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

² Subject individuals and requirements are further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

~~An subject individual shall be subject to the collection of fingerprinting information, only after acceptance of an the offer of employment or contract from the district and may be charged a fee by the district. A regular employee may request the fee be withheld from the amount otherwise due the individual. The name and identifying information of an individual requiring fingerprinting will be provided by the district to the authorized fingerprinter for verification.~~

~~The district shall not begin employment of an individual or district contractor until a nationwide the required criminal records checks has been reviewed. The district shall begin employment of an individual or district contractor pending the return of fingerprinting results.~~

~~When the district is notified of a subject individual who has been convicted of any crimes prohibiting employment or contract will be terminated and/or the individual will not be employed or contracted, or if employed, will be terminated. When the district is notified of a subject individual who knowingly made a false statement as to the conviction of any crime, the individual will not be employed or contracted by the district, or if employed by the district will be terminated. An individual must disclose the presence of all criminal convictions. An subject individual who fails to disclose the presence of convictions that would not otherwise prohibit employment or contract with the district as provided by law may be employed or contracted with by the district if it is determined that the individual did not knowingly make a false statement as to the conviction of any crime. An individual who knowingly made a false statement as to the conviction of any crime will not be employed or contracted with by the district.~~

The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

~~The service of a volunteer will not begin before the return and disposition of a criminal records check.~~

~~A volunteer who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number will result in immediate termination from the ability to volunteer in the district.~~

~~Criminal history records checks and/or fingerprinting fees as required by the Teacher Standards and Practices Commission, Oregon Department of Education (ODE) or by the district shall be paid by the individual.~~

~~Regular employees not requiring licensure may request that the required fees be withheld from the employee's paycheck. Such fees may be deducted only upon the request of the individual.~~

~~Other fees associated with a criminal records check and/or fingerprinting may be charged to the individual.~~

The superintendent is directed to develop an administrative regulation to meet the requirements of applicable Oregon Revised Statutes and Oregon Administrative Rules.

Appeals

~~An subject individual may appeal a fingerprint determination from ODE that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case and will be so notified of such in writing by ODE under ORS 183.413 – 183.470.~~

A volunteer may appeal a determination from a fingerprint based criminal records checks by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413—183.470.

END OF POLICY

Legal Reference(s):

[ORS 181A.180](#)
[ORS 181A.230](#)
[ORS 326.603](#)
[ORS 326.607](#)

[ORS 332.107](#)
[ORS 336.631](#)
[ORS 342.143](#)
[ORS 342.223](#)

[OAR 414-061-0010 – 061-0030](#)
[OAR 581-021-0510 – 021-0512](#)
[OAR 581-022-2430](#)
[OAR 584-050-0012](#)

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2012).

Cross Reference(s):

ICC - Volunteers

Special Education - Evaluation and Eligibility Procedures**

1. Request for Initial Evaluation
 - a. Consistent with its child find and parent/~~guardian~~ consent obligations, the district responds promptly to requests initiated by a parent/~~guardian~~ or public agency for an initial evaluation to determine if a child is a child with a disability.
 - b. Upon receiving a request from a parent/~~guardian~~ or public agency for an initial evaluation, the district designates a team to determine whether an initial evaluation will be conducted.
 - (1) The district team includes the parent/~~guardian~~ and at least two professionals, at least one of whom is a specialist knowledgeable and experienced in the evaluation and education of children with disabilities.
 - (a) The team may make the decision to evaluate with or without a meeting.
 - (b) The district documents team members' input, including parents/~~guardians~~, whether or not the district convenes a meeting.
 - c. If a meeting is held, the district invites parents/~~guardians~~ to participate.
 - d. If the district agency refuses an evaluation requested by the parent/~~guardian~~, the district provides the parent/~~guardian~~ with prior written notice of its refusal to conduct an evaluation.
 - e. The district acknowledges the parent's/~~guardian's~~ rights to challenge its refusal to conduct an evaluation.
2. The initial evaluation consists of procedures:
 - a. To determine if the child has a disability; and
 - b. To identify the child's educational needs.
3. The district conducts the initial evaluation within 60 school days of receiving parental consent for evaluation unless:
 - a. The district and the parents/~~guardians~~ agree in writing to extend the timeline for an evaluation to determine eligibility for specific learning disabilities;
 - b. The child moves from another district during the evaluation, the district is making sufficient progress to ensure a prompt completion of the evaluation and the parent/~~guardian~~ and the district agree in writing to a specific time when the evaluation will be completed;
 - c. The parent/~~guardian~~ repeatedly fails or refuses to produce the child for evaluation.
4. Reevaluation
 - a. The district conducts reevaluations:

- (1) When the educational or related services needs, including improved academic achievement and functional performance of the child, warrant an evaluation;
 - (2) When the child's parents/guardians or teacher request a reevaluation; and
 - (3) At least every three years, unless that parent/guardian and the district agree that a reevaluation is unnecessary.
- b. The district does not conduct reevaluation more than once a year, unless the parent/guardian and district agree otherwise.

5. Evaluation Planning

- a. ~~The district, or designated referral and evaluation agency for preschool children, ensures that,~~ As part of an initial evaluation (if appropriate), and as part of any re-evaluation, the child's individualized education program (IEP) or individualized family service plan (IFSP) team, including the parents/guardians and other qualified professionals, as appropriate, must review and document their review of existing evaluation data information on the child, including:
- (1) Evaluations and information provided by the child's parents/guardians;
 - (2) Current classroom-based, local or state assessments and classroom-based observations;
and
 - (3) Observations by teachers and related service providers; and
 - (4) Medical, sensory, and health information.
- b. On the basis of that review and input from the child's parents/guardians, identify what additional data if any is needed to determine:
- (1) Whether the child has a disability;
 - (2) The child's present levels of academic achievement and related development needs;
 - (3) Whether the child needs or continues to need Early Intervention/Early Childhood Special Education (EI/ECSE) or special education and related services; and
 - (4) For reevaluation, whether the child needs any additions or modifications to the special education and related services or, for a preschool child, any additions or modification to ECSE services:
 - (a) To enable the child to meet the measurable annual goals in the child's IEP or IFSP;
and
 - (b) To participate, as appropriate, in the general education curriculum or, for preschool children, appropriate activities.

6. Evaluation Procedures

- a. The district assesses the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
- b. The evaluation is sufficiently comprehensive to identify all of the child's special education and related needs, whether or not commonly linked to the disability category in which the child has been classified.
- c. The evaluation includes information provided by the parent/guardian and a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child that assist in determining:

- (1) Whether the child has a disability; and
 - (2) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).
- d. The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of educational need, used to assess a child:
- (1) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (2) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to do so;
 - (3) Are used for the purposes for which the assessments or measures are valid and reliable;
 - (4) Are administered by trained and knowledgeable personnel; and
 - (5) Are administered in accordance with any instructions provided by the producer of the assessments.
- e. The district selects and administers assessments to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure).
- f. The district uses technically sound instruments that may assess the relative contribution of cognitive factors and behavioral factors in addition to physical or developmental factors.
- g. The district does not use any single measure of assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

7. Requirements if Additional Evaluation Data is not Needed to Determine Eligibility

- a. If the child's IEP or IFSP team determines that no additional data is needed whether the child is or continues to be a child with a disability, and to determine the child's educational and developmental needs, the district provides prior written notice of that decision, the reasons for it, and the right of parents/~~guardians~~ to request an assessment.
- b. When the IEP or IFSP team determines that no additional data is needed to determine eligibility, the district does not conduct an assessment of the child unless requested to do so by the parents/~~guardians~~.

8. Evaluation Procedures for Transfer Students

When a child with disabilities transfers from one district to another district in the same school year, the district coordinates with the previous district to complete any pending assessment as quickly as possible.

9. Eligibility Determination

- a. Once evaluation is completed, the district designates an eligibility team to determine whether the child is eligible for special education services.
- b. This team includes:

- (1) Two or more professionals, one of whom will be knowledgeable and experienced in evaluating and teaching students with the suspected disability; and
 - (2) The student's parent(s).
- c. For consideration of eligibility in the area of specific learning disabilities, the district eligibility team includes:
- (1) A group of qualified professionals and the parent/guardian;
 - (2) The child's regular classroom teacher or, if the child does not have a regular classroom teacher, a regular classroom teacher qualified to teach a child of ~~his or her~~ their age, or for a child of less than school age, a preschool teacher; and
 - (3) A person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or other qualified professional.
- d. In interpreting evaluation data, each district team carefully considers and documents information from a variety of sources, including but not limited to, aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior and all required elements of the evaluation.
- e. Each eligibility team prepares a written eligibility statement that includes:
- (1) Identification of the evaluation data considered in determining the child's eligibility, including the required evaluation components for the disability under consideration;
 - (2) A determination of whether the child meets the minimum evaluation criteria for one or more of the disability categories in Oregon Administrative Rule;
 - (3) A determination of whether the primary basis for the suspected disability is:
 - (a) A lack of appropriate instruction in reading (including the essential components of reading) or math; or
 - (b) Limited English proficiency.
 - (4) A determination of whether the child's disability has an adverse impact on the child's educational performance;
 - (5) A determination of whether, as a result of the disability, the child needs special education services;
 - (6) The signature of every team member and an indication of whether each agrees with the eligibility determination;
 - (7) For a child suspected of having a specific learning disability, the team's written report includes additional specific documentation as required by Oregon Administrative Rule.
- f. The team does not find a child eligible as a child with a disability if the determinant factor for that eligibility decision is:
- (1) Lack of appropriate instruction in reading, including the essential components of reading instruction or lack of appropriate instruction in math; or
 - (2) Limited English proficiency; and
 - (3) The child does not otherwise meet the eligibility criteria found in Oregon Administrative Rule for the category(ies) of disability under consideration.
- g. The team finds a child eligible if the child has a disability and needs special education and related services, even though the child is advancing from grade to grade.

- h. A child may have disabilities to more than one disability category, but the team needs to find the child eligible under only one category. However, the district evaluates the child in all areas related to the suspected disability or disabilities, and the child's IEP addresses all of the child's special education needs.

** As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.



Code: ICC
Adopted: 12/20/12
Revised/Readopted: 2/24/18; 2/14/19

Volunteers**

Community members who voluntarily contribute their time and talents to the improvement and enrichment of the public schools' instructional and other programs are valuable assets. The Board of Directors encourages constructive participation of individuals and groups in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

Any person authorized by the district for volunteer service into a position having direct contact with students, without ongoing supervision by district staff, shall be required to undergo a nationwide criminal records check. Any individual considered for volunteer service will be required to submit to a criminal records check. This includes, but is not limited to, parents, volunteer coaches, and overnight chaperones.

Any applicant who knowingly makes a false statement, as determined by the district, on a district volunteer form may be denied the ability to volunteer in the district.

Any electronic communications with students by a volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, volunteers shall use district e-mail using mailing lists and/or other Internet messaging to a group of students rather than individual students or as directed by district administration. Unapproved texting or electronically communicating with a student through contact information gained as a volunteer for the district is prohibited.

The school volunteer coordinator is responsible for the recruitment, use and coordination and training of volunteers. These assignments will be carried out as authorized through the district's volunteer program.

Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

** As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

END OF POLICY

Legal Reference(s):

ORS Chapter 243
ORS 326.607

ORS 332.107

OAR 581-021-0510 - 021-0512
OAR 839-020-0005

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (2012).

Cross Reference(s):

GCDA/GDDA - Criminal Records Checks and Fingerprinting



Code: **JEA**
Adopted: 3/01/01
Revised/Readopted: 1/17/13; 5/02/13; 6/23/16;
3/22/18; 12/12/19
Orig. Code: ~~_____~~ JEA

Compulsory Attendance**

Except when exempt by Oregon law, all students, between ages 6 and 18, who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term.

All students, five years of age, who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

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

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

The district will develop procedures for issuing a citation.

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

Exemptions From Compulsory School Attendance

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

1. Students being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools and in attendance for a period equivalent to that required of students attending public schools.
2. Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Students who have received a high school diploma or a modified diploma.
4. Students being taught by a private teacher the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.

5. Students being educated in the home by a parent:
 - a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Clackamas Education Service District (ESD) in writing at least 10 calendar days prior to the intended date of withdrawal or at least 10 calendar days prior to the beginning of each school year. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 calendar days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
 - b. Each student being taught by a parent or private teacher shall be examined no later than August 15, at grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
 - (3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
 - c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
 - d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
 - f. All costs for the test instrument, administration and scoring are the responsibility of the parent;
 - g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent notified the child's resident district in writing that the parent is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent.
7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
8. Students excluded from attendance as provided by law.
9. Students who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

10. An exemption may be granted to the parent of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school or enrolled in a community college, or an alternative education program.
11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

** As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)
[ORS 163.577](#)
[ORS 336.615 - 336.665](#)
[ORS 339.010 - 339.090](#)
[ORS 339.095](#)
[ORS 339.257](#)

[ORS 339.990](#)
[ORS 419B.550 - 419B.558](#)
[ORS 807.065](#)
[ORS 807.066](#)
[OAR 581-021-0026](#)
[OAR 581-021-0029](#)

[OAR 581-021-0071](#)
[OAR 581-021-0077](#)
[Senate Bill 802 \(2019\)](#)

Cross Reference(s):

IGBHC - Alternative Education Programs Notification

Admission of Resident Students**

Resident students may be admitted under the following conditions:

1. Students of school age who reside within the district attendance area shall be allowed to attend school without paying tuition.
2. Students who turn 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
3. The district may admit otherwise eligible students who are not receiving special education and who have not yet attained 21 years of age prior to the beginning of the current school year if they are shown to be in need of additional education in order to receive a diploma or a modified diploma. These students may attend school without paying tuition for the remainder of the school year.

~~The district shall admit otherwise eligible students who have not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:~~

- ~~a) Has not yet received a regular high school diploma; or~~
 - ~~b) Has received a modified diploma, an extended diploma or an alternative certificate.~~
4. The district shall admit otherwise eligible students who have not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and has not yet received a regular high school diploma.

~~A student with disabilities shall be considered a resident in which the child's parent resides under criteria identified in Oregon Revised Statute (ORS) 339.134.~~

~~Students with disabilities voluntarily placed outside the home by their parent may continue to attend the school the student was attending prior to the placement as a district resident when the student's parent and school staff can demonstrate it is in the student's best interest.~~

5. Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.
6. Students who are military children¹ are considered resident of the district, if the district is the district of military residence² for the military child. Parents of military students must provide proof

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

² "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.

7. The district may deny regular school admission to students who have become resident students and who are under expulsion from another school district for reasons other than a weapons policy violation.
8. The district shall deny regular school admission to students who have become residents and who are under expulsion from another school district for a weapons policy violation. Denial of admission may be for no more than one calendar year from the date of the expulsion.
9. The district may provide alternative programs of instruction to students expelled for a weapons policy violation.

** As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)
[ORS 339.115](#)

[ORS 339.133](#)
[ORS 339.134](#)
[ORS 433.267](#)

[Senate Bill 802 \(2019\)](#)
[Senate Bill 905 \(2019\)](#)

EDUCATIONAL DELIVERY FOR THE 2020-2021 SCHOOL YEAR

ACTION
Agenda Item #3
August 13, 2020

SUPERINTENDENT'S RECOMMENDATION:

North Clackamas Schools open under the Comprehensive Distance Learning educational delivery model through at least November 10, 2020, and authorize the Superintendent:

- to transition to the Hybrid Learning educational delivery model after consultation with the School Board, with state officials, and with consideration of the public health related metrics distributed by local health officials,
- to establish a temporary, one school-year virtual online program learning option for 550 students in grades K-12, to be named North Clackamas Virtual Online Program,
- to temporarily adjust the adopted district calendars and seek retroactive Board approval within 30 calendar days of any adjustment, and
- to establish temporary physical distancing and other public health related requirements on school district property.

BACKGROUND:

In response to the COVID-19 pandemic and its effects on public schools, NCS D must develop educational delivery models and safety practices that provide for the social-emotional and academic needs of kindergartners through high school seniors while also maintaining healthy learning and work environments.

On July 10, 2020, the District released preliminary educational delivery model information for the 2020-2021 school year.

On July 16, 2020, District representatives updated the School Board on its planning for returning to school for the 2020-2021 school year and sought input from the School Board.

On July 30, 2020, District representatives provided additional updates to the School Board on its planning for returning to school for the 2020-2021 school year and sought input from the School Board.

Since that time, the District has continued:

- to monitor local COVID-19 virus transmission,
- to review and respond to evolving guidance from state authorities,
- to survey parents on the two educational delivery model options,
- to develop greater clarity and details regarding each delivery model via workgroups,
- to communicate with stakeholders.

On July 28, 2020, the Oregon Health Authority released three levels of public health data metrics that will govern schools' planning regarding educational delivery models for the 2020-2021

school year. With few exceptions, the metrics require the following prior to engaging in in-person teaching and learning:

County Metrics - metrics to be met three weeks in a row

- Case rate: ≤ 10 cases per 100,000 population in the preceding 7 days
- Test positivity: $\leq 5\%$ in the preceding 7 days

and

State Metric - metric to be met three weeks in a row

- Test positivity: $\leq 5\%$ in the preceding 7 days

*In addition, for a school district that draws substantial numbers of students or staff from multiple counties, the case rate and test positivity rate should be considered in each of those counties.

Educational Delivery Models:

Following are the educational delivery models that are being developed in alignment with the current Ready Schools, Safe Learners guidance from the Oregon Department of Education:

- Comprehensive Distance Learning (CDL) Model: All students are engaged in daily interactive learning through virtual instruction utilizing North Clackamas teachers. CDL is rooted in strong instructional practices, effective teacher-student contact time, meaningful peer-to-peer interaction, equitable learning opportunities, and a consistent schedule.
 - Hybrid Learning Model: CDL can transfer to the Hybrid Learning Model when it is safe to do so. In the Hybrid Learning Model, student groups have access to in-person instruction using staggered schedules in accordance with public health requirements. Under current state guidelines, North Clackamas' Hybrid Learning model could include two days per week of in-person instruction and three days at home with applied learning.
- NCS D Virtual Online Program: This is a one-year optional, temporary program requiring families to commit to a full year of online education utilizing curriculum through Edgenuity and/or Odysseyware. Both systems feature courses that are standards-aligned and include learning objectives, units, lessons, projects, and assessments. Students access this fully online curriculum with regular contact and support from teachers and support staff.



NCS D Return-to-School Options 2020-21



Comprehensive Distance Learning (CDL)

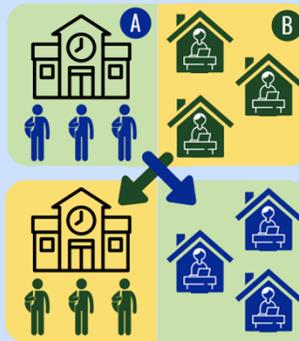
- All students engaged in daily interactive learning from home via online instruction from NCS D teachers
- Currently proposed to run through the 1st week of November
- More robust than the "Distance Learning For All" model utilized in spring of 2020
- Utilizes adapted NCS D curriculum
- Safest model; Utilized when in-person learning poses safety risks to students and staff
- Features strong instructional practices, effective teacher-student contact time, meaningful peer-to-peer interaction



Once safe to do so, CDL allows for transition to partial in-person learning

Hybrid Model

- Half of students (cohort A) will attend in-person classes at their school 2 days a week
- The other half of students (cohort B) will engage in online learning off-site (independent study, homework, etc.) on those 2 days
- Cohorts will switch roles according to a yet-to-be determined schedule
- One day per week will be reserved for teacher office hours, planning, and training, as well as additional student supports and activities



OR

NCS D Virtual Online Program



- Temporary, one-year program designed to serve families who want an alternative to the Comprehensive Distance Learning/Hybrid model
- **NCS D requires a commitment for the full 2020-21 school year for this option**
- 100% online model utilizes specially designed digital curriculum through Edgenuity and/or Odysseyware
- Features interactive educational experience, including regular contact and support from NCS D-assigned teachers and support staff
- NCS D will provide laptops to students.
- Credits count toward an NCS D diploma
- Limited to 550 students district wide. If interest exceeds 550, an enrollment lottery will be held

When safe to do so

Hybrid Model allows for transition back to full in-person learning.

In the event of a new COVID-19 outbreak

NCS D may temporarily transition to Short-Term Distance Learning (less than 4 weeks) or return to Comprehensive Distance Learning.

COMPREHENSIVE DISTANCE LEARNING



Daily learning is teacher directed and features both live and recorded instruction. Pace is guided by the teacher and based more on the classroom group.

NCS D-adopted curriculum taught by NCS D teachers through Google Classroom and other district-adopted applications

Students will be organized into classrooms (virtually) with classmates and teachers from their regular neighborhood (or magnet) school.

Continued access to district programs and classes such as Sabin-Schellenberg, music, dual immersion, and International Baccalaureate.

This model allows NCS D to transition into a Hybrid model (partial in-person learning) only when state and county benchmarks for safety are met.

NCS D VIRTUAL ONLINE PROGRAM



Learning is more independent and self-paced by students. Features regular, weekly check-ins from staff. Adult guidance in the home is crucial.

Online curriculum and platform through contracted companies — Odysseyware and Edgenuity.

Students have access to NCS D staff, but not necessarily from their neighborhood school. Peer interaction will be less than in CDL and only with other Virtual Online Program students from all over the district.

Access to some elective courses

Requires a yearlong commitment. Students cannot switch to CDL (or Hybrid Model) if/when that transition is made) during the 2020-21 school year.

- Homeschooling is not applicable to either of these models. Families choosing to homeschool are responsible for obtaining curriculum and materials and must register with the Clackamas Education Service District (CESD). Families would be able to enroll in CDL to start the year, then move to homeschooling if/when the district moves into a Hybrid model (partial in-person learning).



NCSD Standard Educational Delivery Model (September through early November):

While continuing to plan for the 2020-2021 school year, the cases of coronavirus across the country and across the state continue to escalate. In Oregon, cases of COVID-19 that could not be traced back to a known infection source are driving the increase in infection rates. States are also seeing the number of cases increase in its youngest populations. These are disturbing trends.

In meetings with state officials, NCSD staff were told that if returning to in-person learning, even with the required safety protocols, physical distancing, cohort requirements, and contact tracing, schools would have virus outbreaks. Not only would outbreaks have potentially serious health ramifications for those infected (and their families), outbreaks would require the quarantine of students and staff for several weeks and require the shutdown of in-person learning. Repeated opening and closing of classrooms and schools would continue until the virus is better contained. This unpredictability of opening and closing schools over and over is not an effective way of operating a school system and has the potential to produce further trauma to students. This disruption would also put a strain on families not knowing from day to day or week to week whether a school will be open or closed.

Opening schools with in-person instruction would put students and staff at-risk for contracting the virus. For some, this could result in serious health implications, including death. Also, reopening schools to in-person interaction would contribute to the spread of the virus in the community.

The North Clackamas School District is one of the largest employers in Clackamas County with over 2,000 employees. Recently, a staff survey revealed that:

- 50 percent of teachers and 59 percent of support staff are at-risk or have a family member who lives with them who is at-risk.
- 31 percent of teachers and 7 percent of support staff say they are considering leaving the profession, retiring early, or seeking a leave of absence.

It is likely NCSD would not have the necessary staff to open schools to in-person learning in the fall given this data. NCSD has historically struggled to fill substitute and vacant positions prior to this pandemic and expect it would be far more difficult now.

While analyzing all of this information and determining what model to use to start the 2020-2021 school year, the Oregon Health Authority released its COVID-19 related community public health data metrics that require districts to use Comprehensive Distance Learning until specific county-wide metrics are met. Clackamas County does not currently meet the required COVID-19 related public health data markers to re-open for in-person teaching and learning. In addition, North Clackamas is a school district that draws staff from multiple counties. Before the District would consider reopening to in-person learning, the case rate and test positivity rate should be considered in each of those counties.

Given all these factors, NCSD intends to return to school in the fall utilizing the Comprehensive Distance Learning (CDL) model through at least the first academic grading period (early November). Also, the NCSD Virtual Online Program will be provided as a learning option for families.

NCSD Educational Delivery Model (early November through June, 2021):

Determining when and how to transition out of CDL to a Hybrid Learning Model that includes in-person instruction for students will be considered in consultation with the School Board, with state education officials, and with consideration of the public health related metrics distributed by local health officials.

Also, the NCSD Virtual Online Program will be provided as an option for families.

Continuing CDL after moving into the Hybrid Model:

Some parents have asked that the District continue the CDL model after the District returns to in-person learning. At this moment, the District is focusing time and energy establishing the CDL model and the Virtual Online Program for September. Given the changing nature of this virus and its transmission rates, the District has learned that planning for what education will look like beyond the next two to three months is not the best use of resources.

When returning to in-person learning becomes more of a possibility, the District will reevaluate the number of students served in the Virtual Online Program as well as the possibility of maintaining some form of CDL.

The District will be cautious before returning students to in-person learning. Student, staff, and family safety is the District's top priority. The District will continue to hold to a high safety standard before returning to in-person learning as the District continues to navigate this pandemic.

Other Planning:

The District has staff workgroups or individuals continuing to work on reopening plans in a variety of areas. Much of the planning will be used to submit the District's Re-Entry Blueprint, as required by the Oregon Department of Education, and other planning will assist with providing students, families and staff with the knowledge and tools they need to have a productive school year. Work continues in these areas:

- Communicable Disease Management Plan
- Physical Distancing Protocols
- Screening and Cohort Tracking Protocols
- Hygiene Protocols
- Cleaning/Disinfecting/Ventilation Protocols
- Enrollment/Attendance Protocols
- Technology
- Transportation
- Nutrition Services
- Communication Protocols
- Instructional Delivery Model/Schedule Development
- Charter Schools Liaison

- Facility Use and CARE Programming
- Extracurricular and Athletics
- Employee Association Agreements and Contract Management
- Supply Purchasing and Expenditure Tracking
- Training and Professional Development

School Year Calendar:

It is anticipated that there will be many training and professional development needs for staff as the 2020-2021 school year unfolds. Therefore, there could need to be calendar adjustments. At this time, however, it is anticipated that virtual interaction between students and teachers will begin as planned on the published school calendars in September. The first week of interaction will likely include orientations, get-to-know-you sessions, and technology problem solving. Academic instruction will likely begin during the week of September 14. At this time, no additional changes to the calendar are planned. Should that become necessary, staff and families will receive advance notice when possible.

Physical Distancing and Public Health Related Requirements:

As public health guidance evolves, the District will review and update its physical distancing requirements and recommendations for staff, students and patrons when at a district facility. The community should expect that there will be periodic opening or closing of facilities or portions of facilities in alignment with the state of Oregon’s Phases for Reopening and in alignment with public health guidelines. Social Distancing Coordinators have been identified for each worksite, initial training has been provided and updates are circulated when needed.

ATTACHMENTS:

PowerPoint Slides on Reopening Schools, August 13, 2020

[Ready Schools, Safe Learners](#) Guidance from ODE (Version 3.0.1 – July 29, 2020)

[Comprehensive Distance Learning](#) Guidance from ODE

[ThoughtExchange Summary Report](#), July 22, 2020

[COVID-19 Community Metrics](#), Oregon Health Authority, August 3, 2020

[NCSD Comprehensive Distance Learning Frequently Asked Questions](#)

[NCSD Virtual Learning Program Frequently Asked Questions](#)

PRESENTERS:

Matt Utterback, Superintendent

Tiffany Shireman, Chief of Staff

Cindy Detchon, Assistant Superintendent of Operations

Shay James, Assistant Superintendent of Education



Planning Update: Return to School 2020-2021

School Board Meeting • August 13, 2020



AGENDA



- Superintendent's Recommendation
- District Direction/ Guiding documents
- Educational Delivery models
- Student Services
- Operational planning
- Online Resources
- Questions and answers

Superintendent's Recommendation

- Comprehensive Distance Learning model through at least November 10, 2020
- Transition to the Hybrid Learning model after consultation with relevant parties
- Establish a temporary, one school-year Virtual Online Program learning option
- Adjust the adopted district calendars and seek retroactive Board approval
- Establish temporary physical distancing and other public health related requirements on school district property

District Direction

Preparing graduates who are inspired and empowered to strengthen the quality of life in our local and global communities.

North Clackamas School District Equity Lens

When making decisions and taking action, utilize the following questions:

- Does this decision align with the District mission/ vision?
- What systems of oppression might exist within this situation?
- Whom does this decision affect both positively and negatively?
- Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
- Are those being affected by the decision included in the process?
- What other possibilities were explored?
- Is the decision/ outcome sustainable?

STRATEGIC PLAN

2018-2022

Equity • Engagement • Care • Integrity • Excellence

Guiding Thoughts



- We value a high-quality education and the academic progress of each child.
 - Low rates of COVID-19 virus transmission in the community
 - Coordinated actions that underscore the safety and care for people and provide reassurance for students, staff, and parents
 - Stand ready with multiple educational delivery models that are responsive to the current health and community needs

OR Health Authority/Dept. Of Education Metrics: COVID-19 Transmission



LARGER POPULATION COUNTIES WITH A POPULATION OF >30,000 AND POPULATION DENSITY OF >6 PEOPLE PER SQUARE MILE

Benton, Clackamas, Clatsop, Columbia, Coos, Deschutes, Douglas, Jackson, Josephine, Klamath, Lane, Lincoln, Linn, Malheur, Marion, Multnomah, Washington, Polk, Umatilla, and Yamhill

An allowance for returning to in-person instruction can happen under the following conditions:

✓ The case rate in the county is **≤30 cases per 100,000** population in the preceding 7 days for the **past 3 weeks**.

✓ The **test positivity** in the county is **≤5%** in the preceding 7 days for the **past 3 weeks**.

✓ There have been **no confirmed cases** of COVID-19 among school staff or students in the **past 14 days**.

✓ Schools fully comply with **sections 1-3** of the Ready Schools, Safe Learners guidance and students cannot be part of any single cohort, or part of multiple cohorts that is **>50 people**.

For a school district that draws >10% of students or staff from one or more other counties, the rate of new “cases per 100,000” and percent of “test positivity” should be considered in each of those counties.

OR Health Authority/Dept. Of Education Metrics: COVID-19 Transmission, cont.



STATEWIDE ALLOWANCE FOR LIMITED IN-PERSON INSTRUCTION

LIMITED IN-PERSON INSTRUCTION FOR SPECIFIC GROUPS OF STUDENTS

As per ODE's Comprehensive Distance Learning guidance, providing limited in-person instruction to meet the needs of specific groups of students based on needed educational, relational, curricular, instructional, and/or assessment supports. This includes, but is not limited to, provisions for supporting students experiencing disability, English language learners, as well as programs such as career technical education (CTE) that may require hands-on demonstration of skills and the provision of secure assessment environments. **An exception to meeting state and county metrics to return to limited in-person instruction under Comprehensive Distance Learning should be prioritized under the following conditions :**

- ✓ There have been **no confirmed cases** of COVID-19 among school staff or students in the **past 14 days**.
- ✓ Schools fully comply with **sections 1-3** of the Ready Schools, Safe Learners guidance.
- ✓ Schools fully comply with **Comprehensive Distance Learning Guidance** for Limited In-Person Instruction, which includes further limitations on cohort sizes, time, and more.



STATEWIDE EXCEPTION FOR 10–30 CASES PER 100,000 POPULATION

IN-PERSON EDUCATION FOR STUDENTS IN KINDERGARTEN - THIRD GRADE

It is expected that schools will offer in-class options for students in grade K-3 to the extent possible. Younger students get the virus at lower rates, get less sick when they get COVID-19 and may spread the virus less than older children or adults. Younger students also need access to in-person instruction to build literacy and numeracy skills critical to their continued learning. **An exception to meeting state and county metrics to return to in-person instruction for K-3 grade should be prioritized under the following conditions:**

- ✓ There have been **no confirmed cases** of COVID-19 among school staff or students in the **past 14 days**.
- ✓ Schools fully comply with **sections 1-3** of the Ready Schools, Safe Learners guidance.
- ✓ The case rate in the county is **≤30 cases per 100,000** population in the preceding 7 days for the **past 3 weeks**.
- ✓ The **test positivity** in the county is **≤5%** in the preceding 7 days for the **past 3 weeks**.

Current Planning:

Educational Delivery Models



NCS D Return-to-School Options 2020-21



Comprehensive Distance Learning (CDL)

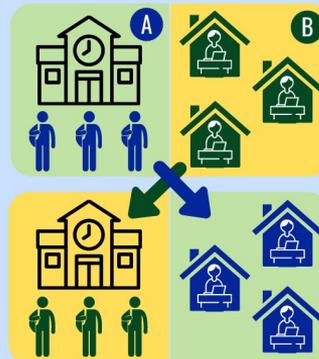
- All students engaged in daily interactive learning from home via online instruction from NCS D teachers
- Currently proposed to run through the 1st week of November
- More robust than the "Distance Learning For All" model utilized in spring of 2020
- Utilizes adopted NCS D curriculum
- Safest model; Utilized when in-person learning poses safety risks to students and staff
- Features strong instructional practices, effective teacher-student contact time, meaningful peer-to-peer interaction



Once safe to do so, CDL allows for transition to partial in-person learning

Hybrid Model

- Half of students (cohort A) will attend in-person classes at their school 2 days a week
- The other half of students (cohort B) will engage in online learning off-site (independent study, homework, etc.) on those 2 days
- Cohorts will switch roles according to a yet-to-be determined schedule
- One day per week will be reserved for teacher office hours, planning, and training, as well as additional student supports and activities



OR

NCS D Virtual Online Program



- Temporary, one-year program designed to serve families who want an alternative to the Comprehensive Distance Learning/Hybrid model
- **NCS D requires a commitment for the full 2020-21 school year for this option**
- 100% online model utilizes specially designed digital curriculum through Edgenuity and/or Odysseyware
- Features interactive educational experience, including regular contact and support from NCS D-assigned teachers and support staff
- NCS D will provide laptops to students
- Credits count toward an NCS D diploma
- Limited to 550 students district wide. If interest exceeds 550, an enrollment lottery will be held

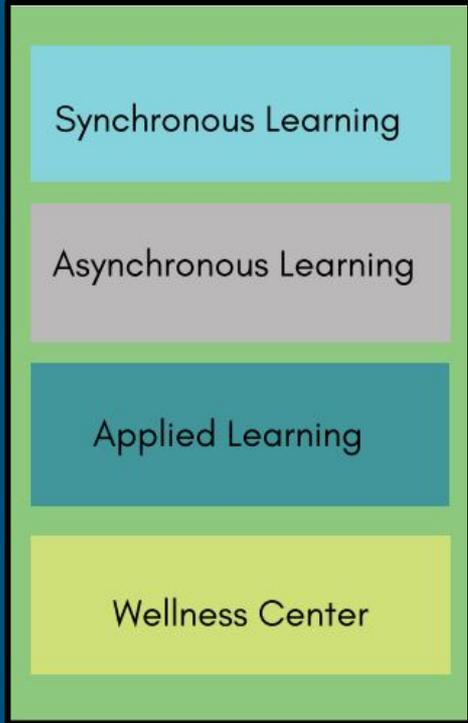
When safe to do so

Hybrid Model allows for transition back to full in-person learning.

In the event of a new COVID-19 outbreak

NCS D may temporarily transition to Short-Term Distance Learning (less than 4 weeks) or return to Comprehensive Distance Learning.

Comprehensive Distance Learning - Elementary



Sample Student Schedule [Kindergarten - 3rd grade]:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours
9:00 - 9:20	Community and Connection	Community and Connection	Community and Connection	Community and Connection	Community and Connection
9:20 - 9:30	Movement Break	Movement Break	Application	Movement Break	Movement Break
9:30 - 9:50	Synchronous Math Lesson	Asynchronous Math Lesson		Asynchronous Math Lesson	Asynchronous Math Lesson
9:50 - 10:30 including staff/teacher support	Small Group Online Practice	Small Group Online Practice		Small Group Online Practice	Small Group Online Practice
10:30 - 10:40	Break	Break		Break	Break
10:40 - 11:10	Synchronous Language Lesson	Synchronous Language Lesson		Synchronous Language Lesson	Synchronous Language Lesson
11:10 - 11:40 including staff/teacher support	Small Group Online Practice	Small Group Online Practice	Applied Learning	Small Group Online Practice	Small Group Online Practice
11:45 - 12:25	Lunch	Lunch		Lunch	Lunch
12:30 - 1:00	Science (English Language Development)	Social Studies: connected to Language Arts		Science (English Language Development)	Social Studies: connected to Language Arts
Afternoon	Wellness Center - Health	Wellness Center - Physical Education	Wellness Center - available	Wellness Center - Counselor	Wellness Center - Music
Afternoon	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours
Anytime	Additional Applied Learning				

Sample Student Schedule [4th - 5th grade]:

	Monday	Tuesday	Wednesday	Thursday	Friday	
Morning	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours	
9:00 - 9:20	Community and Connection	Community and Connection	Community and Connection	Community and Connection	Community and Connection	
9:20 - 9:50	Synchronous Math Lesson	Synchronous Math Lesson	Application	Synchronous Math Lesson	Asynchronous Review Lesson	
9:50 - 10:30 including staff/teacher support	Small Group Online Practice	Small Group Online Practice		Small Group Online Practice	Small Group Online Practice	
10:30 - 10:40	Break	Break		Break	Break	
10:40 - 11:10	Synchronous Language Lesson	Synchronous Language Lesson		Applied Learning	Synchronous Language Lesson	Synchronous Language Lesson
11:10-11:40 including staff/teacher support	Small Group Online Practice	Small Group Online Practice			Small Group Online Practice	Small Group Online Practice
11:45 -12:25	Lunch	Lunch	Lunch		Lunch	
12:30-1:00	Science (English Language Development)	Social Studies: connected to Language Arts	Science (English Language Development)	Social Studies: connected to Language Arts		
Afternoon	Wellness Center - Health	Wellness Center - Physical Education	Wellness Center - available	Wellness Center - Counselor	Wellness Center - Music	
Afternoon	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours	
Anytime	Additional Applied Learning					

Comprehensive Distance Learning - Secondary

Middle School Student Sample Schedule*

*SAMPLE student schedule. The subjects may not necessarily be in this order.

Quarter 1 Sept - Nov	Monday Day 1	Tuesday Day 2	Wednesday	Thursday Day 1	Friday Day 2	
9:00 - 10:00	Math Synchronous	Math Asynchronous	Community and Connection 10:10 - 11:00	Math Synchronous	Math Asynchronous	
10:10 - 11:00	Science Synchronous	Science Asynchronous		Science Synchronous	Science Asynchronous	
11:10 - 12:00	Language Arts Asynchronous	Language Arts Synchronous		Language Arts Asynchronous	Language Arts Synchronous	
12:00 -12:30	Lunch	Lunch		Lunch	Lunch	
12:30 - 1:20	Social Studies Asynchronous (1 semester)	Social Studies Synchronous (1 semester)		Applied Learning	Social Studies Asynchronous (1 semester)	Social Studies Synchronous (1 semester)
1:30 - 2:20	Elective* Asynchronous	Elective* Asynchronous		Office Hours	Elective* Asynchronous	Elective* Asynchronous
2:30 - 3:30	Office Hours	Office Hours	Office Hours		Office Hours	

High School Student Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:30	Period 1 Synchronous class meeting	Period 2 Synchronous class meeting	Application	Period 1 Synchronous class meeting	Period 2 Synchronous class meeting
9:30-10:00	Period 1--Teacher's Office Open!	Period 2--Teacher's Office Open!		Period 1--Teacher's Office Open!	Period 2--Teacher's Office Open!
10:15-11:15	Period 3 Synchronous class meeting	Period 4 Synchronous class meeting	9:45-10:30 Community and Connection	Period 3 Synchronous class meeting	Period 4 Synchronous class meeting
11:15-11:45	Period 3--Teacher's Office Open!	Period 4--Teacher's Office Open!	Application	Period 3--Teacher's Office Open!	Period 4--Teacher's Office Open!
11:45-12:30	Lunch	Lunch		Lunch	Lunch
12:30-2:00	Period 2 Asynchronous & Applied Learning Time	Period 1 Asynchronous & Applied Learning Time		Period 2 Asynchronous & Applied Learning Time	Period 1 Asynchronous & Applied Learning Time
	*This time is flexible	*This time is flexible		*This time is flexible	*This time is flexible
2:15-3:45	Period 4 Asynchronous & Applied Learning Time	Period 3 Asynchronous & Applied Learning Time		Period 4 Asynchronous & Applied Learning Time	Period 3 Asynchronous & Applied Learning Time
	*This time is flexible	*This time is flexible		*This time is flexible	*This time is flexible

Comprehensive Distance Learning - Counseling Supports

- Frequent communication and check-ins with parents and students
- Provide students with opportunities to practice socialization skills
- Provide small group support for grief and loss issues, stress reduction, and coping skills, etc.
- Provide short-term counseling and resources for depression, anxiety, self-harm
- Regularly update students and families/guardians on where household needs and supports can be met or where supports are located in the community
- Coordinate with community partners and agencies to support students/families
- Counselors will be accessible to parents via phone, email and video conferencing
- Transition activities to support incoming 6th & 9th graders

Instructional Assistant Supports

- Each school will have a bilingual IA to support students and assist with interpretation and translation to parents and community members in the school's main partner language
- Instructional IA's will provide additional small group support to students
- Bilingual IAs will continue to provide parents with training and support on navigating and accessing the digital programs teachers use in NCSD such as Google Classroom
- Instructional Assistants will continue to be accessible to parents for support in accessing school resources and district resources

Student Services: English Language Development & Special Education

ENGLISH LANGUAGE DEVELOPMENT

- Services will be similar in scope as compared to in-person school
- Times available in the week for additional small group time with ELD instructor
- Times available and prioritized for additional services for newcomers

SPECIAL EDUCATION

- Instruction will be flexible and responsive to student/family needs while meeting individualized learning plans
- Instruction will focus on synchronous learning where teachers and students connect
- Accessibility technology (*Google Read/Write & Equatio*) and *Universal Design for Learning (UDL)* will be used in core classes to make instruction accessible for students with disabilities

Virtual Online Program:

- Temporary, one-year program designed to serve families who want an alternative to the Comprehensive Distance Learning/Hybrid model
- **NCSD requires a commitment for the full 2020-21 school year for this option**
- 100% online model utilizes specially designed digital curriculum through Edgenuity and/or Odysseyware
- Features interactive educational experience, including regular contact and support from NCSD-assigned teachers and support staff
- NCSD will provide laptops to students.
- Credits count toward an NCSD diploma
- Limited to 550 students district wide. If interest exceeds 550, an enrollment lottery will be held

Program Update

- Conducted and ran a lottery process
- Confirmation calls to families
- Letter to all families to go out the week of August 17, 2020
- Creating the Virtual Online Program return to schools guidance document
 - Schedules
 - English Language Learners supports
 - Special Education, etc.

Transitioning to Hybrid In-person Instruction from Comprehensive Distance Learning

- Required to consider Public Health Metrics prior to moving to Hybrid In-person Instruction
- Further considerations:
 - Continued Comprehensive Distance Learning Model for the school year
 - Raising Virtual Online Program student enrollment cap

Athletics & Activities

- A plan for students to engage in athletic conditioning and preparation prior to the winter opening of sports when metrics indicate safe
- Creating a plan to expand opportunities for student groups to engage in optional virtual connection activities
- Exploring optional virtual connections for coach/student peer-to-peer interaction



Communicable Disease Planning

- Personal Protective Equipment
- Updated physical distancing guidance and training for staff when at work

NORTH CLACKAMAS SCHOOLS GUIDELINES FOR RETURN TO THE PHYSICAL WORKPLACE

Introduction

The safety of employees and their families is a top priority. As such, the following guidelines are based primarily on recommendations from the Centers for Disease Control and Prevention (CDC) and Occupational Safety and Health Administration (OSHA), with additional input from the Oregon Health Authority (OHA) and in accordance with Executive Orders issued by Governor Brown. Given the guidance from these agencies continues to evolve, this document will continue to be revised to reflect those changes. As such, **this document should be revisited for updates / changes and it should not be expected that information provided today will continue to be accurate for the duration of the pandemic.** As changes are made, the date and reason for the revision will be noted under "Version Control" below.

While the following highlights protocols to be implemented to ensure employee safety, it is up to each individual employee to execute on the protocols to ensure the safety of themselves and those around them.

It is understood that every individual's situation is different and encourage those with specific risks or concerns to contact their immediate supervisor and/or Human Resources.

Online Resources

www.nclack.k12.or.us

NCSD's Reopening Plans

This page will provide information about NCSD's plans to reopen its facilities following the COVID 19-related closures that took place starting March 16, 2020. The information on this page will be updated as NCSD receives guidance from [the Oregon Department of Education \(ODE\)](#). NCSD understands this topic is of great importance to many, and we will share information as it becomes available. It's likely the reopening process will be phased, so a "return to normal operations" is unlikely to happen immediately.

Please visit this page for updates.



A collage of various online resource tiles from the website. The tiles include: "Visual Depiction of NCSD's 2020-21 Options", "Most Recent Communication to Families", "July 2020 Reopening Thoughtexchange Results", "General 2020-21 FAQs", "Comprehensive Distance Learning FAQs", "100% Virtual Online Program FAQs", "Community COVID-19 Metrics", "ODE Ready Schools, Safe Learners Guidance 2020-21", "2020-21 Learning Options - Side by Side Comparison", "Cleaning/Ventilation Protocols", "Physical Distancing", "Entry & Screening", "After School Programs", "2020/21 Events", "Planes de Reapertura de NCSD", "Планы открытия NCSD", and "Kế Hoạch Mở Cửa Lại của NCSD".

Online Resources

Frequently Asked Questions Webpages

Updated Regularly

The screenshot shows the top navigation bar with the North Clackamas Schools logo and links for 'About Us', 'Schools', 'Parents', and 'Students'. The main heading is 'General 2020-21 FAQs'. Below it is a sub-heading '2021-2021 Reopening FAQ's (Aug. 4, 2020)'. The text explains that the following frequently asked questions (FAQ's) about NCS D's reopening for the 2020-2021 school year will be updated frequently and are based on the questions NCS D families have communicated through surveys and NCS D's website. A note states that NCS D's plans for the 2020-2021 school year could change based on guidance from public health authorities, along with feedback from parents/guardians, and staff. Two FAQ items are visible:

- 1. If we live outside of the North Clackamas School District and my child is currently on an interdistrict transfer or Open Enrollment and enrolled in a charter school for this school year, can they return to their previous North Clackamas school at the end
- 2. What are families supposed to do about computers and wifi hotspots needed for the 2020-2021 school year?

The screenshot shows the top navigation bar with the North Clackamas Schools logo and links for 'About Us', 'Schools', 'Parents', and 'Students'. The main heading is 'Comprehensive Distance Learning FAQs'. Below it is a list of 10 frequently asked questions:

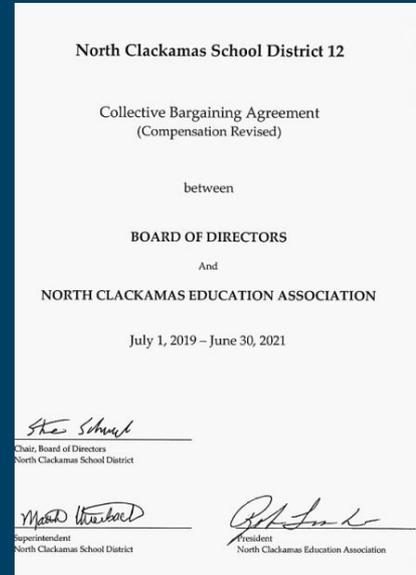
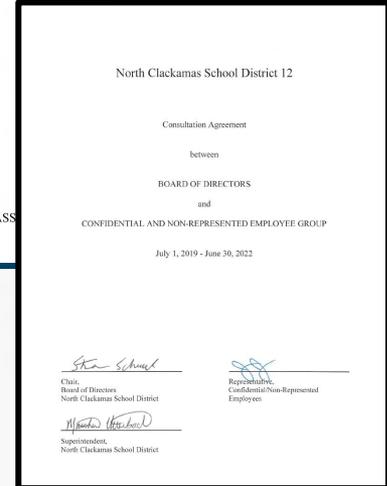
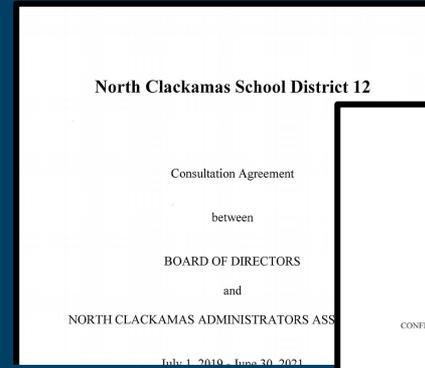
- 1. Can students access meals if they qualify for free or reduced meals ?
- 2. Can students move between this program and the NCS D Virtual Model?
- 3. Do students receive grades?
- 4. How will students with disabilities in Special Education and students with a Section 504 Plan be supported?
- 5. How will this model support English Language Learners?
- 6. How will this model support students' social and emotional health?
- 7. Students will be provided a Chromebook and hotspots for internet access if needed.

The screenshot shows the top navigation bar with the North Clackamas Schools logo and links for 'About Us', 'Schools', 'Parents', and 'Students'. The main heading is '100% Virtual Online Program FAQs'. Below it is a list of 7 frequently asked questions:

- 1. Can students access meals if they qualify for free or reduced lunch?
- 2. Can students move between this program and their neighborhood school?
- 3. Do students receive grades?
- 4. Does this program cost families/students anything?
- 5. Does this program offer a dual-language immersion option?
- 6. How does online learning work?
- 7. How will students with disabilities in Special Education and students with a 504 be supported?
- 8. How will the program support English Language Learners?

Staff Considerations

- Memorandum of Understanding with Labor Association(s)
- FTE Reallocations (VOP)
- Layoffs/Furloughs
- Work from Home Practices/Agreement
- Trainings beginning week of August 31



Next Steps...

- Reentry Blueprints will be sent to ODE no later than Monday, August 17
- Further updates for parents and staff will continue throughout August and September
- Planning underway to deliver technology devices and meals to students
- Update to the School Board on August 27
- First Days of School = September 8, 9

Superintendent's Recommendation

- Comprehensive Distance Learning model through at least November 10, 2020
- Transition to the Hybrid Learning model after consultation with relevant parties
- Establish a temporary, one school-year Virtual Online Program learning option
- Adjust the adopted district calendars and seek retroactive Board approval
- Establish temporary physical distancing and other public health related requirements on school district property

Closing Comments

Questions/Answers



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/29/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	
Key Contact Person for this Plan	
Phone Number of this Person	(503) 353-
Email Address of this Person	@nclack.k12.or.us
Sectors and position titles of those who informed the plan	Superintendent, Assistant Superintendents, Chief of Staff, Levels Executive Directors and Associate Directors, Executive Director of Equity and Instructional Services, Building Administrators, Educators, NCEA Leadership, Executive Director of Student Services, Food Services Director, Executive Director of Teaching and Learning, Executive Director of Technology,
Local public health office(s) or officers(s)	Clackamas County Public Health – Kirsten Ingersoll
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	David Kruse & Samantha Swearingen
Intended Effective Dates for this Plan	September 2020 –November 10, 2020
ESD Region	Clackamas ESD

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3. Indicate which instructional model will be used.

Select One:

On-Site Learning Hybrid Learning Comprehensive Distance Learning

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As you have read in many past communications, "The health and safety of our students and staff has been and continues to be our top priority." If we truly believe in these words, we need to strongly question the return to in-person learning in the fall.

We want our students back in schools interacting with one another and their teachers while being aided by our amazing support staff. However, returning to school must be done in an environment that is safe for our students, staff, and families.

In a recent meeting with state officials, we were told that when we return to in-person learning even with the required safety protocols, physical distancing, cohorting requirements, and contact tracing, we will have virus outbreaks. Not only would outbreaks have potentially serious health ramifications for those infected (and their families), outbreaks would require the quarantine of students and staff for several weeks and require the shutdown of in-person learning. Repeated opening and closing of classrooms and schools would continue until the virus is better contained.

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We are worried we will not have the necessary staff to open schools to in-person learning in the fall given this data. We struggled to fill substitute and vacant positions prior to this pandemic, and we expect it will be far more difficult now.

We also worry about opening schools in the hybrid model only to have to close classrooms or schools when an outbreak occurs. This unpredictability of opening and closing schools over and over is not an effective

way of operating a school system and has the potential to produce further trauma to students. This disruption would also put a strain on families not knowing from day to day or week to week whether a school will be open or closed.

Given all these factors, we are starting school in the fall utilizing the Comprehensive Distance Learning (CDL) model through at least November 10, 2020. During this time, CDL is the safest and the most pedagogically sound model when done well.

The CDL is also the gateway back to partial (hybrid) or fully in-person learning. The following models are what NCSd will begin with for the 2020-21 school year.

- **Comprehensive Distance Learning (CDL)**--All students are engaged in daily interactive learning through virtual instruction utilizing North Clackamas teachers. CDL is rooted in strong instructional practices, effective teacher-student contact time, meaningful peer-to-peer interaction, equitable learning opportunities, and a consistent schedule. This model is utilized when in-person learning poses safety risks to students and staff. Once safe to do so, we could move into:
 - **Hybrid**--Student groups have access to in-person instruction using staggered schedules in accordance with public health requirements. North Clackamas' hybrid model would include two days per week of in-person instruction and three days at home with applied learning and will be the next step after Comprehensive Distance Learning.
- **NCSd's Virtual Online Program**--This is a one-year temporary program requiring families to commit to a full year of online education utilizing curriculum through [Edgenuity](#) and/or [Odysseyware](#). Both systems feature courses that are standards-aligned and include learning objectives, units, lessons, projects, and assessments. Students access this fully online curriculum with regular contact and support from teachers and support staff. The program is designed to serve families who want a long-term option to the comprehensive distance learning or hybrid models. There will be a limit to the number of students we can enroll in this program. If the number exceeds 550 students district-wide, an enrollment lottery will be held.

Each of these models follows the Oregon Department of Education's Ready Schools, Safe Learners [guidelines](#) and the Comprehensive Distance Learning [guidance](#) that may change based on the status and severity of COVID-19 as determined by public health authorities. As further guidance, district staff is in near-daily communications with state leaders, health department officials, and representatives from other school districts.

In addition to the rationale above, on July 28, 2020 Oregon Governor Kate Brown announced new health and safety standards counties will be required to meet if they want to reopen schools. In order for a district to hold in-person instruction, their county must have a case rate of fewer than 10 cases per 100,000 people in the population in the previous seven days, and a test positivity rate of less than 5% in the previous seven days. This has to hold for three weeks in a row. In addition, the state has to have a test positivity rate of less than 5% for the last seven days, held steady for three weeks in a row. These rules also apply to private schools. **The North Clackamas School District does not meet the metric established for Clackamas County or for the state of Oregon to reopen schools at this time.**

We assure you that in our planning process we are considering the impact on families if students remain at home. None of these models offers an ideal response to this complex situation, but our decisions will be grounded in the care and safety of our students, staff, and community. We know this virus has an especially negative impact on our communities of color; as a result, we will use our district's [equity lens](#) when making decisions.

Describe how your school’s model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

The North Clackamas School District has reviewed the required elements of the Comprehensive Distance Learning Guidance Document and is in compliance.

With regard to Instructional Time, calendars and schedules are being developed to meet the Division 22 Instructional Time expectations in OAR 581-022-2320 (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication and parent/teacher conferences.). The NCSB Board of Directors took action on 3/12/20 to allow flexibility to include items such as these in the instructional time calculations for the 2020-2021 school year under OAR 581-022-2320.

COMPREHENSIVE DISTANCE LEARNING REQUIRED ELEMENTS

ACADEMIC CONDITIONS



Teaching and Learning



Instructional Time



Assessment, Grading, and Reporting Progress

OPERATIONAL CONDITIONS



Nutrition



Attendance



Clubs and Extracurricular Activities

STUDENT AND FAMILY SUPPORT



Equity and Access



Mental, Social, and Emotional Health



Partnering with Parents, Families, and Caregivers

DIGITAL LEARNING NEEDS



Infrastructure



Devices



Software Systems



Digital Content



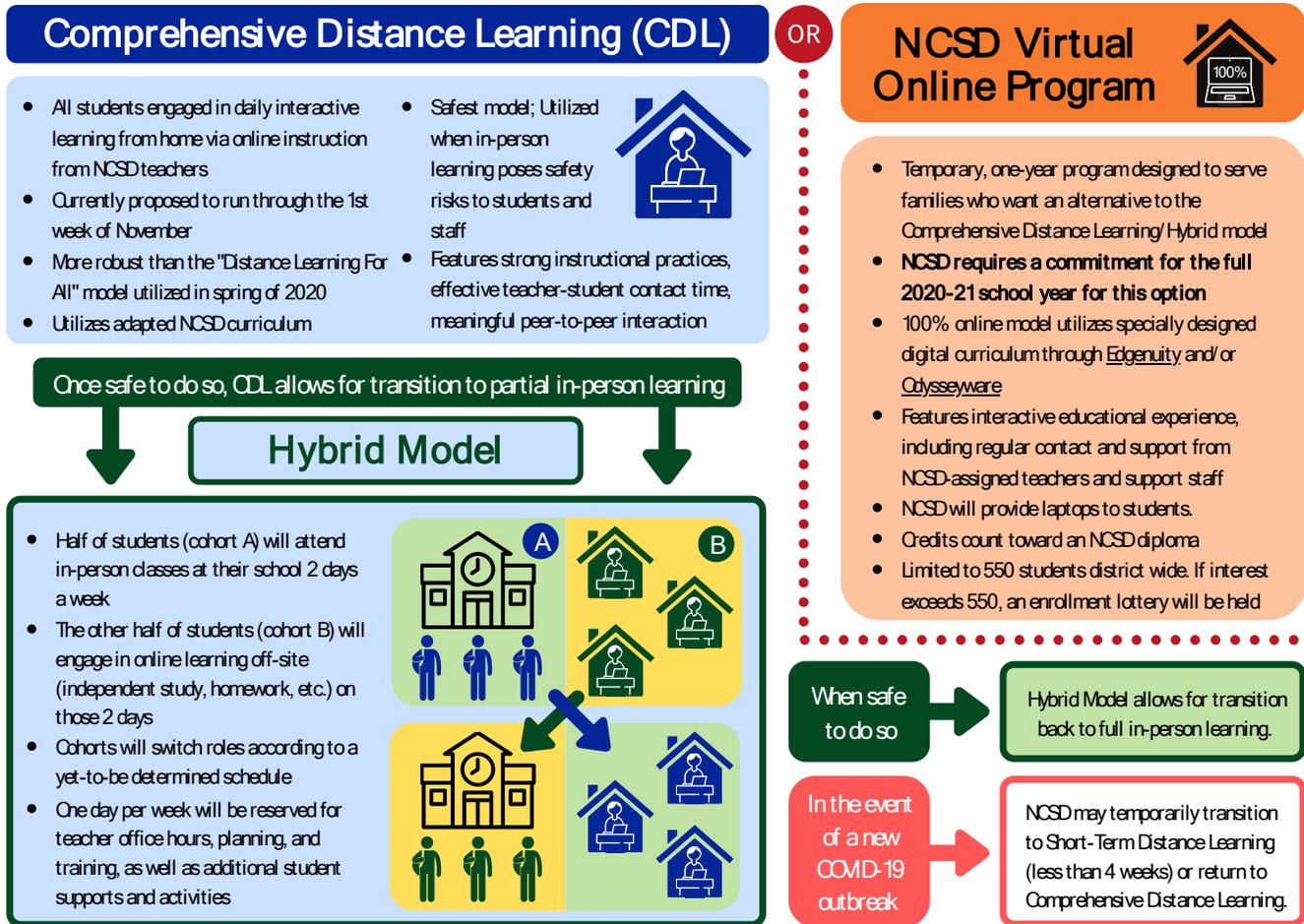
Professional Development & Training



Describe the school's plan, including the anticipated timeline for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learning* guidance.

North Clackamas will offer two programs for students in the fall of 2020. The Virtual Online program is for the entire 2020-21 school year while the Comprehensive Distance Learning (CDL) program will be offered through November 10, 2020 and be re-evaluated to determine continuation or move into the hybrid model after this date.

NCS D Return-to-School Options 2020-21



- Virtual Online Program** - This is a one-year temporary program requiring families to commit to a full year of online education.
 - The program is designed to serve families who want a long-term option to the Comprehensive Distance Learning model.
 - Students in this program access a fully online curriculum with regular virtual face-to-face support from NCS D teachers and support staff.
 - Students will access online curriculum through Edgenuity and/or Odysseyware. While not North Clackamas School District courses, both systems feature courses that are standards-aligned and include learning objectives, units, lessons, projects, and assessments.
- Comprehensive Distance Learning** - All students are engaged in daily interactive learning through virtual instruction utilizing North Clackamas teachers and courses. CDL is rooted in strong instructional

practices, effective teacher-student contact time, meaningful peer-to-peer interaction, equitable learning opportunities, and a consistent schedule. This model is utilized when in-person learning poses safety risks to students and staff. Once safe to do so, NCS D could move into:

- Hybrid--Student groups have access to in-person instruction using staggered schedules in accordance with public health requirements. North Clackamas' hybrid model would include two days per week of in-person instruction, and three days at home with applied learning. Such a move will be NCS D's next step after Comprehensive Distance Learning.

Curriculum being used for CDL: Teachers will be using the NCS D adopted curriculum that students would normally see in the classroom along with some supplemental online tools to enhance the learning experience.

CDL Student Experience: Students join online courses staffed by North Clackamas teachers and support staff. Similar to a regular classroom: attendance is required, lessons are designed to be comprehensive, grades are given, and homework may be assigned depending on the course and grade level of the student. Students should expect to have live video interaction with teachers and peers at times. Students will be expected to have multiple contacts with the teacher each week.

Schedule for CDL: A student's daily schedule will include lesson times where they will interact with teachers and classmates. Your student will also complete independent activities beyond these structured lessons. The amount of time dedicated to school activities increases with the age of the student. These sample schedules follow the Oregon Department of Education guidelines for Comprehensive Distance Learning. Example schedules are:

- **K-3rd grade students** = teacher-facilitated learning and planned activities (both virtual face-to-face and independent) will be approximately 2 hours and 20 minutes per day, plus applied learning, and 2 hours recommended for nutrition and wellness (snack, lunch, rest, connect, time management).
- **4-8th grade students** = teacher-facilitated learning and planned activities (both virtual face-to-face and independent) will be approximately 2 hours and 30 minutes per day, plus applied learning, and 2 hours recommended for nutrition and wellness (snack, lunch, rest, connect, time management).
- **9-11th grade students** = teacher-facilitated learning and planned activities (both virtual face-to-face and independent) will be approximately 2 hours and 50 minutes per day, plus applied learning, and 2 hours recommended for nutrition and wellness (snack, lunch, rest, connect, time management).
- **12th grade students** = teacher-facilitated learning and planned activities (both virtual face-to-face and independent) will be approximately 2 hours and 45 minutes per day, plus applied learning, and 2 hours recommended for nutrition and wellness (snack, lunch, rest, connect, time management).

Elementary School Student Sample Schedules:

Kindergarten - 3rd grade

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Office Hours				
9:00 - 9:20	Community and Connection				
9:20 - 9:30	Movement Break	Movement Break	Application	Movement Break	Movement Break

9:30 - 9:50	Synchronous Math Lesson	Asynchronous Math Lesson	Applied Learning	Asynchronous Math Lesson	Asynchronous Math Lesson	
9:50 - 10:30 including staff/teacher support	Small Group Online Practice	Small Group Online Practice		Small Group Online Practice	Small Group Online Practice	
10:30 - 10:40	Break	Break		Break	Break	
10:40 - 11:10	Synchronous Language Lesson	Synchronous Language Lesson		Synchronous Language Lesson	Synchronous Language Lesson	
11:10 - 11:40 including staff/teacher support	Small Group: Online Practice	Small Group: Online Practice		Small Group: Online Practice	Small Group: Online Practice	
11:45 - 12:25	Lunch	Lunch		Lunch	Lunch	
12:30 - 1:00	Science (English Language Development)	Social Studies: connected to Language Arts		Science (English Language Development)	Social Studies: connected to Language Arts	
Afternoon	Wellness Center - Health	Wellness Center - Physical Education		Wellness Center - available	Wellness Center - Counselor	Wellness Center - Music
Afternoon	Office Hours	Office Hours		Office Hours	Office Hours	Office Hours
Anytime	Additional Applied Learning					

4th - 5th grade:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Office Hours				
9:00 - 9:20	Community and Connection				
9:20 - 9:50	Synchronous Math Lesson	Synchronous Math Lesson	Application	Synchronous Math Lesson	Asynchronous Review Lesson

9:50 - 10:30 including staff/teacher support	Small Group Online Practice	Small Group Online Practice	Applied Learning	Small Group Online Practice	Small Group Online Practice
10:30 - 10:40	Break	Break		Break	Break
10:40 - 11:10	Synchronous Language Lesson	Synchronous Language Lesson		Synchronous Language Lesson	Synchronous Language Lesson
11:10-11:40 including staff/teacher support	Small Group Online Practice	Small Group Online Practice		Small Group Online Practice	Small Group Online Practice
11:45 -12:25	Lunch	Lunch		Lunch	Lunch
12:30-1:00	Science (English Language Development	Social Studies: connected to Language Arts		Science (English Language Development	Social Studies: connected to Language Arts
Afternoon	Wellness Center - Health	Wellness Center - Physical Education		Wellness Center - available	Wellness Center - Counselor
Afternoon	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours
Anytime	Additional Applied Learning				

Our Comprehensive Distance Learning model must consist of a variety of engaging teacher-facilitated and applied learning activities that allow for student critical thinking, independence, and choice. While CDL requires virtual communication between students and teacher, paper-pencil and hands-on activities will be utilized in addition to computer based learning.

Synchronous Learning	Students meet in a class for virtual instruction with a teacher. This is teacher-facilitated learning that is done virtually. This may also include small group sessions, etc.
Asynchronous Learning	Teachers post learning opportunities including videos, reading, practice and application connected to synchronous class sessions. The time is flexible for students and assigned reading or practice does not necessarily fill the entire period of time.
Applied Learning	The student builds off of the teacher's facilitated learning in meaningful ways where the student is challenged to go deeper in their understanding through making connections from a number of concepts. Applied learning may be done individually or in collaboration with peers, family and community.

Wellness Center	Students will engage in asynchronous activities that are designed by our Counselor, Music, Physical Education, and Health and Wellness Specialists.
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Highlights of our elementary schedule:

- Provides a consistent schedule for teachers, students, and families while ensuring:
 - There is *at least* one synchronous learning opportunity for each student, each day.
 - Daily opportunities for peer interaction (i.e., morning circles for elementary students, opportunities for sharing and learning, and application of skills).
 - The safety, belonging, and mental health of each student as a foundation for learning.
 - Predictable routines for building connection, relationships and sense of belonging.
- Creates a weekly schedule that provides office hours between teachers and families.
- Integrates the roles of different staff members (teachers, counselors, administrators, classified staff, etc.) to support students and families.
- Ensures time for teacher collaboration and professional development.

Courses Students will take in CDL:

- a. K-5 students will focus on the primary core academic areas - English Language Arts, Math, Science and Social Studies. As students and families settle into online learning, NCSD will offer additional courses such as Physical Education, music, health and wellness, and others.
- b. Middle school students focus on the four or five courses. Electives will also be available to students through this model.
- c. High school students focus on the four courses per quarter. This may include an elective course. Sabin-Schellenberg courses will be offered in a virtual model as well. NCSD anticipates additional courses such as PE, Health, World Language, and other electives. Both AP and IB courses will be available in this model.

Technology Used: Students will be provided a Chromebook and hotspots for internet access if needed.

Grading: students will receive grades and feedback about their work and performance. Students will receive report cards like their peers in their neighborhood school. For elementary students, this may include marks such as E, M, P, N/A, or 1 - 4. Middle and high school students will earn standard grades.

Attendance: Attendance will be recorded daily for teacher-facilitated learning. If students are unable to attend virtual face-to-face sessions, they will be marked as "absent" unless there is an alternate staff interaction that meets the criteria outlined in ODE's Ready Schools, Safe Learners guidance.

Counseling Services/Mental Health Supports: Supporting a student's social and emotional health, and their sense of belonging is a foundation of learning. The goal is to provide structures and systems to help minimize the day to day uncertainties that many students and families face. NCSD will offer regular virtual face-to-face opportunities for students to connect with a School Counselor, contracted therapists (Western Psychological and Counseling Services/Trillium Family Services/Outside In/Clackamas County Health Clinics) school staff and other referral resources.

Office Hours: *There will be designated educator "office hours" to ensure consistency and access to students and families. "Office hours" indicate when each teacher will be accessible (online or via telephone) for consultation.*

Students with disabilities in Special Education and students with a Section 504 Plan: The CDL program will offer all special education services virtually, similar to a resource room in a standard school. In addition, Section 504 services will be offered virtually. A team meeting may be required to determine whether or not

the student's IEP/Section 504 Plan can be implemented through this model and/or if IEP/Section 504 Plan amendments are needed.

English Language Learners: All English Language Development services will be offered virtually by an ELD certified teacher.

Support of students' social and emotional health: Supporting a student's social and emotional health, and their sense of belonging is a foundation of learning. The goal is to provide structures and systems to help minimize the day to day uncertainties that many students and families face. The program will offer regular virtual face-to-face opportunities for students to connect with a School Counselor and staff and build relationships.

Talented and Gifted students: Those identified in Talented and Gifted will be supported through virtual instruction.

The timeline for moving to Hybrid Learning or On-Site Learning will be when we meet our county's guidelines and metrics:

- The first set of metrics represents the level of disease circulation that would be required for return to in-person instruction, with limited exceptions. Schools would need to begin transition planning as case rates and test positivity declines in counties in order to prepare the school community for the potential upcoming change.
- The second set of metrics refers to indicators of increased COVID-19 spread in the community that would indicate the need to plan for transition back to comprehensive distance learning.
- The third set of metrics indicate disease spread in the community that would prompt initiation of Comprehensive Distance Learning with limited exceptions.

When we meet Clackamas County's requirements regarding COVID-19 metrics, and our community, staff and school board determine it safe to physically bring students into our school, we will consider the safest option between the hybrid or on-site learning models. This will occur no earlier than November 12, 2020. If our community, staff and school board determine it unsafe to return physically teamed with unfavorable metric data, we will continue with our Comprehensive Distance Learning Model.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/29/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	
Key Contact Person for this Plan	
Phone Number of this Person	(503) 353-
Email Address of this Person	@nclack.k12.or.us
Sectors and position titles of those who informed the plan	Superintendent, Assistant Superintendents, Chief of Staff, Levels Executive Directors and Associate Directors, Executive Director of Equity and Instructional Services, Building Administrators, Educators, NCEA Leadership, Executive Director of Student Services, Food Services Director, Executive Director of Teaching and Learning, Executive Director of Technology,
Local public health office(s) or officers(s)	Clackamas County Public Health – Kirsten Ingersoll
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	David Kruse & Samantha Swearingen
Intended Effective Dates for this Plan	September 2020 –November 10, 2020
ESD Region	Clackamas ESD

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Given all these factors, we are starting school in the fall utilizing the Comprehensive Distance Learning (CDL) model through at least November 10, 2020. During this time, CDL is the safest and the most pedagogically sound model when done well.

The CDL is also the gateway back to partial (hybrid) or fully in-person learning. The following models are what NCSd will begin with for the 2020-21 school year.

- **Comprehensive Distance Learning (CDL)**--All students are engaged in daily interactive learning through virtual instruction utilizing North Clackamas teachers. CDL is rooted in strong instructional practices, effective teacher-student contact time, meaningful peer-to-peer interaction, equitable learning opportunities, and a consistent schedule. This model is utilized when in-person learning poses safety risks to students and staff. Once safe to do so, we could move into:
 - **Hybrid**--Student groups have access to in-person instruction using staggered schedules in accordance with public health requirements. North Clackamas' hybrid model would include two days per week of in-person instruction and three days at home with applied learning and will be the next step after Comprehensive Distance Learning.
- **NCSd's Virtual Online Program**--This is a one-year temporary program requiring families to commit to a full year of online education utilizing curriculum through [Edgenuity](#) and/or [Odysseyware](#). Both systems feature courses that are standards-aligned and include learning objectives, units, lessons, projects, and assessments. Students access this fully online curriculum with regular contact and support from teachers and support staff. The program is designed to serve families who want a long-term option to the comprehensive distance learning or hybrid models. There will be a limit to the number of students we can enroll in this program. If the number exceeds 550 students district-wide, an enrollment lottery will be held.

Each of these models follows the Oregon Department of Education's Ready Schools, Safe Learners [guidelines](#) and the Comprehensive Distance Learning [guidance](#) that may change based on the status and severity of COVID-19 as determined by public health authorities. As further guidance, district staff is in near-daily communications with state leaders, health department officials, and representatives from other school districts.

In addition to the rationale above, on July 28, 2020 Oregon Governor Kate Brown announced new health and safety standards counties will be required to meet if they want to reopen schools. In order for a district to hold in-person instruction, their county must have a case rate of fewer than 10 cases per 100,000 people in the population in the previous seven days, and a test positivity rate of less than 5% in the previous seven days. This has to hold for three weeks in a row. In addition, the state has to have a test positivity rate of less than 5% for the last seven days, held steady for three weeks in a row. These rules also apply to private schools. **The North Clackamas School District does not meet the metric established for Clackamas County or for the state of Oregon to reopen schools at this time.**

We assure you that in our planning process we are considering the impact on families if students remain at home. None of these models offers an ideal response to this complex situation, but our decisions will be grounded in the care and safety of our students, staff, and community. We know this virus has an especially negative impact on our communities of color; as a result, we will use our district's [equity lens](#) when making decisions.

Describe how your school’s model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

The North Clackamas School District has reviewed the required elements of the Comprehensive Distance Learning Guidance Document and is in compliance.

With regard to Instructional Time, calendars and schedules are being developed to meet the Division 22 Instructional Time expectations in OAR 581-022-2320 (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication and parent/teacher conferences.). The NCSB Board of Directors took action on 3/12/20 to allow flexibility to include items such as these in the instructional time calculations for the 2020-2021 school year under OAR 581-022-2320.

COMPREHENSIVE DISTANCE LEARNING REQUIRED ELEMENTS

ACADEMIC CONDITIONS



Teaching and Learning



Instructional Time



Assessment, Grading, and Reporting Progress

OPERATIONAL CONDITIONS



Nutrition



Attendance



Clubs and Extracurricular Activities

STUDENT AND FAMILY SUPPORT



Equity and Access



Mental, Social, and Emotional Health



Partnering with Parents, Families, and Caregivers

DIGITAL LEARNING NEEDS



Infrastructure



Devices



Software Systems



Digital Content



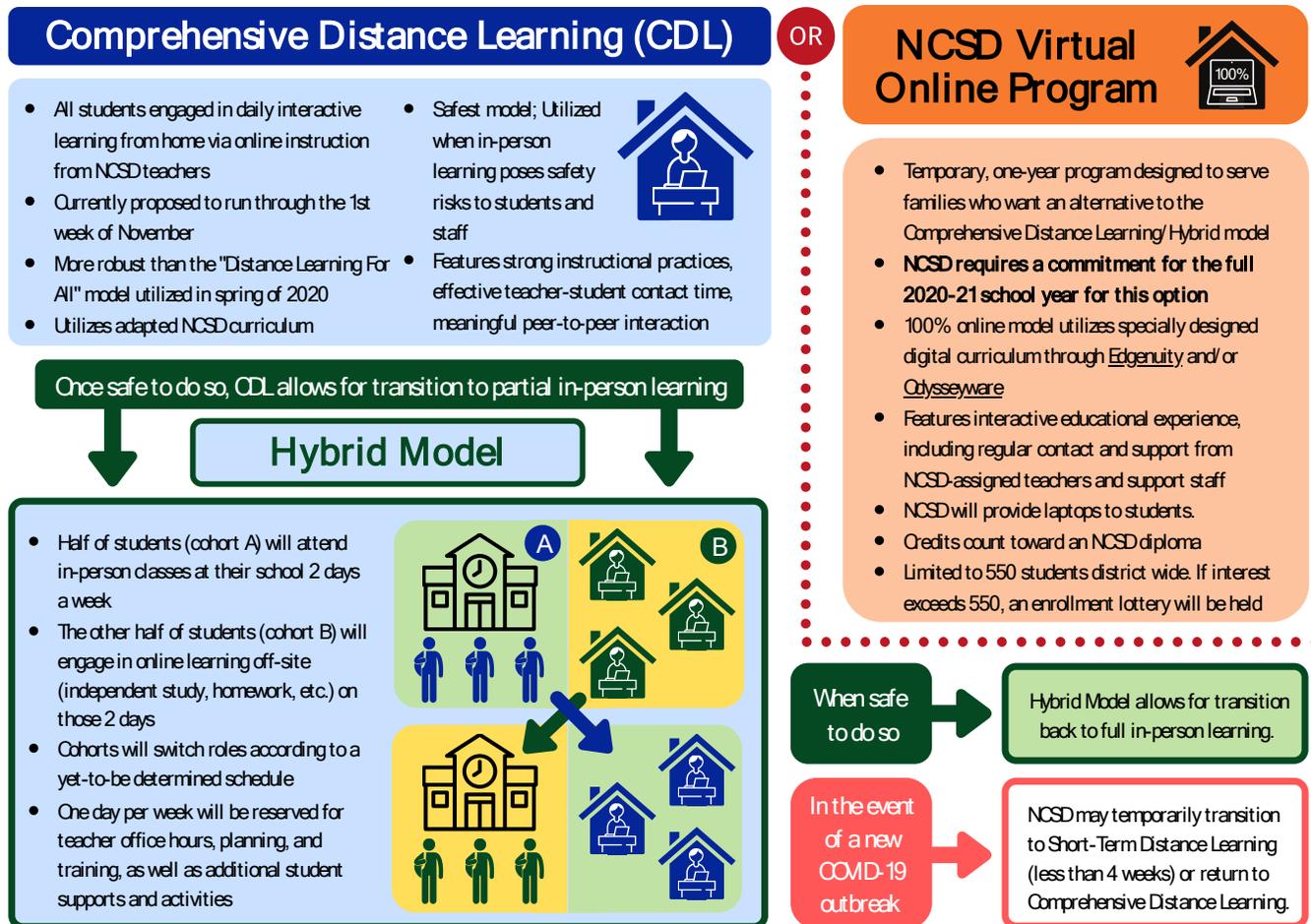
Professional Development & Training



Describe the school's plan, including the anticipated timeline for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learning* guidance.

North Clackamas will offer two programs for students in the fall of 2020. The Virtual Online program is for the entire 2020-21 school year while the Comprehensive Distance Learning (CDL) program will be offered through November 10, 2020 and be re-evaluated to determine continuation or move into the hybrid model after this date.

NCS D Return-to-School Options 2020-21



1. **Virtual Online Program** - This is a one-year temporary program requiring families to commit to a full year of online education.
 - i. The program is designed to serve families who want a long-term option to the Comprehensive Distance Learning model.
 - ii. Students in this program access a fully online curriculum with regular virtual face-to-face support from NCS D teachers and support staff.
 - iii. Students will access online curriculum through Edgenuity and/or Odysseyware. While not North Clackamas School District courses, both systems feature courses that are standards-aligned and include learning objectives, units, lessons, projects, and assessments.
2. **Comprehensive Distance Learning** - All students are engaged in daily interactive learning through virtual instruction utilizing North Clackamas teachers and courses. CDL is rooted in strong instructional

practices, effective teacher-student contact time, meaningful peer-to-peer interaction, equitable learning opportunities, and a consistent schedule. This model is utilized when in-person learning poses safety risks to students and staff. Once safe to do so, NCS D could move into:

- Hybrid--Student groups have access to in-person instruction using staggered schedules in accordance with public health requirements. North Clackamas' hybrid model would include two days per week of in-person instruction, and three days at home with applied learning. Such a move will be NCS D's next step after Comprehensive Distance Learning.

Curriculum being used for CDL: Teachers will be using the NCS D adopted curriculum that students would normally see in the classroom along with some supplemental online tools to enhance the learning experience.

CDL Student Experience: Students join online courses staffed by North Clackamas teachers and support staff. Similar to a regular classroom: attendance is required, lessons are designed to be comprehensive, grades are given, and homework may be assigned depending on the course and grade level of the student. Students should expect to have live video interaction with teachers and peers at times. Students will be expected to have multiple contacts with the teacher each week.

Schedule for CDL: A student's daily schedule will include lesson times where they will interact with teachers and classmates. Your student will also complete independent activities beyond these structured lessons. The amount of time dedicated to school activities increases with the age of the student. These sample schedules follow the Oregon Department of Education guidelines for Comprehensive Distance Learning. Example schedules are:

- **K-3rd grade students** = teacher-facilitated learning and planned activities (both virtual face-to-face and independent) will be approximately 2 hours and 20 minutes per day, plus applied learning, and 2 hours recommended for nutrition and wellness (snack, lunch, rest, connect, time management).
- **4-8th grade students** = teacher-facilitated learning and planned activities (both virtual face-to-face and independent) will be approximately 2 hours and 30 minutes per day, plus applied learning, and 2 hours recommended for nutrition and wellness (snack, lunch, rest, connect, time management).
- **9-11th grade students** = teacher-facilitated learning and planned activities (both virtual face-to-face and independent) will be approximately 2 hours and 50 minutes per day, plus applied learning, and 2 hours recommended for nutrition and wellness (snack, lunch, rest, connect, time management).
- **12th grade students** = teacher-facilitated learning and planned activities (both virtual face-to-face and independent) will be approximately 2 hours and 45 minutes per day, plus applied learning, and 2 hours recommended for nutrition and wellness (snack, lunch, rest, connect, time management).

High School Student Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:30	Period 1 Synchronous class meeting	Period 2 Synchronous class meeting	Application	Period 1 Synchronous class meeting	Period 2 Synchronous class meeting
9:30-10:00	Period 1-- Teacher's Office Open!	Period 2-- Teacher's Office Open!		9:45-10:30	Period 1-- Teacher's Office Open!

10:15-11:15	Period 3 Synchronous class meeting	Period 4 Synchronous class meeting	Community and Connection	Period 3 Synchronous class meeting	Period 4 Synchronous class meeting
11:15-11:45	Period 3-- Teacher's Office Open!	Period 4-- Teacher's Office Open!	Application	Period 3-- Teacher's Office Open!	Period 4-- Teacher's Office Open!
11:45-12:30	Lunch	Lunch		Lunch	Lunch
12:30-2:00	Period 2 Asynchronous & Applied Learning Time	Period 1 Asynchronous & Applied Learning Time		Period 2 Asynchronous & Applied Learning Time	Period 1 Asynchronous & Applied Learning Time
	*This time is flexible	*This time is flexible		*This time is flexible	*This time is flexible
2:15-3:45	Period 4 Asynchronous & Applied Learning Time	Period 3 Asynchronous & Applied Learning Time		Period 4 Asynchronous & Applied Learning Time	Period 3 Asynchronous & Applied Learning Time
	*This time is flexible	*This time is flexible		*This time is flexible	*This time is flexible

Synchronous Learning Time	Students meet in a class for up to an hour. This may include small group breakouts, etc.
Office Hours	Directly after class, teachers are available for office hours so that students are able to check for understanding and receive additional support.
Asynchronous Learning / Applied Learning Time	Teachers post learning opportunities including videos, reading, practice and application connected to synchronous class sessions. The time is flexible for students and assigned reading or practice does not necessarily fill the entire period of time.
Community and Connection	This time is intended to provide a synchronous opportunity and support social emotional well-being. Students engage in a homeroom type of opportunity for community building and checking in.
ELD Services	ELD services are delivered through class periods including an ELD course and Content-based ELD course scheduled opposite each other so that services are maintained throughout each quarter.
Special Education Services	Details will be forthcoming.

- Four periods per day on Monday, Tuesday, Thursday & Friday
- Classes will earn half a credit in a quarter
- Students are scheduled into classes based on previous forecasting
- Synchronous learning scheduled for the first two classes of the day
- Asynchronous and applied learning in the afternoon for the other two periods of the day. (Every other day rotation of synchronous/ asynchronous class periods)
- 45-minute lunch break
- Wednesday community meeting from 9:45-10:30 am for check-in, community building, and social-emotional well being
- Opportunities for additional support on Wednesdays

Courses Students will take in CDL:

- a. K-5 students will focus on the primary core academic areas - English Language Arts, Math, Science and Social Studies. As students and families settle into online learning, NCS D will offer additional courses such as Physical Education, music, health and wellness, and others.
- b. Middle school students focus on the four or five courses. Electives will also be available to students through this model.
- c. High school students focus on the four courses per quarter. This may include an elective course. Sabin-Schellenberg courses will be offered in a virtual model as well. NCS D anticipates additional courses such as PE, Health, World Language, and other electives. Both AP and IB courses will be available in this model.

Technology Used: Students will be provided a Chromebook and hotspots for internet access if needed.

Grading: students will receive grades and feedback about their work and performance. Students will receive report cards like their peers in their neighborhood school. For elementary students, this may include marks such as E, M, P, N/A, or 1 - 4. Middle and high school students will earn standard grades.

Attendance: Attendance will be recorded daily for teacher-facilitated learning. If students are unable to attend virtual face-to-face sessions, they will be marked as "absent" unless there is an alternate staff interaction that meets the criteria outlined in ODE's Ready Schools, Safe Learners guidance.

Counseling Services/Mental Health Supports: Supporting a student's social and emotional health, and their sense of belonging is a foundation of learning. The goal is to provide structures and systems to help minimize the day to day uncertainties that many students and families face. NCS D will offer regular virtual face-to-face opportunities for students to connect with a School Counselor, contracted therapists (Western Psychological and Counseling Services/Trillium Family Services/Outside In/Clackamas County Health Clinics) school staff and other referral resources.

Office Hours: *There will be designated educator "office hours" to ensure consistency and access to students and families. "Office hours" indicate when each teacher will be accessible (online or via telephone) for consultation.*

Students with disabilities in Special Education and students with a Section 504 Plan: The CDL program will offer all special education services virtually, similar to a resource room in a standard school. In addition, Section 504 services will be offered virtually. A team meeting may be required to determine whether or not the student's IEP/Section 504 Plan can be implemented through this model and/or if IEP/Section 504 Plan amendments are needed.

English Language Learners: All English Language Development services will be offered virtually by an ELD certified teacher.

Support of students' social and emotional health: Supporting a student's social and emotional health, and their sense of belonging is a foundation of learning. The goal is to provide structures and systems to help minimize the day to day uncertainties that many students and families face. The program will offer regular virtual face-to-face opportunities for students to connect with a School Counselor and staff and build relationships.

Talented and Gifted students: Those identified in Talented and Gifted will be supported through virtual instruction.

The timeline for moving to Hybrid Learning or On-Site Learning will be when we meet our county's guidelines and metrics:

- The first set of metrics represents the level of disease circulation that would be required for return to in-person instruction, with limited exceptions. Schools would need to begin transition planning as case rates and test positivity declines in counties in order to prepare the school community for the potential upcoming change.
- The second set of metrics refers to indicators of increased COVID-19 spread in the community that would indicate the need to plan for transition back to comprehensive distance learning.
- The third set of metrics indicate disease spread in the community that would prompt initiation of Comprehensive Distance Learning with limited exceptions.

When we meet Clackamas County's requirements regarding COVID-19 metrics, and our community, staff and school board determine it safe to physically bring students into our school, we will consider the safest option between the hybrid or on-site learning models. This will occur no earlier than November 12, 2020. If our community, staff and school board determine it unsafe to return physically teamed with unfavorable metric data, we will continue with our Comprehensive Distance Learning Model.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/29/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	
Key Contact Person for this Plan	
Phone Number of this Person	(503) 353-
Email Address of this Person	@nclack.k12.or.us
Sectors and position titles of those who informed the plan	Superintendent, Assistant Superintendents, Chief of Staff, Levels Executive Directors and Associate Directors, Executive Director of Equity and Instructional Services, Building Administrators, Educators, NCEA Leadership, Executive Director of Student Services, Food Services Director, Executive Director of Teaching and Learning, Executive Director of Technology,
Local public health office(s) or officers(s)	Clackamas County Public Health – Kirsten Ingersoll
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	David Kruse & Samantha Swearingen
Intended Effective Dates for this Plan	September 2020 –November 10, 2020
ESD Region	Clackamas ESD

¹ For the purposes of this guidance: “school” refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, “school” will be used inclusively to reference all of these settings.

² For the purposes of this guidance: “district” refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

The North Clackamas School District is committed to equity and the success of each student. Equity fosters an inclusive and barrier-free environment where each student will have access to a high-quality education and can follow their own path in reaching their full potential.

Families, students, and community members were engaged with targeted outreach across the district through the Thoughtexchange, empathy interviews, and dialogue sessions.

Sources:

- Youth Truth Survey
- Family Empathy interviews
- Thought Exchanges: June, July
- Native American Parent Advisory
- Employee Association work sessions
- Planning Workgroup representatives
- Staff and Community Informational Sessions

Themes Generated:

- Student Voice- “We need letter grades, electives and social interaction with friends.”
- Student Voice- “I feel like some teachers were a lot more understanding with my life outside of school while we had online learning which I appreciated.”
- Staff Voice- “It is unsafe to return people to schools. Cases are rising.”
- Parent Voice- “We need live teacher/student interaction and provided materials. Too much computer time.”
- Student motivation was highly connected to the types, structure, pace, and consistency of the learning teachers delivered
- Parents and students are best supported by teachers with strong organization and high levels of academic rigor
- 49.5% of teachers are at-risk or have a family member who is at-risk
- 31% of teachers surveyed say they are considering leaving the profession, retiring early, or seeking a leave of absence
- Currently 20% of families are requesting online only

Featuring 17,327 students and over 2,000 employees, North Clackamas is the seventh largest school district in Oregon and educates a diverse group of students:

- 38 percent economically disadvantaged,
- 35 percent students of color,
- 16 percent students with disabilities,
- 10 percent English language learners,
- Over 65 languages spoken.

3. Indicate which instructional model will be used.

Select One:

On-Site Learning Hybrid Learning Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the *Ready Schools, Safe Learners* guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

While we continue to develop instructional models, the cases of coronavirus across our country and state continue to escalate, reaching daily records in Oregon and in the nation. In Oregon, cases of COVID-19 that could not be traced back to a known infection source are driving the increase in infection rates. We are also seeing the number of cases increase in our youngest populations. These are all disturbing trends.

As you have read in many past communications, "The health and safety of our students and staff has been and continues to be our top priority." If we truly believe in these words, we need to strongly question the return to in-person learning in the fall.

We want our students back in schools interacting with one another and their teachers while being aided by our amazing support staff. However, returning to school must be done in an environment that is safe for our students, staff, and families.

In a recent meeting with state officials, we were told that when we return to in-person learning even with the required safety protocols, physical distancing, cohorting requirements, and contact tracing, we will have virus outbreaks. Not only would outbreaks have potentially serious health ramifications for those infected (and their families), outbreaks would require the quarantine of students and staff for several weeks and require the shutdown of in-person learning. Repeated opening and closing of classrooms and schools would continue until the virus is better contained.

Opening schools will put students and staff at risk of contracting the virus. For some, this could result in serious health implications, including death. Also, reopening schools to in-person interaction will contribute to the spread of the virus in our community.

The North Clackamas School District is one of the largest employers in Clackamas County with over 2,000 employees. Recently, a staff survey revealed that:

- 50 percent of teachers and 59 percent of support staff are at-risk or have a family member who lives with them who is at-risk.
- 31 percent of teachers and 7 percent of support staff say they are considering leaving the profession, retiring early, or seeking a leave of absence.

We are worried we will not have the necessary staff to open schools to in-person learning in the fall given this data. We struggled to fill substitute and vacant positions prior to this pandemic, and we expect it will be far more difficult now.

We also worry about opening schools in the hybrid model only to have to close classrooms or schools when an outbreak occurs. This unpredictability of opening and closing schools over and over is not an effective

way of operating a school system and has the potential to produce further trauma to students. This disruption would also put a strain on families not knowing from day to day or week to week whether a school will be open or closed.

Given all these factors, we are starting school in the fall utilizing the Comprehensive Distance Learning (CDL) model through at least November 10, 2020. During this time, CDL is the safest and the most pedagogically sound model when done well.

The CDL is also the gateway back to partial (hybrid) or fully in-person learning. The following models are what NCSd will begin with for the 2020-21 school year.

- **Comprehensive Distance Learning (CDL)**--All students are engaged in daily interactive learning through virtual instruction utilizing North Clackamas teachers. CDL is rooted in strong instructional practices, effective teacher-student contact time, meaningful peer-to-peer interaction, equitable learning opportunities, and a consistent schedule. This model is utilized when in-person learning poses safety risks to students and staff. Once safe to do so, we could move into:
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OPERATIONAL CONDITIONS



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Attendance



Clubs and Extracurricular Activities

STUDENT AND FAMILY SUPPORT



Equity and Access



Mental, Social, and Emotional Health



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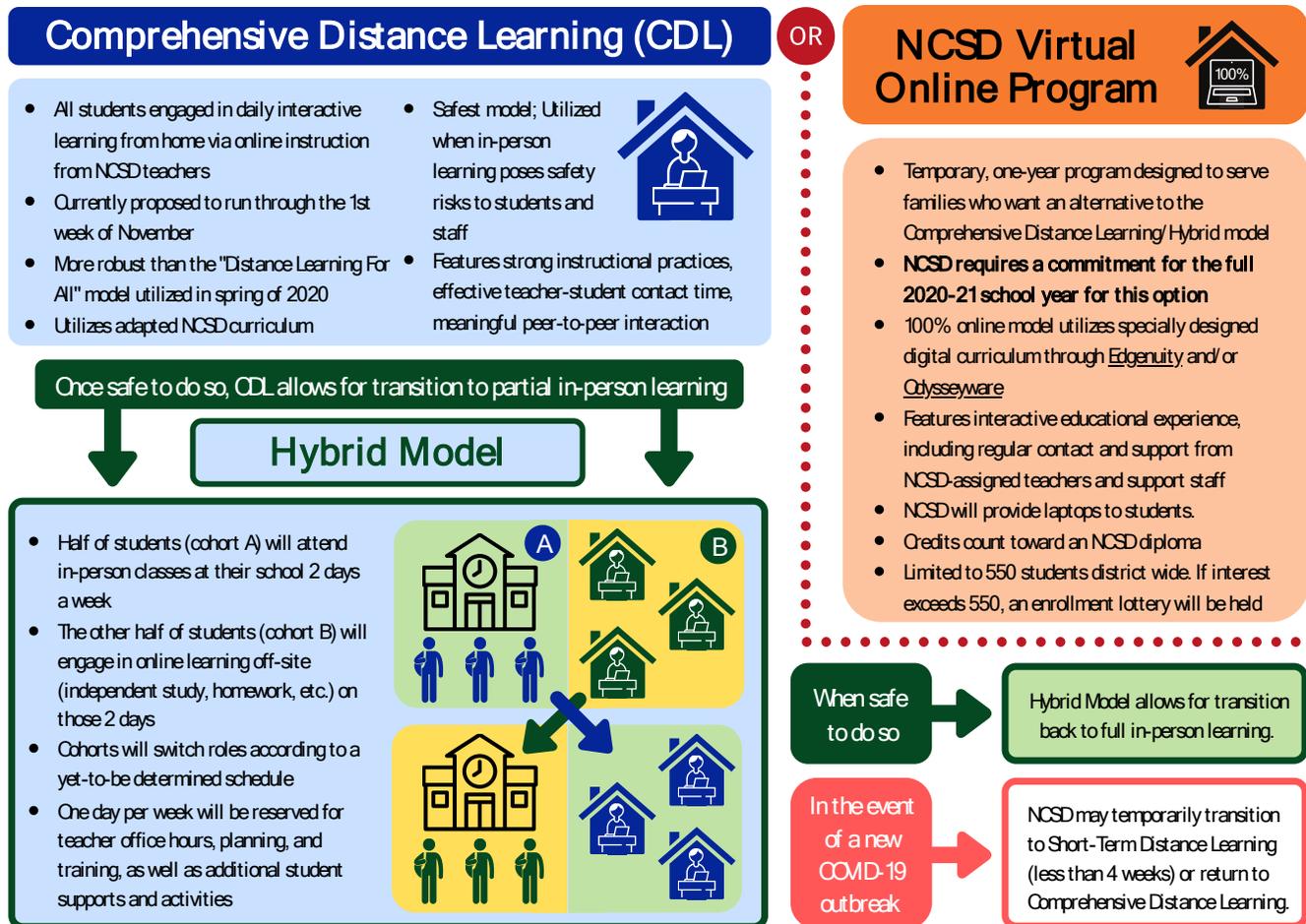
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Middle School Student Sample Schedule*

*SAMPLE student schedule. Subjects may not necessarily be in this order.

Quarter 1 Sept - Nov	Monday Day 1	Tuesday Day 2	Wednesday	Thursday Day 1	Friday Day 2
9:00 - 10:00	Math Synchronous	Math Asynchronous	Community and Connection 10:10 - 11:00	Math Synchronous	Math Asynchronous
10:10 - 11:00	Science Synchronous	Science Asynchronous		Science Synchronous	Science Asynchronous
11:10 - 12:00	Language Arts Asynchronous	Language Arts Synchronous		Language Arts Asynchronous	Language Arts Synchronous

12:00 - 12:30	Lunch	Lunch	Applied Learning Office Hours	Lunch	Lunch
12:30 - 1:20	Social Studies Asynchronous (1 semester)	Social Studies Synchronous (1 semester)		Social Studies Asynchronous (1 semester)	Social Studies Synchronous (1 semester)
1:30 - 2:20	Elective* Asynchronous	Elective* Asynchronous		Elective* Asynchronous	Elective* Asynchronous
2:30 - 3:30	Office Hours	Office Hours		Office Hours	Office Hours
Anytime	Additional Applied Learning				

Synchronous Learning Time	Students meet in a class for virtual instruction with a teacher. This is teacher-facilitated learning that is done virtually. This may also include small group sessions, etc.
Office Hours	Directly after class, teachers are available for office hours so that students are able to check for understanding and receive additional support.
Asynchronous Learning	Teachers post learning opportunities including videos, reading, practice and application connected to synchronous class sessions. The time is flexible for students and assigned reading or practice does not necessarily fill the entire period of time.
Applied Learning	The student builds off of the teacher's facilitated learning in meaningful ways where the student is challenged to go deeper in their understanding through making connections from a number of concepts. Applied learning may be done individually or in collaboration with peers, family and community.
Community and Connection	This time is intended to provide a synchronous opportunity and support social emotional well-being. Students engage in a homeroom type of opportunity for community building and checking in.

- Students are offered all core subjects plus elective opportunities using NCSD's current adopted curriculum.
- Students will have in-person experiences with teachers AND have the option to watch or rewatch recorded versions at a more convenient time.
- Students will have the opportunity to personally check-in with staff members each day of the week.
- Students would be assigned the same group of teachers whether in an online, virtual, or hybrid model.
- Students can receive additional support by accessing their teachers during scheduled office hours.

Courses Students will take in CDL:

- a. K-5 students will focus on the primary core academic areas - English Language Arts, Math, Science and Social Studies. As students and families settle into online learning, NCSD will offer additional courses such as Physical Education, music, health and wellness, and others.
- b. Middle school students focus on the four or five courses. Electives will also be available to students through this model.

- c. High school students focus on the four courses per quarter. This may include an elective course. Sabin-Schellenberg courses will be offered in a virtual model as well. NCSD anticipates additional courses such as PE, Health, World Language, and other electives. Both AP and IB courses will be available in this model.

Technology Used: Students will be provided a Chromebook and hotspots for internet access if needed.

Grading: students will receive grades and feedback about their work and performance. Students will receive report cards like their peers in their neighborhood school. For elementary students, this may include marks such as E, M, P, N/A, or 1 - 4. Middle and high school students will earn standard grades.

Attendance: Attendance will be recorded daily for teacher-facilitated learning. If students are unable to attend virtual face-to-face sessions, they will be marked as "absent" unless there is an alternate staff interaction that meets the criteria outlined in ODE's Ready Schools, Safe Learners guidance.

Counseling Services/Mental Health Supports: Supporting a student's social and emotional health, and their sense of belonging is a foundation of learning. The goal is to provide structures and systems to help minimize the day to day uncertainties that many students and families face. NCSD will offer regular virtual face-to-face opportunities for students to connect with a School Counselor, contracted therapists (Western Psychological and Counseling Services/Trillium Family Services/Outside In/Clackamas County Health Clinics) school staff and other referral resources.

Office Hours: *There will be designated educator "office hours" to ensure consistency and access to students and families. "Office hours" indicate when each teacher will be accessible (online or via telephone) for consultation.*

Students with disabilities in Special Education and students with a Section 504 Plan: The CDL program will offer all special education services virtually, similar to a resource room in a standard school. In addition, Section 504 services will be offered virtually. A team meeting may be required to determine whether or not the student's IEP/Section 504 Plan can be implemented through this model and/or if IEP/Section 504 Plan amendments are needed.

English Language Learners: All English Language Development services will be offered virtually by an ELD certified teacher.

Support of students' social and emotional health: Supporting a student's social and emotional health, and their sense of belonging is a foundation of learning. The goal is to provide structures and systems to help minimize the day to day uncertainties that many students and families face. The program will offer regular virtual face-to-face opportunities for students to connect with a School Counselor and staff and build relationships.

Talented and Gifted students: Those identified in Talented and Gifted will be supported through virtual instruction.

The timeline for moving to Hybrid Learning or On-Site Learning will be when we meet our county's guidelines and metrics:

- The first set of metrics represents the level of disease circulation that would be required for return to in-person instruction, with limited exceptions. Schools would need to begin transition planning as case rates and test positivity declines in counties in order to prepare the school community for the potential upcoming change.
- The second set of metrics refers to indicators of increased COVID-19 spread in the community that would indicate the need to plan for transition back to comprehensive distance learning.
- The third set of metrics indicate disease spread in the community that would prompt initiation of Comprehensive Distance Learning with limited exceptions.

When we meet Clackamas County's requirements regarding COVID-19 metrics, and our community, staff and school board determine it safe to physically bring students into our school, we will consider the safest option between the hybrid or on-site learning models. This will occur no earlier than November 12, 2020. If our community, staff and school board determine it unsafe to return physically teamed with unfavorable metric data, we will continue with our Comprehensive Distance Learning Model.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.

REFINANCING 2014 GENERAL OBLIGATION BONDS

ACTION
Agenda Item #4
August 13, 2020

SUPERINTENDENT'S RECOMMENDATION:

Adopt resolution authorizing the issuance, sale and delivery of general obligation refunding bonds; designating an authorized representative; delegating the negotiation and approval of financial documents and related matters.

REASON FOR BOARD CONSIDERATION:

Voter approved General Obligation Bonds were sold in 2007 and refinanced in 2014. In the current low interest environment it is prudent to analyze if savings could be found from refinancing these bonds. An analysis performed by Piper Sandler, Bond Underwriters, reveals that refinancing the 2014 GO bonds in the current financial market could produce significant savings.

BACKGROUND:

The District issued \$230 million in General Obligation bonds in 2007. The Board approved refinancing of this bond issue in 2014 and passed on significant savings to taxpayers. Due to continued low interest rates these bonds have become an attractive candidate for refinancing. Under current market conditions, we estimate savings of approximately \$7 million on a present value basis, which would once again, be passed through to the taxpayers.

Contingent on the Board's approval, we anticipate selling the bonds on September 16 or 17, 2020.

ATTACHMENTS:

Piper Sandler –Refinancing the Series 2014 GO Bonds Summary of Refunding Results
Proposed Resolution

PRESENTER / STAFF CONTACT:

Gayellyn Jacobson, Chief Financial Officer

SUMMARY OF REFUNDING RESULTS

North Clackamas School District No. 12
Proposed Taxable Advance Refunding of Series 2014 GO Bonds
Taxable Rates as of June 15, 2020
Uniform Refunding Structure

Dated Date	09/17/2020
Delivery Date	09/17/2020
Arbitrage yield	1.501895%
Escrow yield	0.216890%
Value of Negative Arbitrage	6,006,572.38
Bond Par Amount	139,280,000.00
True Interest Cost	1.558187%
Net Interest Cost	1.553418%
All-In TIC	1.576311%
Average Coupon	1.500696%
Average Life	7.456
Par amount of refunded bonds	117,690,000.00
Average coupon of refunded bonds	4.550237%
Average life of refunded bonds	8.124
PV of prior debt to 09/17/2020 @ 1.501895%	146,381,520.31
Net PV Savings	7,151,601.31
Percentage savings of refunding proceeds	5.134694%

SAVINGS

North Clackamas School District No. 12
Proposed Taxable Advance Refunding of Series 2014 GO Bonds
Taxable Rates as of June 15, 2020
Uniform Refunding Structure

Date	Prior Debt Service	Refunding Debt Service	Savings	Annual Savings	Present Value to 09/17/2020 @ 1.5018949%
12/15/2020	2,732,800.00	472,224.85	2,260,575.15		2,252,322.01
06/15/2021	2,732,800.00	4,990,914.48	-2,258,114.48	2,460.67	-2,233,100.91
12/15/2021	2,732,800.00	957,119.85	1,775,680.15		1,742,922.17
06/15/2022	2,732,800.00	3,737,119.85	-1,004,319.85	771,360.30	-978,444.42
12/15/2022	2,732,800.00	949,655.55	1,783,144.45		1,724,255.04
06/15/2023	2,732,800.00	3,744,655.55	-1,011,855.55	771,288.90	-971,145.62
12/15/2023	2,732,800.00	941,005.03	1,791,794.97		1,706,887.95
06/15/2024	2,732,800.00	3,751,005.03	-1,018,205.03	773,589.94	-962,726.22
12/15/2024	2,732,800.00	930,158.43	1,802,641.57		1,691,717.35
06/15/2025	14,967,800.00	16,000,158.43	-1,032,358.43	770,283.14	-961,611.82
12/15/2025	2,426,925.00	855,411.23	1,571,513.77		1,452,908.74
06/15/2026	16,021,925.00	16,820,411.23	-798,486.23	773,027.54	-732,720.66
12/15/2026	2,087,050.00	757,785.25	1,329,264.75		1,210,691.11
06/15/2027	17,142,050.00	17,697,785.25	-555,735.25	773,529.50	-502,389.64
12/15/2027	1,710,675.00	641,492.15	1,069,182.85		959,346.67
06/15/2028	18,645,675.00	18,941,492.15	-295,817.15	773,365.70	-263,449.76
12/15/2028	1,287,300.00	501,131.15	786,168.85		694,930.13
06/15/2029	19,267,300.00	19,281,131.15	-13,831.15	772,337.70	-12,134.85
12/15/2029	837,800.00	352,393.55	485,406.45		422,700.32
06/15/2030	20,922,800.00	20,637,393.55	285,406.45	770,812.90	246,684.40
12/15/2030	436,100.00	186,665.10	249,434.90		213,986.30
06/15/2031	22,241,100.00	21,716,665.10	524,434.90	773,869.80	446,551.14
	162,589,700.00	154,863,773.91	7,725,926.09	7,725,926.09	7,148,179.44

Savings Summary

PV of savings from cash flow	7,148,179.44
Plus: Refunding funds on hand	3,421.87
	7,151,601.31
Net PV Savings	7,151,601.31

SAVINGS BY MATURITY

North Clackamas School District No. 12
 Proposed Taxable Advance Refunding of Series 2014 GO Bonds
 Taxable Rates as of June 15, 2020
 Uniform Refunding Structure

Bond	Maturity Date	Interest Rate	Par Amount	Adjusted Savings	Adjusted Savings Percent
Proposed Refunding of 2007A GO Bonds, R_07A_GO:					
SERIAL	06/15/2025	5.000%	12,235,000.00	19,968.02	0.163%
	06/15/2026	5.000%	13,595,000.00	353,943.00	2.603%
	06/15/2027	5.000%	15,055,000.00	762,205.98	5.063%
	06/15/2028	5.000%	16,935,000.00	1,200,048.24	7.086%
	06/15/2029	5.000%	17,980,000.00	1,740,233.09	9.679%
	06/15/2030	4.000%	20,085,000.00	1,365,686.69	6.800%
	06/15/2031	4.000%	21,805,000.00	1,709,516.29	7.840%
			117,690,000.00	7,151,601.31	

Note: Calculated Using Remaining Maturities

SOURCES AND USES OF FUNDS

North Clackamas School District No. 12
Proposed Taxable Advance Refunding of Series 2014 GO Bonds
Taxable Rates as of June 15, 2020
Uniform Refunding Structure

Sources:

Bond Proceeds:	
Par Amount	139,280,000.00
	<hr/>
	139,280,000.00

Uses:

Project Fund Deposits:	
Project Fund	3,421.87
Refunding Escrow Deposits:	
SLGS Purchases	138,506,739.00
Cost of Issuance:	
Bond Counsel	60,000.00
Municipal Advisor	15,000.00
Moody's Rating	70,000.00
Paying Agent	8,000.00
Escrow Trustee	5,000.00
Escrow Verification	2,500.00
MDAC Fee	5,000.00
Adv Ref Fee	200.00
OS Prep Fee	10,000.00
	<hr/>
	175,700.00
Underwriter's Discount:	
Average Takedown	487,480.00
Management Fee	50,000.00
Expenses	10,000.00
	<hr/>
	547,480.00
Other Delivery Date Expenses:	
Oregon School Bond Guaranty	46,659.13
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	139,280,000.00

SUMMARY OF BONDS REFUNDED

North Clackamas School District No. 12
Proposed Taxable Advance Refunding of Series 2014 GO Bonds
Taxable Rates as of June 15, 2020
Uniform Refunding Structure

Bond	Maturity Date	Interest Rate	Par Amount	Call Date	Call Price
Proposed Refunding of 2007A GO Bonds, R_07A_GO:					
SERIAL	06/15/2025	5.000%	12,235,000.00	06/15/2024	100.000
	06/15/2026	5.000%	13,595,000.00	06/15/2024	100.000
	06/15/2027	5.000%	15,055,000.00	06/15/2024	100.000
	06/15/2028	5.000%	16,935,000.00	06/15/2024	100.000
	06/15/2029	5.000%	17,980,000.00	06/15/2024	100.000
	06/15/2030	4.000%	20,085,000.00	06/15/2024	100.000
	06/15/2031	4.000%	21,805,000.00	06/15/2024	100.000
			117,690,000.00		

BOND PRICING

North Clackamas School District No. 12
Proposed Taxable Advance Refunding of Series 2014 GO Bonds
Taxable Rates as of June 15, 2020
Uniform Refunding Structure

Bond Component	Maturity Date	Amount	Rate	Yield	Price
Bond Component:					
	06/15/2021	4,025,000	0.437%	0.437%	100.000
	06/15/2022	2,780,000	0.537%	0.537%	100.000
	06/15/2023	2,795,000	0.619%	0.619%	100.000
	06/15/2024	2,810,000	0.772%	0.772%	100.000
	06/15/2025	15,070,000	0.992%	0.992%	100.000
	06/15/2026	15,965,000	1.223%	1.223%	100.000
	06/15/2027	16,940,000	1.373%	1.373%	100.000
	06/15/2028	18,300,000	1.534%	1.534%	100.000
	06/15/2029	18,780,000	1.584%	1.584%	100.000
	06/15/2030	20,285,000	1.634%	1.634%	100.000
	06/15/2031	21,530,000	1.734%	1.734%	100.000
		139,280,000			

Dated Date	09/17/2020	
Delivery Date	09/17/2020	
First Coupon	12/15/2020	
Par Amount	139,280,000.00	
Original Issue Discount		
Production	139,280,000.00	100.000000%
Underwriter's Discount	-547,480.00	-0.393079%
Purchase Price	138,732,520.00	99.606921%
Accrued Interest		
Net Proceeds	138,732,520.00	

MA RULE DISCLOSURE

North Clackamas School District No. 12
Proposed Taxable Advance Refunding of Series 2014 GO Bonds
Taxable Rates as of June 15, 2020
Uniform Refunding Structure

Piper Sandler is providing the information contained herein for discussion purposes only in anticipation of being engaged to serve as underwriter or placement agent on a future transaction and not as a financial advisor or municipal advisor. In providing the information contained herein, Piper Sandler is not recommending an action to you and the information provided herein is not intended to be and should not be construed as a 'recommendation' or 'advice' within the meaning of Section 15B of the Securities Exchange Act of 1934. Piper Sandler is not acting as an advisor to you and does not owe a fiduciary duty pursuant to Section 15B of the Exchange Act or under any state law to you with respect to the information and material contained in this communication. As an underwriter or placement agent, Piper Sandler's primary role is to purchase or arrange for the placement of securities with a view to distribution in an arm's-length commercial transaction, is acting for its own interests and has financial and other interests that differ from your interests. You should discuss any information and material contained in this communication with any and all internal or external advisors and experts that you deem appropriate before acting on this information or material.

The information contained herein may include hypothetical interest rates or interest rate savings for a potential refunding. Interest rates used herein take into consideration conditions in today's market and other factual information such as credit rating, geographic location and market sector. Interest rates described herein should not be viewed as rates that Piper Sandler expects to achieve for you should we be selected to act as your underwriter or placement agent. Information about interest rates and terms for SLGs is based on current publically available information and treasury or agency rates for open-market escrows are based on current market interest rates for these types of credits and should not be seen as costs or rates that Piper Sandler could achieve for you should we be selected to act as your underwriter or placement agent. More particularized information and analysis may be provided after you have engaged Piper Sandler as an underwriter or placement agent or under certain other exceptions as describe in the Section 15B of the Exchange Act.

RESOLUTION NO. R20/21-_____

A RESOLUTION OF NORTH CLACKAMAS SCHOOL DISTRICT NO. 12, CLACKAMAS COUNTY, OREGON AUTHORIZING THE ISSUANCE, SALE AND DELIVERY OF GENERAL OBLIGATION REFUNDING BONDS; DESIGNATING AN AUTHORIZED REPRESENTATIVE; DELEGATING THE NEGOTIATION AND APPROVAL OF FINANCIAL DOCUMENTS AND RELATED MATTERS.

THE BOARD OF DIRECTORS OF NORTH CLACKAMAS SCHOOL DISTRICT NO. 12, CLACKAMAS COUNTY, OREGON HEREBY RESOLVES:

SECTION 1. FINDINGS

The Board of Directors (the “Board”) of North Clackamas School District No. 12, located in Clackamas County, Oregon a common school district of the State of Oregon (the “District”) finds:

a. The District previously issued its General Obligation Refunding Bonds, Series 2014 (the “Refundable Bonds”) to refund all or a portion of the District’s General Obligation Bonds, Series 2007A (Current Interest Bonds) and General Obligation Bonds, Series 2007B (Convertible Deferred Interest Bonds) issued for projects which were authorized by approving vote of the electors of the District; and

b. The District is authorized pursuant to the Oregon Constitution and Oregon Revised Statutes Chapter 287A to issue refunding bonds for the refunding of all or a portion of its outstanding Refundable Bonds; and

c. The District has determined that it is in the best interest of the taxpayers of the District to refund all or a portion of the Refundable Bonds. The Authorized Representative shall select the portion of such Refundable Bonds to be refunded in accordance with Section 8 hereof; and

d. The District adopts this resolution to provide the terms under which the refunding bonds will be sold and issued and to authorize the refunding of all or a portion of the Refundable Bonds.

SECTION 2. REFUNDING BONDS AUTHORIZED

The District hereby authorizes the issuance of General Obligation Refunding Bonds (the “Refunding Bonds”) in an aggregate principal amount sufficient to refund all or a portion of the Refundable Bonds and to pay the costs related to the refunding and the issuance of the Refunding Bonds.

Piper Sandler & Co. is hereby authorized, on behalf of the District to submit an advance refunding plan and any amendments to such plan to the Oregon State Treasurer for review and approval to the extent required by law and the District hereby ratifies and confirms all actions taken prior to and after adoption of this resolution in connection with such submission.

SECTION 3. DESIGNATION OF AUTHORIZED REPRESENTATIVES

The Board designates the Chair, Superintendent, Chief Financial Officer (each an “Authorized Representative”) or a designee of an Authorized Representative to act on behalf of the District as specified in Section 8 hereof.

SECTION 4. SECURITY

Pursuant to ORS 287A.315, the District hereby pledges its full faith and credit and taxing power to pay the Refunding Bonds. The District hereby covenants for the benefit of the Owners to levy annually, as necessary, a direct ad valorem tax upon all of the taxable property within the District which is sufficient, after taking into consideration discounts taken and delinquencies that may occur in the payment of such taxes and other legally available amounts, to pay all Bond principal and interest when due. This tax shall be in addition to all other taxes of the District, and this tax shall not be limited in rate, amount or otherwise, by Sections 11 or 11b of Article XI of the Oregon Constitution.

SECTION 5. FORM OF REFUNDING BONDS

The Refunding Bonds shall be issued in substantially the form as approved by the Authorized Representative. The Refunding Bonds may be printed or typewritten, and may be issued as one or more temporary Refunding Bonds which shall be exchangeable for definitive Refunding Bonds when definitive Refunding Bonds are available.

SECTION 6. EXECUTION OF REFUNDING BONDS

The Refunding Bonds shall be executed on behalf of the District with the manual or facsimile signature of an Authorized Representative of the District.

SECTION 7. REDEMPTION

The Refunding Bonds may be subject to optional redemption or mandatory redemption prior to maturity as determined under Section 8 hereof.

SECTION 8. DELEGATION FOR ESTABLISHMENT OF TERMS AND SALE OF THE REFUNDING BONDS

The Authorized Representative is hereby authorized, on behalf of the District without further action of the Board (and such actions of the Authorized Representative, if taken prior to the adoption of this resolution, are hereby affirmed and authorized), to:

- a. establish the principal and interest payment dates, principal amounts, interest rates, denominations, redemption provisions and all other terms of the Refunding Bonds;
- b. determine if the Refunding Bonds shall be placed with a bank or other financial institution or sold to the public markets;
- c. negotiate the terms with Piper Sandler & Co. under which the Refunding Bonds shall be sold; enter into a bond purchase agreement for the sale of the Refunding Bonds which incorporates those terms; and execute and deliver such bond purchase agreement or select a bank or other financial institution and proceed with a lender purchase of the Refunding Bonds;
- d. enter into covenants regarding the use of the proceeds of the Refunding Bonds and the projects refinanced with the proceeds of the Refunding Bonds;
- e. appoint a registrar and paying agent for the Refunding Bonds, if necessary;

- f. select the maturities of the Refundable Bonds to be refunded and cause notice of call, defeasance, and redemption to be given as required by law;
- g. appoint an escrow agent and execute and deliver any documents necessary to refund all or a portion of the Refundable Bonds including submission of an advance refunding plan to the State;
- h. appoint a municipal advisor for the advance refunding;
- i. subscribe for and obtain eligible securities to be deposited in an escrow fund for the Refundable Bonds; to the extent that any such action has been taken prior to the date of this Resolution, such action is hereby ratified;
- j. appoint a certified public accounting firm to act as verification agent to produce a report demonstrating the ability of the escrow account to meet all future debt service and related costs relative to the Refundable Bonds, if necessary;
- k. take such actions as are necessary to qualify the Refunding Bonds for the book-entry only system of The Depository Trust Company if required;
- l. approve of and authorize the distribution of the preliminary and final official statements for the Refunding Bonds, if required;
- m. obtain one or more ratings on the Refunding Bonds if determined by the Authorized Representative to be in the best interest of the District, and expend Bond proceeds to pay the costs of obtaining such rating;
- n. obtain municipal bond insurance on the Refunding Bonds if determined by the Authorized Representative to be in the best interest of the District, execute and deliver any agreement required in connection with such insurance, and expend Bond proceeds to pay any bond insurance premium;
- o. apply to participate in the Oregon School Bond Guaranty Program, if available and deemed appropriate, execute any documents in connection with such program and expend Refunding Bond proceeds to pay any guaranty premium;
- p. approve, execute and deliver a Continuing Disclosure Certificate pursuant to SEC Rule 15c2-12, as amended (17 CFR Part 240, § 240.15c2-12), if required;
- q. approve, execute and deliver the Refunding Bonds closing documents and certificates;
- r. determine if the Refunding Bonds shall be issued as federally tax-exempt or taxable obligations;
- s. make any clarifying changes or additional covenants not inconsistent with this Resolution;
and
- t. execute and deliver a certificate specifying the action taken by the Authorized Representative pursuant to this Section 8 and any other certificates, documents or agreements that the Authorized Representative determines are desirable to issue, sell and deliver the Refunding Bonds in accordance with this Resolution.

SECTION 9. DEFAULT AND REMEDIES.

The occurrence of one or more of the following shall constitute an Event of Default under this Resolution and the Refunding Bonds:

- a. Failure by the District to pay Refunding Bond principal, interest or premium when due (whether at maturity, or upon redemption after a Refunding Bond has been properly called for redemption);
- b. Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed for the benefit of Owners of Refunding Bonds, for a period of sixty (60) days after written notice to the District by the Owners of fifty-one (51%) percent or more of the principal amount of Refunding Bonds then Outstanding specifying such failure and requesting that it be remedied; provided however, that if the failure stated in the notice cannot be corrected within such sixty (60) day period, it shall not constitute an Event of Default so long as corrective action is instituted by the District within the sixty (60) day period and diligently pursued, and the default is corrected as promptly as practicable after the written notice referred to in this paragraph; or,
- c. The District is adjudged insolvent by a court of competent jurisdiction, admits in writing its inability to pay its debts generally as they become due, files a petition in bankruptcy, or consents to the appointment of a receiver for the payments.

The Owners of fifty-one (51%) percent or more of the principal amount of Refunding Bonds then Outstanding may waive any Event of Default and its consequences, except an Event of Default as described in (a) of this Section.

Upon the occurrence and continuance of any Event of Default hereunder the Owners of fifty-one (51%) percent or more of the principal amount of Refunding Bonds then Outstanding may take whatever action may appear necessary or desirable to enforce or to protect any of the rights of the Owners of Refunding Bonds, either at law or in equity or in bankruptcy or otherwise, whether for the specific enforcement of any covenant or agreement contained in this Resolution or the Refunding Bonds or in aid of the exercise of any power granted in this Resolution or in the Refunding Bonds or for the enforcement of any other legal or equitable right vested in the Owners of Refunding Bonds by the Resolution or the Refunding Bonds or by law. However, the Refunding Bonds shall not be subject to acceleration.

No remedy in this Resolution conferred upon or reserved to Owners of Refunding Bonds is intended to be exclusive and every such remedy shall be cumulative and shall be in addition to every other remedy given under this Resolution or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. To entitle the Owners of Refunding Bonds to exercise any remedy reserved to them, it shall not be necessary to give any notice other than such notice as may be required by this Resolution or by law.

SECTION 10. DEFEASANCE

The District may defease the Refunding Bonds by setting aside, with a duly appointed escrow agent, in a special escrow account irrevocably pledged to the payment of the Refunding Bonds to be defeased, cash or direct obligations of the United States in an amount which, in the opinion of an independent certified public accountant, is sufficient without reinvestment to pay all principal and interest on the defeased Refunding Bonds until their maturity date or any earlier redemption date. Refunding Bonds which have been defeased pursuant to this Section shall be deemed paid and no longer outstanding, and shall cease to

be entitled to any lien, benefit or security under this Resolution except the right to receive payment from such special escrow account.

SECTION 11. ESTABLISHMENT OF ACCOUNT

The following account shall or has been created which account shall be continually maintained, except as otherwise provided, so long as the Refunding Bonds remain unpaid.

Debt Service Account. The District shall maintain the debt service account in the District’s debt service fund for the payment of principal, premium, if any, and interest on the Refunding Bonds as they become due. All accrued interest, if any, and all taxes levied and other moneys available for the payment of the Refunding Bonds shall be deposited to the debt service account.

SECTION 12. PROFESSIONALS

The District hereby appoints Hawkins Delafield & Wood LLP as bond counsel for the issuance of the Refunding Bonds and Piper Sandler & Co., as underwriter or placement agent.

SECTION 13. RESOLUTION TO CONSTITUTE CONTRACT

In consideration of the purchase and acceptance of any or all of the Refunding Bonds by those who shall own the Refunding Bonds from time to time (the “Owners”), the provisions of this Resolution shall be part of the contract of the District with the Owners and shall be deemed to be and shall constitute a contract between the District and the Owners. The covenants, pledges, representations and warranties contained in this Resolution or in the closing documents executed in connection with the Refunding Bonds, including without limitation the District’s covenants and pledges contained in Section 4 hereof, and the other covenants and agreements herein set forth to be performed by or on behalf of the District shall be contracts for the equal benefit, protection and security of the Owners, all of which shall be of equal rank without preference, priority or distinction of any of such Refunding Bonds over any other thereof, except as expressly provided in or pursuant to this Resolution.

ADOPTED by the Board of Directors of the North Clackamas School District No. 12, Clackamas County, Oregon this ____ day of _____, 2020.

**NORTH CLACKAMAS SCHOOL DISTRICT NO. 12
CLACKAMAS COUNTY, OREGON**

By: _____
Chair

ATTEST:

By: _____
Superintendent

BOARD LIAISON COMMITTEE ASSIGNMENTS

ACTION
Agenda Item #5
August 13, 2020

BOARD CHAIR RECOMMENDATION:

Approval of Board liaison committee assignments for 2020-2021.

ORIGINATED BY:

Annual agenda item.

ATTACHMENTS:

2020-2021 District Committee Assignments
[Policy BCE/BCF](#)

PRESENTER:

Libra Forde, Board Chair

Bond Community Oversight Committee

Meets quarterly on a third Wednesday, 6:30-8:30 p.m. throughout the bond to review bond progress and compliance with bond commitment.

Liaisons = Mitzi Bauer, Orlando Perez

Community Equity Committee

Meets at least quarterly, 4:30 – 6:30 p.m. on Monday evenings
The purpose: Continued conversations with community regarding the District’s on-going equity work.

Liaisons = Jena Benologa, Kathy Wai, Orlando Perez

Employee Benefits

Typically meets monthly on the first Monday at 3:45-5:45 p.m. to review the health plan and other benefits. Except for the following dates; Sept. 17, October 19, and November 16 with no meetings in December and January.

Liaisons = Steven Schroedl, Tory McVay

Health Curriculum Committee (ad hoc)

Meets as needed (evenings) to review curriculum materials. Reviews supplemental health materials in areas that are possibly controversial and makes a recommendation to the Board for their use.

Liaisons = Jena Benologa

Legal Counsel Contract (ad hoc)

This committee will be responsible to review the Request for Information (RFI) responses and determine which legal firms will be interviewed by the full Board.

Liaisons = Kathy Wai, Libra Forde, Mitzi Bauer

Legislative Advocacy Committee

Every other fall/winter prior to the long legislative session, Board liaisons would work with district staff and community members to draft the District’s Legislative Agenda. After Legislative Agenda board adoption, Board liaisons would provide legislative outreach and advocacy throughout both legislative sessions in accordance and in alignment with the Board adopted Legislative Agenda.

Liaisons = Kathy Wai, Mitzi Bauer, Orlando Perez

NCEA/Collaborative Communications

Meets on the second Monday each month 4:30-5:15 p.m. Provides a forum to discuss major topics the District is working on which can involve our teaching staff.

Liaisons = Steven Schroedl, Tory McVay, (Mitzi Bauer - Alternate)

OSEA/Labor Management Meetings

Meets on the third Wednesday each month at 5:00-5:45 p.m. to clarify contract interpretation and other employment issues with classified employees.

Liaisons = Jena Benologa, Libra Forde, Tory McVay

Policy Review Committee

Meets twice monthly on the first and third Tuesday at 2:00-4:00 p.m., or as needed, to discuss revisions to Board policies.

Liaisons = Jena Benologa, Orlando Perez, Steven Schroedl, (Mitzi Bauer - Alternate)

Wellness Committee

Meets on the second Wednesday each month at 3:45 – 5:15 p.m. Committee researches programs and oversees grants to promote wellness for employees.

Liaisons = Jena Benologa, Orlando Perez

BOARD COMMITTEE - Superintendent Evaluation Committee

This committee will be responsible for drafting the superintendent's evaluation. The evaluation is drafted over 1-2 meetings in February. As this is a Board Committee it is subject to Oregon's Open Meeting Law.

Members = Jena Benologa, Libra Forde, Mitzi Bauer

BOARD PROTOCOLS AND OPERATING AGREEMENTS

ACTION
Agenda Item #6
August 13, 2020

BOARD CHAIR RECOMMENDATION:

Approve the revised Board Protocols and Operating Agreements.

ORIGINATED BY:

Annual agenda item.

BACKGROUND:

The Board reviewed the Board Protocols and Operating Agreements at the July 2, 2020. Board Chairs have added the items in red following that discussion.

ATTACHMENTS:

Revised Board Protocols and Operating Agreements

PRESENTER:

Libra Forde, Board Chair

NORTH CLACKAMAS BOARD OF DIRECTORS OPERATING AGREEMENTS

1. The Board will focus on governing through policy and strategic direction in support of student achievement.

2. The Board is committed to an ongoing, open dialogue with the community regarding student education.

3. The leadership and direction of district staff and the management of the school district is the direct responsibility of the superintendent, not the Board or any individual Board member. The Board and superintendent will work together to maintain open and honest communication based upon trust.

4. The Board acknowledges the primary responsibility of the superintendent, supported by administrative staff, is to achieve the strategic direction and accompanying goals set by the Board of Directors in collaboration with the Superintendent. Board members will work with the Superintendent's office in their interactions with staff.

5. The Board, representing the community members of the district, establishes strategic direction and goals. The Board assures the superintendent determines the data needed to measure and monitor the process, progress, and goals.

6. The Board commits itself individually and collectively to maintain standards of conduct, to "speak with one voice" once decisions are made, to maintain a positive culture and orderly decision-making processes, and to do its work openly.

BOARD PROCESS AND PROTOCOLS

1. All data and information provided by the district to one Board member will be provided to all board members.
2. Decisions made by the Board will not be made the first time an issue is brought before the Board except under exceptional circumstances.
3. Board member requests during open session will be recorded by the Superintendent, and will be acted upon in the most appropriate manner as ascertained by the Superintendent and Board Chairs.
4. Board member requests outside of open session will be acted upon as ascertained by the Superintendent and Board Chairs and response shared with all members.
5. Board members will strive to make decisions in an orderly fashion at meetings, expressing positions once during debate and using motions to end debate when discussions become repetitive.
6. Board members will share their perspectives succinctly and respect differing opinions.
7. Board members will refer community members with issues of concern regarding school district operations to the proper staff member or administrator directly responsible for the operational activity. In areas of major concern, Board members will refer community members to the Superintendent and copy the Board Chairs.
8. A copy of any written legal opinion regarding Board business, Board actions, or potential future Board actions or regarding any Board member(s) that is provided to the Board Chair or Superintendent will be provided to all Board members.
9. Board members and staff are respectful toward members of the community who address the Board.
10. The Board may appoint one of its members or another person to make authorized statements to the public or the media when the Board deems that, under the circumstances, the position of the district should be articulated by a single voice.
11. Board members agree that during meetings they will strive to:
 - a) Avoid springing surprises on each other.
 - b) Avoid hidden agendas.
 - c) Use Robert's Rules of Order Newly Revised to govern its deliberations and to control the meeting.
 - d) State their position and vote their conscience.
 - e) Treat all present with respect.
 - f) Attack issues, not attack people.
 - g) Refrain from debating issues with members of the audience.
 - h) Use discretion when addressing issues presented to the Board.
 - i) Direct questions or comments to the Board Chair when responding to issues presented to the Board by the public.
 - j) Limit deliberations/activities to Board work and not administrative/staff work.
 - k) Ensure only one person speaks at a time and that each member has an equal opportunity to participate.
 - l) Listen to each other and refrain from side conversations.
 - m) Refrain from long speeches.
 - n) Model the behaviors the Board expects of students, staff, and community members.
 - o) Maintain decorum and avoid using aggressive tactics.
 - p) Refrain from taking a position on an agenda item or issue until all relevant information is presented.
 - q) Praise publicly and challenge respectfully.
 - r) Monitor meeting process for compliance with laws and policy.
12. The Board may perform an annual self-evaluation.
13. The Board Chair may summarize action items & wrap up following official meetings.