



Agenda

North Clackamas School Board
Thursday, November 12, 2020 - 5:30 PM
Zoom/YouTube

**This Board meeting will be held electronically as allowed by House Bill 4212 (2020)
in response to COVID-19 public health concerns.**

Times listed on the agenda below are only estimates and may be adjusted.

Work Session

5:30 Reopening Schools: New Health Metrics and Equity-Based Decision Tools 3

Open Session

6:30 Call to Order - Native Land Acknowledgement

Minutes

October 17, 2020 - Work Session/Governance Board Meeting 19

October 22, 2020 - Regular Board Meeting 21

Consent Agenda

A. Employment Changes

B. Policy Revisions 24

6:35 1. Community Requests

6:50 2. NCEA Featured Educator

6:55 3. Rock Creek Middle School - School Presentation 36

Presenter: Libby Miller

7:25 4. Capital Construction Bond - Report 50

Presenter: Cindy Detchon, Gayellyn Jacobson, Ron Stewart

7:55 5. Human Resources Recruiting, Hiring & Retainment - Report 88

Presenter: Mark Moser

8:15 6. OSBA Election - Discussion 98

Presenter: Matt Utterback

8:25 7. Policy Revisions - Discussion 1 119

Presenter: Tiffany Shireman

8:35 8. Superintendent Evaluation Process - Discussion
Presenter: Matt Utterback

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8:45 Adjourn

SUPERINTENDENT’S RECOMMENDATION:

Time is set aside on the agenda to discuss the state’s new health metrics and the utilization of an equity lens in decision-making regarding the reopening of schools.

BACKGROUND:

On October 22, out of an abundance of concern for public health and the safety of students and staff the North Clackamas Board of Directors authorized the continuation of Comprehensive Distance Learning (CDL) through February 9, 2021. The Board of Directors also agreed to revisit this timeline if the required COVID-19 Oregon Health Metrics for in-person instruction were modified.

On October 30, the Oregon Health Authority, Oregon Department of Education, and the Governor’s Office released new state health metrics that provide guidance for the reopening of schools in Oregon.

The health metrics for reopening schools in Oregon changed in the following ways:

- Encourages school districts to utilize an equity-based decision tool in their decision-making regarding the reopening of schools.
- Moves from a mandatory 21-day look back of positive COVID-19 cases to a 14-day look back of positive cases.
- Suspends the previously required statewide test positivity rate.
- Expands the reopening exception for in-person learning to include all grades in elementary schools.
- Allows a school district to consider phasing in on-site or hybrid instruction for elementary schools when the county positive case rate per 100,000 people is between 50 to 100 and the county test positivity rate is between 5% to 8% over two weeks.
- Allows on-site or hybrid instruction for all students when the county case rate per 100,000 people is less than 50 and the county test positivity rate is less than 5% over two weeks.
- Encourages school districts to consider staff and student enrollment in neighboring counties and the virus rates in those counties in their decision-making.

On November 2, the Oregon Health Authority released health metric outcomes for the two previous weeks. The data showed that Clackamas and Multnomah (26 percent of district staff live in Multnomah County) counties do not qualify for on-site or hybrid instruction at this time. The case rate for Clackamas County was 111.5 per 100,000 residents and for Multnomah County it was 167.2 per 100,000 residents for the period ending October 31. Therefore, the North Clackamas School District must remain in Comprehensive Distance Learning.

As school districts transition to a new instructional model (On-Site, Hybrid, Comprehensive Distance Learning), the state recommends districts consider use an [equity-based decision tool](#). An equity-based decision tool can illustrate potential positive and negative impacts on students, families, and staff from all communities. A decision tool can inform a school around issues of equity in implementation, including: timing, costs (to schools and families), capacity, morale, disproportionate impacts, professional learning needs and more.

For a number of years, the District as utilized the following equity lens in decision-making:

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?

North Clackamas Schools has an established commitment to the public health of our community and the safety of both students and staff. This includes a thorough consideration of how the virus transmission rates are affecting all of our community members. Of particular concern are the disproportionate test positivity rates for Oregonians who identify as Pacific Islander, Native American/Alaska Native, Black/African American, and Hispanic/Latinx. Infection rates for these demographic groups are significantly higher than the general population.

Switching the District's educational delivery model from CDL to on-site and/or hybrid is complex and it is estimated it will take four to five weeks to transition. Among many factors, the District will need to consider:

- A survey of families on who will and will not return to on-site or hybrid instruction.
- A survey of staff to determine who can safely return to on-site or hybrid instruction.
- The recall of over 200 laid-off employees and/or the multi-week hiring and training process of new employees.
- The reassignment of students to new teachers in the event of multiple delivery models.
- The training of staff in numerous safety protocols and professional development for how to teach students in an environment that will not allow for close partner or small group interaction.
- Building a new class schedule and student rosters that reflect those returning to on-site or hybrid instruction.
- Redesigning bus routes given the new safety protocols and who will and will not utilize district transportation.

With the announcement of these new metrics, Oregon is seeing the highest number of cases per week since the pandemic began. To further complicate the roll-out of on-site or hybrid learning,

Clackamas County Public Health Officials advised the school district that on October 29 seven schools (nearly 25 percent of all District schools) had a confirmed case(s) of COVID-19 among the school staff or students. The reopening of our schools will most likely lead to the quarantining of students and/or staff (and perhaps family members).

The District recently conducted a survey via our Thought Exchange platform. In that exchange, it was evident our community has polarized opinions on in-person instruction.

ATTACHMENTS:

- A. New Health Metrics for Reopening Schools PowerPoint
- B. State Health Metrics Handout
- C. State Health Metrics Results for Two Week Period Ending October 31
- D. Equity-Based Decision Tool

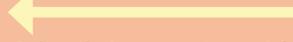
PRESENTER:

Matt Utterback, Superintendent

GENERAL METRICS FOR RETURNING TO IN-PERSON INSTRUCTION THROUGH THE ON-SITE OR HYBRID MODEL Version 10/28/2020

For a school to fully return to in-person instruction through ODE’s On-Site or Hybrid instructional models, the criteria below must be met, including the metrics table that follows:

If a school draws >10% of students or >10% of staff from a given county where case rates or test positivity put them in the “Transition” column (see metrics table below) they should consider delaying a return to in-person instructional models until these counties also meet the required metrics, unless after discussion with the local public health authority a collaborative decision is made that the neighboring county community spread does not pose significantly higher-risk.

METRICS & MODELS	ON-SITE	ON-SITE AND DISTANCE LEARNING	TRANSITION	DISTANCE LEARNING
County Case Rate per 100,000 People Over 14 days	<50.0	50.0 to <100.0	100.0 to ≤200.0	>200.0
County Case Count Over 14 days (for small counties¹)	<30	30 to <45	45 to ≤60	>60
County Test Positivity²	<5.0%	5.0% to <8.0%	8.0% to ≤10.0%	>10.0%
Instructional Model	Prioritize On-Site or Hybrid (as needed to maintain small cohorts) instructional models.	Prioritize careful phasing in of On-Site or Hybrid for elementary schools (starting with K-3 and adding additional grades up to grade 6). Middle school and high school primarily Comprehensive Distance Learning with allowable Limited In-Person Instruction. Over time, if elementary schools can demonstrate the ability to limit transmission in the school environment ⁴ , transition to On-Site or Hybrid.	Consider transition to Comprehensive Distance Learning with allowable Limited In-Person Instruction.  For counties with an upward case/positivity trend (entering from a lower risk category), school officials should discuss with their local public health authority (LPHA) and consider the spread of COVID-19 within schools and the local community in deciding whether to return to Comprehensive Distance Learning (CDL). ³  Schools in counties with downward case/positivity trend must remain in CDL until they drop into the Moderate Risk category or lower.	Implement Comprehensive Distance Learning with allowable Limited In-Person Instruction only.

1. Counties with <30,000 residents.
2. If statewide testing volume decreases by more than 10% in the week prior compared to the previous week due to external factors (such as due to a natural disaster or acute decrease in testing supplies), then OHA and ODE will consider temporarily suspending the use of percent positivity in the reopening considerations.
3. In considering community spread, public health should take into consideration the cases in the community, COVID-19 test availability in the community, recent percent positivity of tests, capacity in the community to respond to cases and outbreaks and the regional hospital capacity available for those with severe disease.
4. As a measure to monitor limited introduction or spread, local public health should look for an average outbreak size of 3 or less, excluding outbreaks with only one case, over the prior 4 weeks.

STATEWIDE ALLOWANCE FOR LIMITED IN-PERSON INSTRUCTION (LIPI) FOR SPECIFIC GROUPS OF STUDENTS

ODE's [Comprehensive Distance Learning guidance](#) provides [Limited In-Person Instruction \(LIPI\)](#) to meet the needs of specific groups of students based on needed educational, relational, social-emotional, 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. This allowance does not count for instructional time requirements. An exception to meeting county metrics to implement LIPI as an enhancement to [Comprehensive Distance Learning](#) should be prioritized under the following conditions:

Ensure strong screening measures are in-place from day one and refer to the [Planning for COVID-19 Scenarios in Schools Toolkit](#) for positive cases, symptomatic individuals, and exposure.

Fully comply with sections 1-3 of the Ready Schools, Safe Learners guidance.

Fully comply with Comprehensive Distance Learning Guidance for [Limited In-Person Instruction \(LIPI\)](#), which includes further limitations on cohort sizes, time, and more.

STATEWIDE EXCEPTION: SMALL REMOTE SCHOOLS

Small and remote public or private schools with enrollments of ≤75 in total who are located in a county that does not meet the General Metrics (Section 0b) can consider opening to in-person instruction (On-Site or Hybrid) only when and if their LPHA establishes the following criteria has been met:

The school has a total enrollment of ≤75 and is located in a county that does not meet the General Metrics (Section 0b).

There is not community spread in the school catchment area (the places where attending students live).

The school is more than 25 miles by the nearest traveled road from any town or city with a population over 3,000 people.

In considering community spread, local public health should take into consideration the cases in the community, COVID-19 test availability in the community, recent percent positivity of tests, capacity in the community to respond to cases and outbreaks and the regional hospital capacity available for those with severe disease.

The school is striving for a COVID-19-free start. Ensure strong screening measures are in-place from day one and refer to the [Planning for COVID-19 Scenarios in Schools Toolkit](#) for positive cases, symptomatic individuals, and exposure.

There is not community spread in the communities that serve as the primary employment and community centers (for shopping and other in-person services) and the school is isolated by a significant distance from communities reporting COVID-19 community spread in the previous two weeks.

Schools should consider pausing Limited In-Person Instruction when county case rates climb over 200 cases per 100,000 in population in counties with populations >30,000 (or over >60 cases in counties with <30,000 residents. When considering closing to in-person instruction for schools that have opened under any one of the exceptions to the General Metrics (0b) for reopening schools for in-person instruction, including the LIPI exception:

Schools should work with LPHAs to consider the spread of COVID-19 within schools and the broader community in deciding to temporarily return to [Comprehensive Distance Learning](#). If there are cases in two or more cohorts without an identified common exposure, school officials should discuss with LPHAs to determine if this represents unexplained spread within the school or broader community. It is encouraged that the school follow recommendations from their LPHA on whether a temporary transition away from any in-person instruction (for two weeks or longer) is recommended to protect the health and safety of the students, staff, families and broader community.



LOW POPULATION DENSITY, LARGE POPULATION COUNTY EXCEPTION

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

Total county COVID-19 case rate in the 14 days is < 100.0 per 100,000 in population

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 >50.0 people.

There is not community spread in the school catchment area. In considering community spread, public health should take into consideration the cases in the community, COVID-19 test availability in the community, recent percent positivity of tests, capacity in the community to respond to cases and outbreaks and the regional hospital capacity available for those with severe disease.

There is not community spread in the communities that serve as the primary employment and community centers (for shopping and other in-person services) and the school is isolated by a significant distance from communities reporting COVID-19 community spread in the previous three weeks. The school does not serve a significant number of transfer students from outside its catchment area that are from communities reporting COVID-19 community spread in the previous three weeks.

As stated in section 0c, at the point a county reaches the "Distance Learning" column their situation is now high-risk and all schools in the county are required to move to Comprehensive Distance Learning immediately, including under this exception.



STATEWIDE EXCEPTION: EMERGENCY WAIVER FOR IN-PERSON INSTRUCTION AT SCHOOLS IMPACTED BY WILDFIRES

This waiver to provide Emergency In-Person Instruction at schools serving communities impacted by wildfires is supplemental to the Oregon Department of Education Ready Schools, Safe Learners guidance for the 2020-21. Please write to ODECOVID19@ode.state.or.us with any questions. This guidance was released on 10-5-20. It is provisional and subject to further change.

Rationale for Emergency In-Person Instruction for Communities Impacted by Wildfires

Many students and families in communities impacted by wildfires are still displaced from active evacuation zones, loss of access to their home, or have seen a total loss of housing and infrastructure that has made accessing Comprehensive Distance Learning impossible. Additionally, some schools that serve communities impacted by the wildfires in Oregon are experiencing significant and widespread loss of internet connectivity, technology devices, and safe and supportive places to participate in online Comprehensive Distance Learning.

Many students and families have also experienced significant trauma due to the impact of the wildfires. This trauma and need for social emotional and mental health support is a driving factor for an emergency waiver to allow in-person instruction. Schools can serve as a hub of support for students and families that may experience lasting effects from the trauma (see EdSource article on lasting trauma impacts of California wildfires). Students may get needed supports from counselors, access to mental health specialists, and even seeing familiar teachers and peers. Many families, understandably, remain focused on meeting basic daily needs for adequate shelter and food.

If eligible public and private schools concur that current social emotional, mental health, and basic shelter and nutrition needs of students impacted by wildfires in Oregon outweigh the potential negative effects of increased COVID-19 risks, which may be mitigated by employing additional safety measures; the schools may provide in-person services with additional provisions (see below). For many of these students it is believed that the safest place in the community is at school.

School Metrics Data

Oregon public health officials have developed evidence-based metrics to help school boards and school districts make decisions about how they can safely reopen schools. OHA is working closely with the Oregon Department of Education (ODE) on its Ready Schools, Safe Learners guidance for public and private K-12 schools for the 2020-21 school year.

For a school to return to in-person instruction through ODE's On-Site or Hybrid instructional models, the county metrics below must be met:

Metrics

- For a school district that draws substantial numbers (>10%) of students or staff from multiple counties, the case rate and test positivity rate should be considered in each of those counties.
- Schools must be in a county that is no longer in baseline phase to consider in-person instructional models.

Prioritize On-Site or Hybrid instructional models:

County Metrics - Large Counties (≥30,000 residents)

- » Case rate: <50.0 cases per 100,000 population in the preceding 14 days
- » Test positivity: <5.0% in the preceding 14 days

County Metrics - Small Counties (<30,000 residents)

- » Case count: <30 cases in the preceding 14 days
- » Test positivity: <5.0% in the preceding 14 days

Prioritize careful phasing in of On-Site or Hybrid instructional models for elementary schools:

County Metrics - Large Counties (≥30,000 residents)

- » Case rate: 50.0 to <100.0 cases per 100,000 population in the preceding 14 days
- » Test positivity: 5.0% to <8.0% in the preceding 14 days

County Metrics - Small Counties (<30,000 residents)

- » Case count: 30 to <45 cases in the preceding 14 days
- » Test positivity: 5.0% to <8.0% in the preceding 14 days

For more information on the metrics and on the exceptions to these metrics, visit

<https://www.oregon.gov/ode/students-and-family/healthsafety/documents/ready%20schools%20safe%20learners%202020-21%20guidance.pdf>

Weekly Monitoring Periods From Oct. 4 – Oct. 31

ATTACHMENT C

This table is based on data pulled at 12:01 AM on November 2, 2020. For case counts and case rates, cases are assigned to a week based on their true case date, which is the date when public health first identified them as a confirmed or presumptive COVID-19 case. For percent positivity in testing, persons tested are assigned to a week based on their specimen collection date. All data are provisional and subject to change.

County	County Size	Time Period	Case Count	Cases per 100,000	Test Positivity
Oregon, statewide		10/04/2020 - 10/17/2020	4,728	111.6	5.7%
		10/11/2020 - 10/24/2020	4,870	115.0	6.1%
		10/18/2020 - 10/31/2020	5,925	139.9	7.4%
Baker	Small*	10/04/2020 - 10/17/2020	11	65.4	2.5%
		10/11/2020 - 10/24/2020	9	53.5	4.8%
		10/18/2020 - 10/31/2020	32	190.3	6.7%
Benton	Large†	10/04/2020 - 10/17/2020	66	69.9	1.9%
		10/11/2020 - 10/24/2020	59	62.5	2.1%
		10/18/2020 - 10/31/2020	50	53.0	2.0%
Clackamas	Large†	10/04/2020 - 10/17/2020	378	89.3	4.6%
		10/11/2020 - 10/24/2020	362	85.5	4.7%
		10/18/2020 - 10/31/2020	472	111.5	6.6%
Clatsop	Large†	10/04/2020 - 10/17/2020	12	30.5	1.1%
		10/11/2020 - 10/24/2020	16	40.7	1.4%
		10/18/2020 - 10/31/2020	23	58.5	4.3%
Columbia	Large†	10/04/2020 - 10/17/2020	44	83.4	3.8%
		10/11/2020 - 10/24/2020	29	55.0	4.1%
		10/18/2020 - 10/31/2020	34	64.5	3.8%
Coos	Large†	10/04/2020 - 10/17/2020	40	63.2	3.3%
		10/11/2020 - 10/24/2020	43	67.9	3.9%
		10/18/2020 - 10/31/2020	57	90.1	3.6%
Crook	Small*	10/04/2020 - 10/17/2020	18	76.8	6.7%
		10/11/2020 - 10/24/2020	36	153.6	8.3%
		10/18/2020 - 10/31/2020	35	149.3	6.8%
Curry	Small*	10/04/2020 - 10/17/2020	24	104.3	7.4%
		10/11/2020 - 10/24/2020	8	34.8	2.2%
		10/18/2020 - 10/31/2020	6	26.1	4.8%
Deschutes	Large†	10/04/2020 - 10/17/2020	142	73.6	2.8%
		10/11/2020 - 10/24/2020	131	67.9	3.4%
		10/18/2020 - 10/31/2020	219	113.5	5.3%

*Small counties are those with less than 30,000 residents. School reopening decisions in these counties are based on case count and test positivity.

†Large counties are those with 30,000 or more residents. School reopening decisions in these counties are based on cases per 100,000 and test positivity.

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County	County Size	Time Period	Case Count	Cases per 100,000	Test Positivity
Douglas	Large†	10/04/2020 - 10/17/2020	58	51.7	4.0%
		10/11/2020 - 10/24/2020	62	55.2	4.5%
		10/18/2020 - 10/31/2020	70	62.4	4.5%
Gilliam	Small*	10/04/2020 - 10/17/2020	3	150.7	7.5%
		10/11/2020 - 10/24/2020	1	50.2	0.0%
		10/18/2020 - 10/31/2020	6	301.4	22.2%
Grant	Small*	10/04/2020 - 10/17/2020	0	0.0	0.0%
		10/11/2020 - 10/24/2020	1	13.6	1.4%
		10/18/2020 - 10/31/2020	4	54.3	6.2%
Harney	Small*	10/04/2020 - 10/17/2020	1	13.6	1.3%
		10/11/2020 - 10/24/2020	10	135.9	14.3%
		10/18/2020 - 10/31/2020	26	353.3	25.8%
Hood River	Small*	10/04/2020 - 10/17/2020	13	51.0	2.4%
		10/11/2020 - 10/24/2020	10	39.3	2.3%
		10/18/2020 - 10/31/2020	23	90.3	5.8%
Jackson	Large†	10/04/2020 - 10/17/2020	237	107.1	6.0%
		10/11/2020 - 10/24/2020	310	140.1	7.2%
		10/18/2020 - 10/31/2020	422	190.7	9.3%
Jefferson	Small*	10/04/2020 - 10/17/2020	31	130.0	6.5%
		10/11/2020 - 10/24/2020	17	71.3	3.7%
		10/18/2020 - 10/31/2020	18	75.5	3.3%
Josephine	Large†	10/04/2020 - 10/17/2020	42	48.4	2.3%
		10/11/2020 - 10/24/2020	23	26.5	1.3%
		10/18/2020 - 10/31/2020	21	24.2	1.3%
Klamath	Large†	10/04/2020 - 10/17/2020	41	60.1	4.9%
		10/11/2020 - 10/24/2020	25	36.7	3.7%
		10/18/2020 - 10/31/2020	39	57.2	5.5%
Lake	Small*	10/04/2020 - 10/17/2020	1	12.4	1.1%
		10/11/2020 - 10/24/2020	1	12.4	3.5%
		10/18/2020 - 10/31/2020	13	160.9	13.2%

*Small counties are those with less than 30,000 residents. School reopening decisions in these counties are based on case count and test positivity.

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County	County Size	Time Period	Case Count	Cases per 100,000	Test Positivity
Lane	Large†	10/04/2020 - 10/17/2020	623	164.4	6.9%
		10/11/2020 - 10/24/2020	556	146.7	6.8%
		10/18/2020 - 10/31/2020	504	133.0	6.7%
Lincoln	Large†	10/04/2020 - 10/17/2020	24	49.7	3.2%
		10/11/2020 - 10/24/2020	21	43.5	2.1%
		10/18/2020 - 10/31/2020	12	24.9	2.1%
Linn	Large†	10/04/2020 - 10/17/2020	176	139.1	5.8%
		10/11/2020 - 10/24/2020	130	102.7	4.7%
		10/18/2020 - 10/31/2020	148	117.0	6.5%
Malheur	Large†	10/04/2020 - 10/17/2020	151	471.4	21.4%
		10/11/2020 - 10/24/2020	142	443.3	22.3%
		10/18/2020 - 10/31/2020	143	446.4	23.2%
Marion	Large†	10/04/2020 - 10/17/2020	554	159.3	9.1%
		10/11/2020 - 10/24/2020	616	177.1	8.9%
		10/18/2020 - 10/31/2020	781	224.6	10.0%
Morrow	Small*	10/04/2020 - 10/17/2020	19	149.8	12.8%
		10/11/2020 - 10/24/2020	13	102.5	7.9%
		10/18/2020 - 10/31/2020	19	149.8	11.4%
Multnomah	Large†	10/04/2020 - 10/17/2020	1,007	122.5	6.0%
		10/11/2020 - 10/24/2020	1,136	138.2	6.7%
		10/18/2020 - 10/31/2020	1,374	167.2	8.0%
Polk	Large†	10/04/2020 - 10/17/2020	74	89.2	5.2%
		10/11/2020 - 10/24/2020	65	78.4	4.3%
		10/18/2020 - 10/31/2020	69	83.2	4.5%
Sherman	Small*	10/04/2020 - 10/17/2020	0	0.0	0.0%
		10/11/2020 - 10/24/2020	0	0.0	4.2%
		10/18/2020 - 10/31/2020	3	169.3	12.5%
Tillamook	Small*	10/04/2020 - 10/17/2020	15	56.6	3.7%
		10/11/2020 - 10/24/2020	6	22.6	1.4%
		10/18/2020 - 10/31/2020	8	30.2	3.3%

*Small counties are those with less than 30,000 residents. School reopening decisions in these counties are based on case count and test positivity.

†Large counties are those with 30,000 or more residents. School reopening decisions in these counties are based on cases per 100,000 and test positivity.

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County	County Size	Time Period	Case Count	Cases per 100,000	Test Positivity
Umatilla	Large†	10/04/2020 - 10/17/2020	167	205.8	13.7%
		10/11/2020 - 10/24/2020	179	220.6	14.5%
		10/18/2020 - 10/31/2020	223	274.8	17.0%
Union	Small*	10/04/2020 - 10/17/2020	10	37.3	2.4%
		10/11/2020 - 10/24/2020	15	55.9	4.9%
		10/18/2020 - 10/31/2020	38	141.6	11.5%
Wallowa	Small*	10/04/2020 - 10/17/2020	7	97.9	4.5%
		10/11/2020 - 10/24/2020	8	111.9	7.5%
		10/18/2020 - 10/31/2020	16	223.7	18.8%
Wasco	Small*	10/04/2020 - 10/17/2020	28	102.8	6.0%
		10/11/2020 - 10/24/2020	25	91.8	5.5%
		10/18/2020 - 10/31/2020	30	110.1	8.1%
Washington	Large†	10/04/2020 - 10/17/2020	581	94.7	5.0%
		10/11/2020 - 10/24/2020	689	112.3	6.1%
		10/18/2020 - 10/31/2020	883	143.9	8.2%
Wheeler	Small*	10/04/2020 - 10/17/2020	1	69.5	5.9%
		10/11/2020 - 10/24/2020	0	0.0	0.0%
		10/18/2020 - 10/31/2020	0	0.0	0.0%
Yamhill	Large†	10/04/2020 - 10/17/2020	129	119.4	5.5%
		10/11/2020 - 10/24/2020	116	107.3	4.9%
		10/18/2020 - 10/31/2020	104	96.2	4.9%

*Small counties are those with less than 30,000 residents. School reopening decisions in these counties are based on case count and test positivity.

†Large counties are those with 30,000 or more residents. School reopening decisions in these counties are based on cases per 100,000 and test positivity.



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Decision Tools for SY2020-21

Oregon's school leaders are faced with hundreds of decisions, large and small, each week. In preparation for the 2020-21 school year there are significant decisions to make without the ideal amounts of time or information. Three tools have been developed by ODE to support school leaders, including business managers, principals, assistant principals, teacher-leaders, and superintendents, to support making clear choices with a consistent check against key values and input.

The first tool is titled as a "Decision Tree" and is intended as the simplest, most consistent, and easiest to use in considering difficult decisions. It can also help leaders spot patterns or gaps in their thought process or point them to the use of the other two decision tools.

The second tool is a collection of "Deepening Questions" which offer leaders with a raft of prompts they could select from to deepen their own reflections or bring to community or staff meetings to help get underneath core decision making challenges.

Finally, we've adapted the "Consultancy Protocol," with credit to the School Reform Initiative, for use in bringing a small critical friends group together in consideration of the most difficult design and decision-making dilemmas in leading for the 2020-2021 school year.

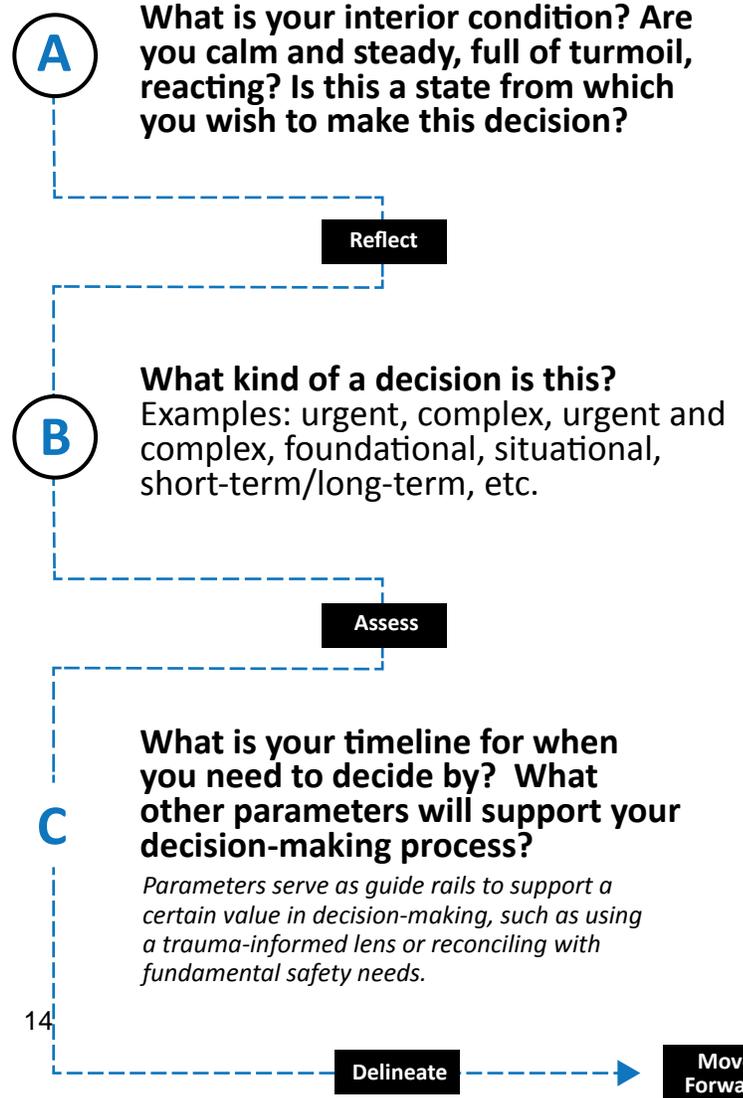
Taken together, these three tools provide leaders with concrete resources that can improve the quality of decision-making while supporting decisions to be made. The hundreds of decisions made by Oregon's school leaders over the next three months will shape not just the next year but also shape the next several years as the kinds of decisions we make in difficult conditions are the clearest reflections of our values and visions.

Decision Tree

This decision tree is intended to support Oregon educational leaders facing dilemmas and choices that require thoughtful intervention, design, and problem-solving. The sequence of questions is intentional and offers key considerations that could lead to decision-making that deepens relationships and trust, and avoids unintended impacts or harm to communities. This decision tree is not intended for *simple* problems, but rather complex problems that benefit from a deliberate decision-making process.

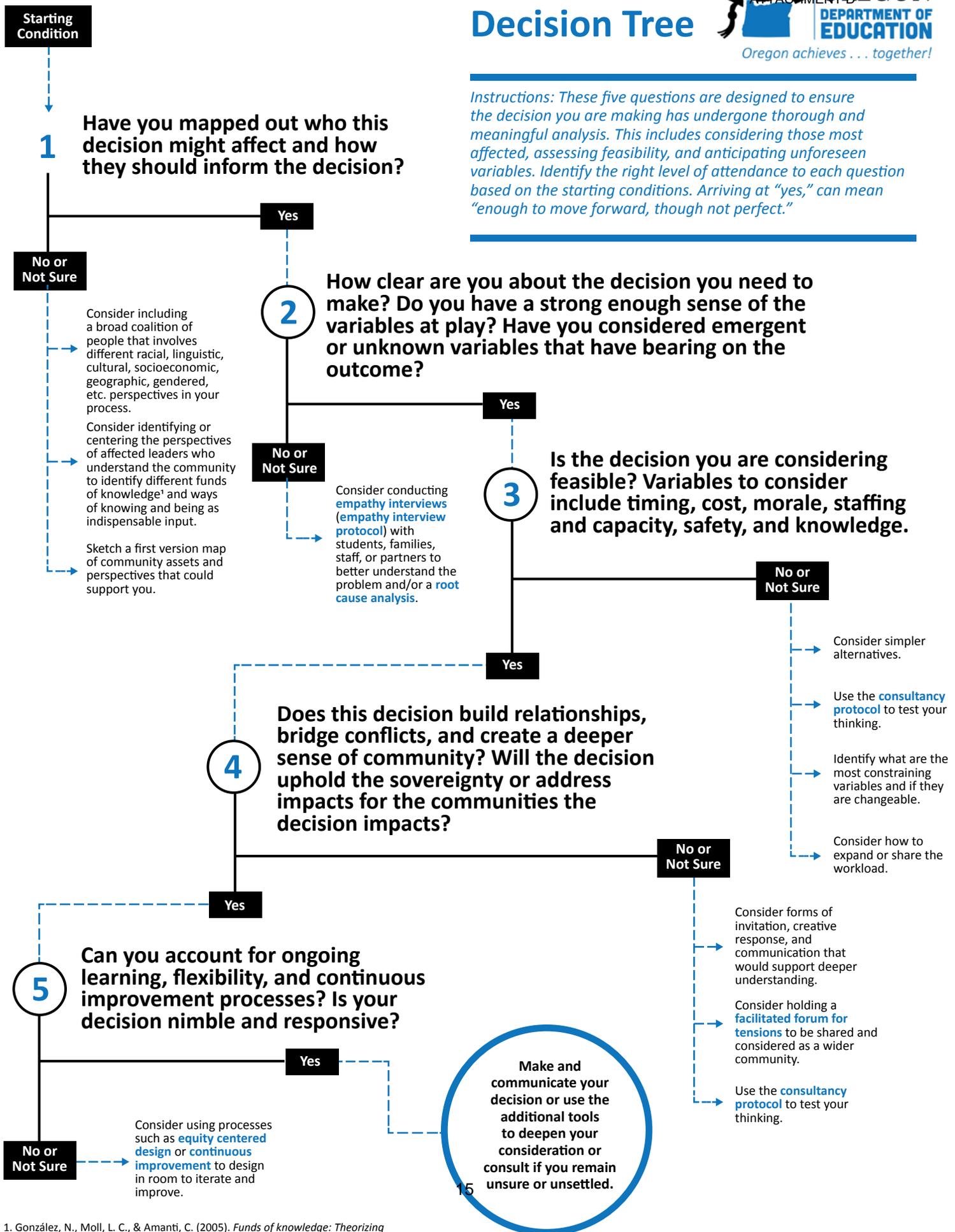
Starting Condition

Instructions: Reflect, journal, or talk with a trusted partner through these three pre-questions. Addressing and assessing each will ensure you consider the conditions and parameters for the decision you need to make. Keep your responses in mind as you move through the five questions in the decision tree.



Decision Tree

Instructions: These five questions are designed to ensure the decision you are making has undergone thorough and meaningful analysis. This includes considering those most affected, assessing feasibility, and anticipating unforeseen variables. Identify the right level of attendance to each question based on the starting conditions. Arriving at "yes," can mean "enough to move forward, though not perfect."



1. González, N., Moll, L. C., & Amanti, C. (2005). *Funds of knowledge: Theorizing practice in households, communities, and classrooms*. Mahwah, N.J.: L. Erlbaum Associates.

- vulnerable and marginalized community members?
- What is your current staffing capacity? What additional supports are needed to support your staff with implementing this decision?
- What guaranteed funding do you have to implement this decision? What can you reprioritize in order to be able to reallocate funding? What variables could further impact funding?

Deepening Questions

Instructions: The following questions are intended to help illuminate more dynamics and variables for decision-makers. These questions, grouped in the same categories as the decision tree questions, can stand alone as reflective prompts or be used to elaborate on each of the decision tree steps.

What is the problem?

- What assumptions and beliefs are embedded in this decision? Have you assessed if they are true?
- What research has been done related to your problem/dilemma? Are there models you can look to as an example?
- What are the conditions or variables that need to be true for your decision to work? Are there other variables that would complicate the conditions needed to make your decision a success?
- Where do you see disproportionality? Do you see over or under representation in key experiences or outcomes?
- Where do you have gaps in knowledge/resources? What additional information, insights or tools do you need in order to make a decision?

What are your interior conditions?

- What awareness, strengths, and fears do you want to use and rely on this process?
- What parts of yourself are going to be called into action?
- How much do you want to change part(s) of this community? How wide a reach do you want changes to extend?
- How might your goals differ from other perspectives you are aware of?
- What has helped you make difficult decisions in the past? What have you learned from prior mistakes?

Who are the decision-makers and designers?

- Who is included or excluded in this decision making process and why?
- What kind of design, co-development or decision-making process is being used and why?
- Have you considered new partners that are not normally part of the design or decision-making process?
- How are you using and applying a lens of culturally sustaining practices, deep learning, or antiracism?
- How are you centering safety and trauma-informed practices in the decision?

Are your solutions feasible?

- Can you reconsider your timeline for making a decision? What parts of the timeline are fixed? Where is there room for adjustments to the timeline?
- Who is able to connect with the community to communicate the decision that needs to be made? Who is able to continue engaging with families, community members, and partners? What is their capacity to engage

Does your decision deepen a sense of community and relational trust?

- How do your communication protocols engage community members as partners and assets?
- How are you acknowledging and valuing families' and communities' sovereign choices and unique wisdom?
- What is your staff's ability to navigate differences of power and privilege as they work with vulnerable families and communities?
- How does this decision recognize and engage different knowledges and ways of knowing?
- What assumptions, if any, are baked into your decision that require the exertion or force of power to execute?
- Is there any possibility that this decision will create traumatic (or re-traumatizing) experiences for anyone?

How are you implementing this decision? What are you learning along the way?

- Does your implementation plan allow for ongoing learning and flexibility as new dynamics emerge? How? What is iterative in your implementation plan (e.g. allowing for emergent participation, co/re-design, etc)?
- What does success look like? What evaluative measures are able to assess if the decision was a success or not? Who is held accountable and by whom throughout this implementation?
- Does your implementation plan engage/activate the community meaningfully? Considerations include:
 - How does your plan create space for collective implementation, improvement and empowerment?
 - How consistent is implementation across degrees/types of privilege, access, and power?
 - What is working? Under what conditions? And, for whom?
- Have you created space and/or processes to reflect on this decision? Considerations include:
 - Mechanisms to receive qualitative and quantitative feedback
 - Considering who provides this feedback and how you will process it
 - Being able to capture emergent variables, such as unintended consequences/impacts
 - Including multiple perspectives to reflect and iterate
 - Debriefing and learning from encounters/interactions across degrees of power/privilege
- Does this decision make school better than it has been before? How and for whom?
- What is the status of the problem after implementation? What problem are you trying to solve or what are you trying to learn? How will you know a change is an improvement? What changes could you make and why?
- How are you able to scale and elevate promising practices, solutions, and ideas from your community? Are there dynamics of power preventing local successes from sustaining or spreading?

Dialogue and Consultancy on SY20-21 Decisions

This consultancy protocol has been adapted from the one developed by Faith Dunne, Paula Evans, and Gene Thompson-Grove as part of their work at the Coalition of Essential Schools and the Annenberg Institute for School Reform.

Purpose

Help Oregon school leaders think more expansively about concrete dilemmas in making decisions and designs for the 2020-21 school year. The consultancy is designed to develop the [presenting school leader's and all participants'] capacity to see and better understand the dilemma while uncovering new or different approaches to potential decisions or actions.

When is this the right tool?

A dilemma is a puzzle: an issue that raises questions, an idea that seems to have conceptual gaps, or something about process or product that you just can't figure out. All dilemmas have some sort of identifiable tension in them. This protocol will be useful when leaders would benefit from a "huddle" with members of their team, peers, or trusted community members who can hold the complexity of the dilemma and the kind of stretching and vulnerability that might be required to get to the strongest decision making. This protocol is not useful when the dilemma is no longer a dilemma or is already on the way to being solved.

See and better understand the dilemma being faced while uncovering new or different approaches to potential decisions or actions to take.

Pre-work prior to consultancy and dialogue:

1. Do enough reflective writing or thinking to sharpen the consultancy.

- Is it something that is bothering you enough that your thoughts regularly return to it?
- Can you affect the dilemma by changing your practice, mindset, or direction setting?
- Is it something you are willing to work on and change your mind or stance about?
- What (or where) is the tension in your dilemma?
- Who needs to change? Who needs to take action to resolve this dilemma? What is your part or responsibility in the changes you are considering?
- What assumptions influence your thinking about the dilemma?
- What is your focus question? A focus question summarizes your dilemma and helps focus the feedback.

2. Create the right conditions for a successful consultancy.

- Bound your schedule for at least one hour. More ideal is to hold the consultancy for 50 minutes and then give yourself 20-30 minutes to sit with what you hear. Form some that could be moving from a consultancy to dialogue, for others that might work best for quiet internal dialogue and reflection.
- Share our dilemma and request for consultancy with a group of three to seven people who you think can act and be critical friends at this time. Outside perspective is critical to the effectiveness of this protocol; therefore, some of the participants in the group should be people who do not share the presenter's specific dilemma at that time.

Consultancy Protocol

Time: Approximately 50 minutes

Roles: Presenter, Facilitator (who sometimes participates, depending on the size of the group), "Consultants"

Process

1. Presenter and/or facilitator welcome the Group and walk through the consultancy process briefly (3 min)
2. The presenter gives an overview of the dilemma with which she/he is struggling, and frames a question for the consultancy group to consider. The framing of this question, as well as the quality of the presenter's reflection on the dilemma being discussed, are key features of this protocol. If the presenter has brought any "artifacts" there is a pause here to silently examine the work/documents. The focus of the group's conversation is on the dilemma. (10-15 minutes if there are artifacts to examine)
3. The consultancy group asks clarifying questions of the presenter — that is, questions that have brief, factual answers. (5 minutes)
4. The group asks probing questions of the presenter. The goal is for the presenter to learn more about the question she/he framed and to do some analysis of the dilemma presented. The presenter responds to the group's questions, although sometimes a probing question might ask the presenter to see the dilemma in such a novel way that the response is simply, "I never thought about it that way." There is no discussion by the consultancy group of the presenter's responses. At the end of the 10 minutes, the facilitator asks the presenter to restate their focusing question for the group. (10 minutes)
5. The group talks with each other about the dilemma presented. In this step, the group works to define the issues more thoroughly and objectively. Sometimes members of the group suggest actions the presenter might consider taking; if they do, these should be framed as "open suggestions," and should be made only after the group has thoroughly analyzed the dilemma. The presenter doesn't speak during this discussion, but listens in and takes notes. Often, while awkward at first, groups find that talking about the presenter in the third person helps the presenter listen and not feel pressure to respond. (15 minutes)

Possible questions to frame the discussion:

- What did we hear?
 - What didn't we hear that might be relevant?
 - What assumptions seem to be operating?
 - What questions does the dilemma raise for us?
 - What do we think about the dilemma?
 - What might we do or try if faced with a similar dilemma?
 - What have we done in similar situations?
6. The presenter reflects on what they heard and on what they are now thinking, sharing with the group anything that particularly resonated during any part of the Consultancy. (5 minutes)
 7. The facilitator leads a brief conversation about the group's observation of the Consultancy process. (5 minutes)

End of protocol and opportunity to move into dialogue as a group or for the presenter to have space to digest the learning and insights offered from the process to support clearer decision-making

Clarifying questions are for the person asking them. They ask the presenter "who, what, where, when, and how." These are not "why" questions. They can be answered quickly and succinctly, often with a phrase or two. The presenter has ready answers to clarifying questions.

Probing questions are for the person answering them. They ask the presenter "why" (among other things), and are open-ended. They take longer to answer, and often require deep thought on the part of the presenter before she/he speaks. Group members are encouraged to avoid suggestions and recommendations disguised as questions ("Don't you think you should...?" or "Have you ever thought about...?")

**NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS
WORK SESSION/GOVERNANCE MEETING
October 17, 2020
Zoom/YouTube**

Open Session

With due notice having been given and a quorum present, Chair Libra Forde convened open session at 9:02 a.m. with the following members present:

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

Also present were, Cindy Detchon, Libby Miller, Petra Callin, Shay James, Shelly Reggiani, Tiffany Shireman, Vivian Garrison and district employees. Community members were provided a live stream on YouTube.

Comprehensive Distance Learning & In-Person Learning – Chair Libra Forde lead a conversation with the Board regarding what they were hearing from the community.

ThoughtExchange Survey Results – Assistant Superintendent of Operations Cindy Detchon shared some preliminary results from a ThoughtExchange that had parent, staff and student participation.

Health Metrics Review – Chief of Staff Tiffany Shireman reviewed the required State health metrics for in-person instruction, exceptions for K-3 students, and limited in-person instruction for individual and/or groups of students. The most recent results were shared that showed that the current metrics would not allow in-person instruction for students in grades K-12.

Reopening Options and Recommendations Presentation – Superintendent Matt Utterback presented his recommendations for OSAA groups use of fields, community use of fields/playgrounds, limited in-person instruction for specific groups of students, in-person instruction for students in grades K-3, and in-person instruction for students in grades 4-12.

Chair Libra Forde declared a recess at 10:15 a.m. and reconvened the open session 10:20 a.m.

Reopening Options and Recommendations Discussion – Board members discussed the options and recommendations presented by the Superintendent and reached consensus on supporting the recommendations that had been presented.

***Governance
Session***

The work session recessed at 10:55 a.m. Board Chair Libra Forde convened governance session at 10:56 a.m.

BoardBook and Board Manual – Board Secretary Sandra Henderson demonstrated how to locate the Board Manual and reviewed changes in BoardBook Premier.

Committee Assignments – Vice Chair Mitzi Bauer reviewed the committee liaison assignments and requested that Board liaisons find an alternate when unable to attend.

Scheduling of Superintendent Search Meetings – Board Secretary Sandra Henderson shared a calendar for January and February 2021. Board members will be sent a Doodle Poll to complete to find mutual times to meet for the screening and interviewing of Superintendent candidates.

There being no further business to come before the Board, the meeting adjourned at 11:14 a.m.

Unapproved

**NORTH CLACKAMAS SCHOOL DISTRICT 12
 CLACKAMAS COUNTY, OREGON
 MINUTES — BOARD OF DIRECTORS REGULAR MEETING
 October 22, 2020
 Zoom/YouTube**

Work Session

With due notice having been given and a quorum present, Chair Libra Forde convened open session at 5:32 p.m. with the following members present:

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, Derrick Brown, Gayellyn Jacobson, Khaliyah Williams-Rodriguez, Libby Miller, Mark Moser, Maureen Callahan, Petra Callin, Shay James, Shelly Reggiani, and Tiffany Shireman. Community members and district employees were provided a live stream on YouTube.

High School Success Student Support – Engagement Specialists – Executive Director of High Schools Petra Callin introduced High School Success Coordinators Robert Blake and Luke Scarpino. Information was shared regarding the Engagement Team’s development and implementation of targeted strategic services to increase opportunities for underserved students. Comments and questions from the Board were addressed.

The work session recessed at 6:20 p.m. Board Chair Libra Forde convened open session at 6:31 p.m.

Vice Chair Mitzi Bauer read the Native Land Acknowledgement.

R20/21-32

Minutes - Kathy Wai moved, Jena Benologa seconded the motion to approve the minutes of the regular Board meeting held October 8, 2020. Jena Benologa, Kathy Wai, Libra Forde, Mitzi Bauer, Orlando Perez and Steven Schroedl voted to approve. Motion passed 6-0. Tory McVay was not present due to a technical difficulty.

R20/21-33

Consent Agenda – Mitzi Bauer 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:

Licensed – appointments, additional assignments, terminations

Jena Benologa, Kathy Wai, Libra Forde, Mitzi Bauer, Orlando Perez and Steven Schroedl voted to approve. Motion passed 6-0. Tory McVay was not present due to a technical difficulty.

Community Requests

- Desi Nicodemus, Milwaukie, OR, spoke regarding the need for BIPOC (Black, Indigenous People of Color) educator affinity groups.
- Araceli Camacho, Milwaukie, OR, submitted a letter that was translated and read by a staff member regarding challenges her children are having with virtual classes.

NCEA Featured Educator – NCEA Vice-President Andrea Anderson recognized Karina Ramirez Velazquez, 7th and 8th grade Dual Language/Social Studies teacher at Alder Creek Middle School, as the NCEA Featured Educator for October.

R20/21-34

Native American Heritage Month – Chair Libra Forde presented a proclamation to designate the month of November in the year 2020 as “Native American Heritage Month.”

Mitzi Bauer moved, Orlando Perez seconded the motion to adopt the resolution to designate the month of November in the year 2020 as “Native American Heritage Month” in the North Clackamas School District. Motion passed unanimously.

School Presentation: Sunnyside Elementary – Executive Director of Elementary Programs Khaliyah Williams-Rodriguez introduced Principal of Sunnyside Elementary Mike Potter who presented information regarding the school and shared a video featuring students. Questions and comments from the Board were addressed.

Class Size Report – Executive Director of Middle School Programs Libby Miller, Executive Director of High School Programs Petra Callin, and Executive Director of Elementary Programs Khaliyah Williams-Rodriguez shared the 2020-2021 Class Size Report and responded to questions from the Board.

Quarterly Financials Report – Chief Financial Officer Gayellyn Jacobson presented a report on the financial status of the district and responded to questions and comments from the Board.

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

DJ – District Purchasing revised due to staff request.

GBH/JECAC – School Custodial/Non-Custodial Parent Relations, revised per OSBA Feb 2019 Update.

GBN/JBA – Sexual Harassment, revised per OSBA May and July 2020 Updates.

GBNAB – Sexual Harassment, new proposed per OSBA July 2020 Update.

Comments and questions from the Board were addressed.

R20/21-35 **Educational Delivery Model for the 2020-2021 School Year** – Steven Schroedl moved, Orlando Perez seconded the motion to continue in Comprehensive Distance Learning for K-12 students through second quarter (February 9, 2021) and authorize the Superintendent: to pilot small group instruction/services on-site according to state guidelines and safety protocols, to facilitate OSAA high school athletic groups access to District fields beginning November 2, 2020, according to OSAA and state guidelines and safety protocols, and to revisit these timelines with the School Board should the required COVID-19 Oregon Health Metrics for In-Person Instruction be modified. Motion passed unanimously.

R20/21-36 **Superintendent Search Hiring Criteria** – Kathy Wai moved, Tory McVay seconded the motion to approve the Superintendent hiring criteria and online application for Superintendent search. Motion passed unanimously.

R20/21-37 **Property Sale** – Assistant Superintendent of Operations Cindy Detchon introduced Rhys Konrad and Kevin VandenBrink from Macadam Forbes, Inc. who joined the meeting to answer questions.

Tory McVay moved, Steven Schroedl seconded the motion to approve the resolution to sell surplus property located at 14721 SE 172nd Ave, Happy Valley (AKA 172nd Ave) to Cobalt Development, LLC for \$4,225,000. Motion passed unanimously.

There being no further business to come before the Board, the meeting adjourned at 8:34 p.m.

Unapproved

POLICY REVISIONS

CONSENT B
November 12, 2020

REASON FOR BOARD CONSIDERATION:

Approval 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 approve:

Policy	Title	Reason
DJ	District Purchasing	Staff request due to the previous elimination of Imprest (petty cash) and mileage calculation method update.
GBH/ JECAC	School Custodial/Non-Custodial Parent Relations	To provide clarity for child custody issues, OSBA’s Litigation Services recommended the revisions presented in OSBA Feb 2019 Update.
GBN/JBA	Sexual Harassment	Revised Federal regulations for Title IX protections and updates to Oregon Administrative Rules for sexual harassment which reflect new Oregon statute amending sexual harassment definition and its policy and procedures requirements. Per OSBA May & July 2020 Updates.
GBNAB	Sexual Harassment – Title IX	

Please note that page 3-4 of policy GBNAB has been revised due to Board discussion regarding also posting signs in elementary schools.

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff



Code: **DJ**
 Adopted: 3/17/11

District Purchasing

The function of district purchasing is to serve the educational program by providing the necessary supplies, equipment and services. Items commonly used in the various schools and their subdivisions will be standardized whenever consistent with educational goals and in the interest of efficiency or economy.

The director of business operations is appointed by the Board to serve as purchasing agent. They will be responsible for developing and administering the district's purchasing program.

No obligation may be incurred by any officer or employee of the Board unless that expenditure has been authorized in the budget or by Board action and/or Board policy. In all cases calling for the expenditure of district money, except payrolls, a requisition and purchase order system must be used.

No purchase with the exception of a procurement card purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The superintendent or designee is authorized to enter into and approve payment on contracts obligating district funds for products, materials, supplies, capital outlay and services that are within current budget appropriations. The Board shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by district employees, such as custodial, food service and transportation services.

The director of business operations or designee will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the director of business operations or designee will direct payment of the just claims against the district. The chief financial officer or designee is responsible for the accuracy of all bills and vouchers.

No Board member, officer, employee or agent of this district shall use or attempt to use their official position to obtain financial gain or for avoidance of financial detriment for themselves, a relative or for any business with which the Board member or a relative is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the district by any Board member, officer or employee of the district is prohibited.

END OF POLICY

Legal Reference(s):

[ORS 244.040](#)
[ORS Chapters 279, 279A, 279B 279C](#)

[ORS 294.311](#)
[ORS 328.441 - 328.470](#)

[ORS 332.075](#)
[OAR 125-025-0040](#)

Cross Reference(s):

BBA - Board Powers and Duties
BBFA - Board Member Ethics and Conflicts of Interest
DJC - Bidding Requirements
DJG - Vendor Relations
EH - Electronic Data Management



Code: **GBN/JBA**
 Adopted: 11/15/07
 Revised/Readopted: 12/06/12; 1/08/15;
 6/25/20

Sexual Harassment**

The Board is committed to the district being free of sexual harassment. Sexual harassment is strictly prohibited and shall not be tolerated. This policy applies to all students, staff members and third parties who are on or immediately adjacent to school grounds, at any district-sponsored activity, on any district-provided transportation or at any official district bus stop.

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

General Procedures

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

Definitions

1. "Complainant" means current or former district students, district staff and third parties, that have filed a complaint under Policy GBN/JBA.
2. "District" includes district facilities, district premises and non-district property if the student or staff member is at any district-sponsored, district-approved or district-related activity or function such as field trips or athletic events where students are under the jurisdiction of the district or where the staff member is engaged in district business. The prohibition also includes off duty conduct which is incompatible with a staff member's district job responsibilities.
3. "Third parties" mean any persons who are not students or staff members but are on or immediately adjacent to school grounds, at any district-sponsored activity, on any district-provided transportation or at any official bus stop by other students or staff members¹.

Students whose behavior is found to be in violation of this policy will be subject to loss of privileges, and/or discipline, up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal.

¹ OAR 581-021-0038

Third parties whose behavior is found to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or Board. The district may also report individuals to law enforcement if necessary.

Sexual harassment of students and staff members shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that has the purpose or effect of unreasonably interfering with person's ability to perform their job; or
3. Creates an intimidating, offensive or hostile educational or working environment.
4. Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students, staff members or third parties.

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

All complaints about behavior that may violate this policy shall be promptly investigated. Any students, staff member or third parties who has knowledge of conduct in violation of this policy or feels they are a victim of sexual harassment must immediately report their concerns to the principal, compliance officer or superintendent, who has overall responsibility for all investigations. Students may also report concerns to any staff member, who will promptly notify the appropriate district official. Notification to the district official (and the reporting staff member when the victim of the harassment is a student or third party) will allow the district official to coordinate efforts to take any action necessary to ensure the:

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

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

Upon receipt of a complaint by a student or student's parents, if applicable, staff member or a third-party alleging behavior that may violate this policy, the district shall provide written notice as required by Oregon Revised Statute 342.704(4) to the complainant.

When the investigation is concluded, the student, the student's parents (if applicable), the staff member or the third party who initiated the complaint shall be notified in writing that the investigation has been concluded and as to whether a violation of this policy was found to have occurred, to the extent allowable under state and federal confidentiality laws.

The initiation of a complaint in good faith about behavior that may violate this policy may not adversely affect the educational assignments or educational environment of a student complainant, any terms or conditions of employment or work environment of the staff member complainant or any terms or conditions of employment or of work or educational environment of a third-party complainant. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences.

Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action.

Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Additionally, the district may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff members and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available upon request to all students, parents of students, staff members and third parties, posted on the district's website and published in student/parent and staff handbooks. The district's policy shall be posted on a sign in all district work sites. Posted signs shall be at least 8 1/2 inches by 11 inches in size.

The superintendent or designee will establish a process of reporting incidents of sexual harassment. The superintendent may not modify or change the 3- step complaint procedure without Board approval.

All complaints must be received by the district on the later date of (1) within two years of the alleged violation or the complainant's discovery of the alleged violation; or (2) one year after the affected student has graduated from, moved away from, or otherwise left the district.

** 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 243.706	ORS 342.850	ORS 659A.030
ORS 332.107	ORS 342.865	OAR 581-021-0038
ORS 342.700	ORS 659.850	OAR 584-020-0040
ORS 342.704	ORS 659A.006	OAR 584-020-0041
ORS 342.708	ORS 659A.029	

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

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2019).

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

Cross Reference(s):

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

GBNAB – Sexual Harassment - Title IX

JBA/GBN - Sexual Harassment

JFCF - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying/

Teen Dating Violence/Domestic Violence – Student



Code:
Adopted:

GBNAB
Proposed

Sexual Harassment - Title IX**

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

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

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity¹;
3. "Sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence" means a felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

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

¹ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

Federal Procedures

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

Reporting

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

The district Title IX Coordinator can be contacted at 503-353-6000. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.² The district shall treat complainants and respondents equitably by providing supportive measures³ to the complainant and by following a grievance procedure⁴ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.⁵

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.⁶ The

² (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

³ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

⁴ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

⁵ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

⁶ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

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

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

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator.

No Retaliation

Neither the district or any person may retaliate⁷ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

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

Publication

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

** 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.

⁷ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

END OF POLICY

Legal Reference(s):

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

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

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

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

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2019).

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Cross Reference(s):

GBN/JBA - Sexual Harassment

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

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

ROCK CREEK MIDDLE SCHOOL

PRESENTATION

Agenda Item #3
November 12, 2020

SUPERINTENDENT'S RECOMMENDATION:

This item is presented for Board information.

BACKGROUND:

This year, a school will be highlighted each month and will make a presentation to the School Board to engage in a discussion on student achievement.

Rock Creek Middle School will use the framework of "connect, care and engage" to discuss:

- What makes middle school and RCMS unique and special
- Our intentionality and focus during CDL
- What we have learned and how it will help us improve when we return
- Highlight the incredible staff and students.

ATTACHMENT:

- PowerPoint Presentation
- Rock Creek Middle School Data Summary Sheet
- 2019-20 Oregon At-A-Glance School Profile

PRESENTER / STAFF CONTACT:

Libby Miller - Executive Director, Middle Schools
John Brooks - Principal, Rock Creek Middle School

ROCK CREEK MIDDLE SCHOOL

November 12, 2020

37

“RCMS strives to know each student – their story, needs, and strengths – and provide the rigor and support to prepare each student for high school and beyond.”

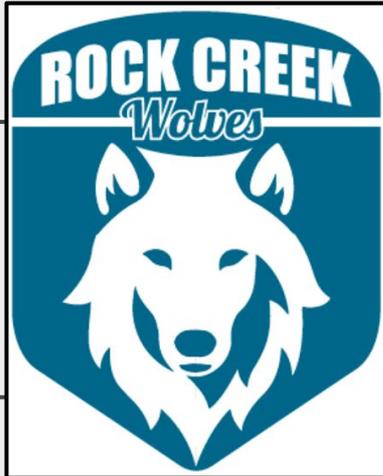
CONNECT

Welcome and Regulate



CARE

Support and Relate



ENGAGE

Participate and Learn

01 COMMUNICATION & CONNECTION

connect



- **Communication**
 - Newsletters, Phone Calls, Bulletin Board, Facebook, Teams
 - Early, often, Transparent, and consistent

- **Community and Connection Class**
 - Connections
 - Intentional Lessons
 - Advisory

PARENT EMAIL

“We just wanted to send you a quick email communicating our very heartfelt THANK YOU to your staff and teachers for making CDL work so well. Our son is loving his teachers and classes and he can feel the genuine effort each teacher is putting forth to connect with him, get to know him and engage him... ”

PARENT EMAIL

“I wanted to express my appreciation to you, your leadership team, your counseling team, and his amazing teachers for the amount of concise communication that's being conveyed to students and parents. As an educator, I'm thankful for the reminders and newsletters his teachers are sending out each week. They have made his CDL experience a positive one and it's definitely kept us organized.”

02

TEAMS, COUNSELORS, and CARE

care



Team Kid Talks

- [Introduction Video to RCMS Kid Talk Process](#)
- [LINK TO KID TALK DOCUMENT \(TEAMS AND NON-TEAM\)](#)
- [Team Mtg. Schedule for Qtr. 1](#)

- **Wellness Checks**
- **Team Structures/ Kid Talks**
- **Counselors**
- **CARE Team**
- **Engagement Specialist**



RCMS STAFF

STAFF VOICES

Staff Reflections on
the 2020-21 School
Year.

03

INSTRUCTION & ACTIVITIES

engage



- **Instruction**
 - Technology Tools, Collaboration, Reflection (standards, grading, etc.)
- **Electives**
 - Commitment, Value, Adaptation
- **After School Activities**
 - Belonging, Interests, Affinity, Volunteers

Video coming..

STUDENT VOICES

Sharing, Gratitude,
and Shout Outs....



CONNECT, CARE, & ENGAGE



RCMS Staff – Supporting EACH Student





SHOUT OUT!

**RCMS
WE GOT
THIS**

A Shout Out to RCMS
Students and Their
Positive Mindset



QUESTIONS?



Principal: John Brooks

Assistant Principal: Tricia Halonen

Assistant Principal: Aaron Moreno

Program & Enrollment Information			Race & Ethnicity Information *		
	Number	Percent		Number	Percent
Total Number of Students	845	100%	Hispanic/Non-Hispanic	153/692	18%/82%
English Learners	63	7%	Multi-Racial	64	8%
Students with Disabilities	131	16%	American Indian/ Alaska Native	31	4%
Economically Disadvantaged Students	287	34%	Asian	149	18%
Male	433	51%	Black/African American	33	4%
Female	412	49%	Hawaiian/Pacific Islander	20	2%
Non-Binary	NA	NA	White	698	83%

*This race/ethnicity data includes duplicated numbers recognizing students' multiple identifications.

Number of students attending North Clackamas Virtual Online Program (VOP):

Sixth Grade – 5

Seventh Grade – 12

Eighth Grade – 11

Total: 28

Total Rock Creek MS Students including VOP - 873

STUDENTS WE SERVE[^]

909 Student Enrollment

[^]Student enrollment as of October 1, 2019

DEMOGRAPHICS

American Indian/Alaska Native

Students: <1%

Teachers: 0%

Asian

Students: 11%

Teachers: 2%

Black/African American

Students: 3%

Teachers: 0%

Hispanic/Latino

Students: 19%

Teachers: 4%

Multiracial

Students: 7%

Teachers: 0%

Native Hawaiian/Pacific Islander

Students: <1%

Teachers: 0%

White

Students: 60%

Teachers: 94%

INTRODUCTION

The At-A-Glance School and District profiles tell a story about Oregon's schools and districts. This year's profiles do not include statewide assessments data, class size data, or attendance data as a result of the necessary statewide school closures and the implementation of Distance Learning for All. The profiles present all available data not impacted by the state's response to COVID-19.

REQUIRED VACCINATIONS

94%

OUR STAFF (ROUNDED FTE)

42 Teachers

3 Educational assistants

1 Counselors/Psychologists

82% Average Teacher retention rate

62% of licensed teachers with more than 3 years of experience

Yes: Same principal for the last 3 years?

CAPITAL CONSTRUCTION BOND UPDATE

REPORT
Agenda Item #4
November 12, 2020

SUPERINTENDENT'S RECOMMENDATION:

Board to receive informational report on progress being made in the implementation of the capital construction bond levy approved November 2016.

BACKGROUND:

On November 8 2016, voters in North Clackamas approved up-to \$433 million in general obligation capital projects bonds. These general obligation bonds will:

- Renovate/remodel schools, some as old as 100 years
- Address security, safety, seismic needs
- Address unfunded maintenance
- Improve the student learning experience
- Increase access to technology
- Relieve overcrowding
- Provide a new additional elementary school
- Provide an additional comprehensive high school
- Provide property for future middle school and future transportation center
- Estimated not to exceed the 2015 NCS D tax rate

The bond program implementation is on month 48 of 65+ months (~74 % through the bond)
The bond program has spent approximately 77% of the revised bond budget.
The bond program has spent and committed approximately 90% of the revised bond budget.
The bond program has 26 projects completed, 6 in construction, 9 in design, and zero projects remaining to start design.

District staff will update the Board on bond finances, schedules and project updates.

ATTACHMENTS:

- A. Presentation Slides
- B. Inclusion in Diversity and Contracting
- C. Project Schedule Update
- D. Program Reserve Budget

PRESENTERS / STAFF CONTACT:

Cindy Detchon, Assistant Superintendent of Operations
Gayellyn Jacobson, Chief Financial Officer
Ron Stewart, Senior Director of Capital Projects



Capital Construction Bond Update

*School Board Meeting
November 12, 2020*

Bond Program Status

North Clackamas School District
 Bond Program Status Report
 October 21, 2020

Total Bond Budget	\$518,782,614	100% of total bond budget
Total Spent	\$397,954,468	77% of total bond budget spent
Total Spent & Committed	\$469,436,380	90% of total bond budget spent & committed
Total Budget Remaining (unspent and uncommitted)	\$49,346,234	10% of total bond budget unspent & uncommitted
Time Completed of Bond Program	48 of 65+ months of bond Program	74% of total time of bond program completed
Projects Completed	26 of 41	63% of total number of projects completed
Percent of Commitments Fulfilled with Completed Projects	100%	100% of commitments completed on projects
Projects in Construction	6 of 41	15% of total number of projects currently in construction.
Projects in Design	9 of 41	22% of total number of projects in design
Projects Remaining to Start Design	0 of 41	0% of total number of projects remaining to start design
Properties Purchased	4 of 4	100% of properties to be purchased are purchased

* Budget as of 9/30/2020

Completed Projects section does not include Phase II Transportation project

Projects in Construction section does not include the emergency power connectivity project

Projects in Design section does not include the Transportation Shop project or Secure Entry project

Inclusion and Diversity in Contracting October 21, 2020

	Previous Report 8/19/20	Current Report 10/21/20	Difference from previous Report (Current-Previous)
Consultant's Summary			
# of COBID Consultants	39	39	0
Total # of Consultants	174	174	0
% COBID Consultants (Aspirational Goal: 15% Participation)	22.41%	22.41%	0
Total COBID Consultant Contract Value	\$7,751,128	\$7,751,128	0
Total Consultant Contract Value	\$41,763,748	\$42,445,671	\$681,923
% COBID Consultant Contract Value	18.56%	18.26%	-0.30%

	Previous Report 8/19/20	Current Report 10/21/20	Difference from previous Report (Current-Previous)
Contractor's Summary			
# of COBID Contractors	106	111	5
Total # of Contractors	701	725	24
% COBID Contractors (Aspirational Goal: 15% Participation)	15.12%	15.31%	0.19%
Total COBID Contractor Contract Value	\$25,221,843	\$32,902,140	\$7,680,297
Total Contractor Contract Value	\$354,200,560	\$355,510,419	\$1,309,859
% COBID Contractor Contract Value	7.12%	9.25%	2.13%

	Previous Report 8/19/20	Current Report 10/21/20	Difference from previous Report (Current-Previous)
Bond Program Summary (Consultants and Contractors Combined)			
# of COBID Consultants & Contractors	145	150	5
Total # of COBID Consultants & Contractors	875	899	24
% COBID Consultants & Contractors (Aspirational Goal: 15% Participation)	16.57%	16.69%	0.11%
Total COBID Consultants & Contractors Contract Value	\$32,972,971	\$40,653,268	\$7,680,297
Total Consultants & Contractors Contract Value	\$395,964,608	\$397,956,090	\$1,991,482
% COBID Consultants & Contractors Contract Value	8.33%	10.22%	1.89%

COBID - Certification Office for Business Inclusion and Diversity

WBE - Women Business Enterprise
 ESB - Emerging Small Business
 MBE - Minority Business Enterprise
 SDVBE - Service Disabled Veteran Business Enterprise
 DBE - Disadvantaged Business Enterprise



COVID-19 & Wildfires Update

Project Milestone Schedule Update

North Clackamas School District				
November 2016 Bond Measure				
Project Schedule Update				
October 21, 2020 <small>(Red font indicates changes since the August 19, 2020 Community Bond Oversight Committee report)</small>				
School / Project	Design Start	Construction Start	Construction Completion	Comments
Projects Completed				
1 Alder Creek Middle School Improvements	February 2017	April 2018	September 2019	
2 Athletic Fields / Clackamas High School Improvements	June 2017	June 2018	Fall 2018	
3 Athletic Fields / Rex Putnam High School Improvements	June 2017	June 2018	Fall 2018	
4 Beatrice Morrow Cannady Elementary School	January 2017	April 2018	August 2019	
5 Bligquist Elementary School Improvements	June 2018	June 2019	September 2019	
6 Clackamas High School East / Phase One Classroom Addition	January 2017	August 2017	May 2018	
7 Clackamas High School -West Canopy Repair	June 2018	June 2019	September 2021	
8 District Stadium at Alder Creek Middle School Replacement	Winter 2017	Spring 2018	Fall 2018	
9 Facility Operations (Fire Restoration) Phase 1 & 2 Improvements	March 2017	March 2017	January 2018	
10 Happy Valley Middle School Classroom Addition	September 2016	June 2017	March 2018	
11 Linwood / Sojourner Elementary Schools Improvements	May 2018	May 2019	September 2019	
12 Lot Whitcomb Elementary School Improvements and Additions	January 2017	January 2018	September 2018	
13 Milwaukie High School/Milwaukie Academy of The Arts	December 2016	March 2018	Summer 2020	Moved from In Construction section. School building substantially complete Summer 2020. Added scope (e.g. exterior painting) scheduled completion: October 2020.
14 Milwaukie High School / Lake Road Athletic Fields Renovations	June 2017	June 2018	Winter 2019	
15 Mount Scott Elementary School Classroom and Cafeteria Addition	September 2016	June 2017	January 2018	
16 Mount Scott Elementary School Improvements	May 2017	May 2018	December 2018	
17 Oak Grove Elementary School Improvements	April 2017	June 2018	December 2018	
18 Oregon Trail Elementary School Improvements	June 2019	May 2020	September 2020	Complete. Moved from In Construction section
19 Rex Putnam High School Improvements (Stadium field & Track 2021)	January 2018	June 2019	September 2019	
20 Rex Putnam High School Health Center Addition	September 2016	May 2017	November 2017	
21 Seth Lewelling Elementary School Improvements and Addition	April 2017	June 2018	February 2019	
22 Sunnyside Elementary School Improvements	January 2017	April 2018	February 2019	
23 Transportation Facility Improvements Phase 1	Winter 2017	Winter 2018	October 2018	
24 Transportation Facility Phase 3A (Site work & new driveway)	March 2018	Spring 2020	Summer 2020	Complete. Moved from In Construction section
25 Verne A. Duncan Elementary School Improvements	June 2018	October 2018	March 2019	
26 Wilbur D. Rowe Middle School and Field Improvements	May 2017	June 2018	October 2019	
* Transportation Facility Improvements Phase 2 (Elevator)	March 2018	May 2019	Winter 2020	
Projects In Construction				
27 Adrienne C. Nelson High School	June 2017	June 2019	August 2021	
28 Milwaukie / El Puente Elementary Schools	June 2018	June 2019	October 2020	Phased substantial completion: October: Building interior. November: Covered play structure. December: Added scope - additional parking lot. Schedules impacted by Covid-19, wildfires, and smoke.
29 New Urban High School Replacement	December 2016	May 2020	September 2021	
30 Owen Sabiri/Ben Schellenberg Professional Technical Center/Land Lab Improvements/Technology Information Services	January 2018	March 2019	September 2020	Added phased substantial completion dates. Last portion of work substantially complete Winter 2020
31 Riverside Elementary School Improvements	June 2019	June 2020	November 2020	Completion changed from September to November due to additional scope, unknown/unforeseen conditions, Covid-19, wildfires, smoke, and coordination of materials and labor.
32 View Acres Elementary School Improvements	June 2019	June 2020	September 2020	Phased substantial completion: September: Main classrooms and offices. October: Transitional Learning Center and kitchen. November: Two classroom addition. Schedule impacted by Covid-19, wildfires, smoke, and coordination of materials and labor.
Projects In Design				
33 Ardenwald Elementary School Improvements	June 2020	June 2021	September 2021	
34 Clackamas High School Improvements - Phase 2 - East	May 2020	May 2021	September 2021	
35 Clackamas High School Improvements - West	May 2020	May 2021	September 2021	
36 Clackamas High School Student Health Center Addition - West	May 2020	May 2021	September 2021	
37 Happy Valley Elementary School Improvements	May 2020	May 2021	September 2021	
38 Happy Valley Middle School Improvements	May 2020	May 2021	September 2021	
39 Hector Campbell Elementary School Improvements	June 2020	June 2021	September 2021	
40 Scouters Mountain Elementary School Improvements	June 2020	June 2021	September 2021	
41 Spring Mountain Elementary School Improvements	May 2020	June 2021	September 2021	
* Transportation Facility Phase 3B (Site work & new shop)	March 2018	Spring 2021	Fall 2021	* Project in 2 phases to accommodate school bus services
Future Projects				
Miscellaneous small projects (TBD)	TBD	TBD	TBD	
Warranty phase / work				Until 12 months after substantial completion
Project and program closeout process and documentation				

2016 Bond Financial Summary

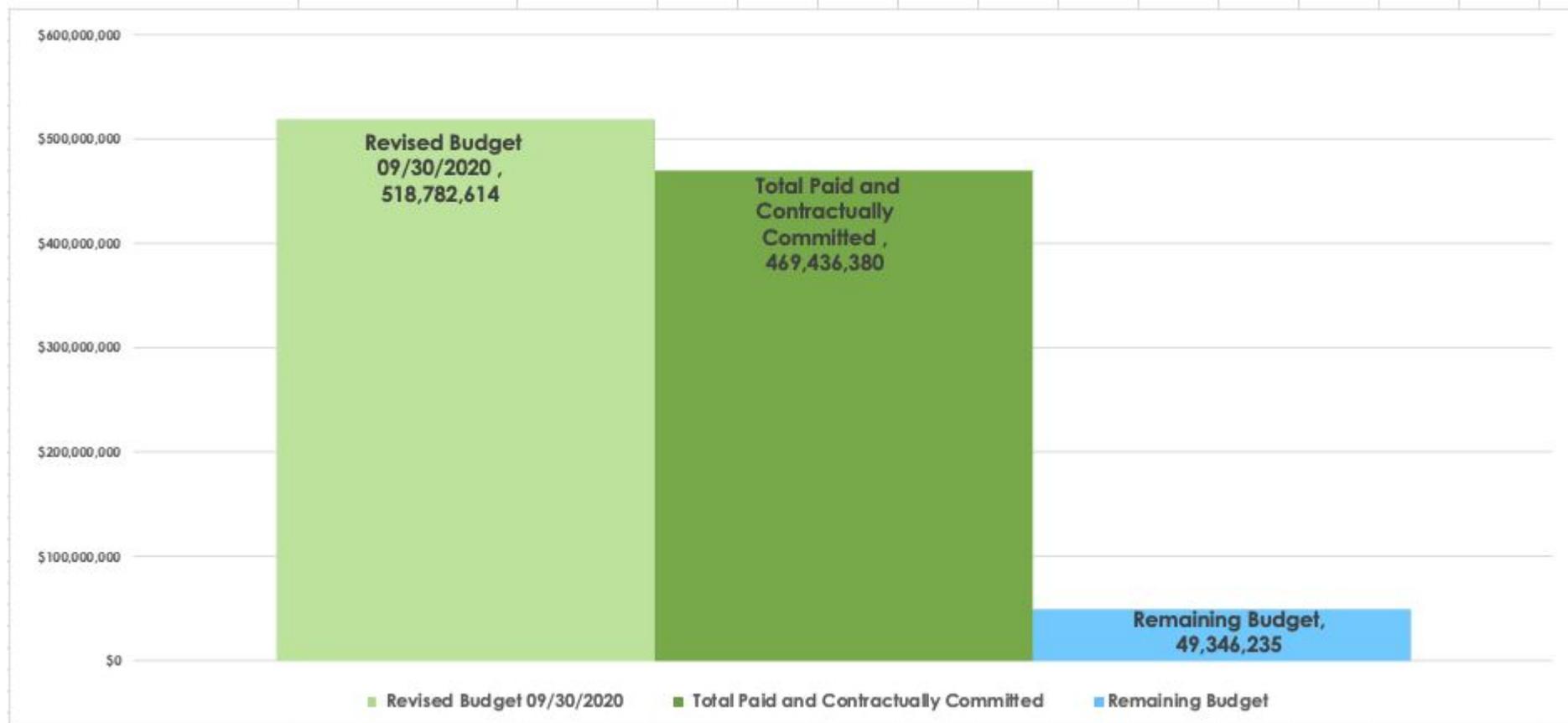
Period Ending: September 30, 2020

Prepared By: Gayellyn Jacobson, Chief Financial Officer

Presentation Summary

- Bond Budget Summary
- Project Spend to Date
- Financial Statements
- Financial Forecast

Bond Budget Summary



Budget, Expenditures, Encumbrances & Remaining to Date by Project

Expenditure & Encumbrance To Date; North Clackamas School District; 2016 Bond					
September 30, 2020					
SITE	Original Funds Available 3/17/2017	Revised Budget 09/30/2020	Total Paid and Contractually Committed	Remaining Budget	
1	Adrienne C. Nelson High School	74,555,962	92,555,962	88,204,530	4,351,432
2	Adrienne C. Nelson High School Site Acquisition	15,780,000	14,168,081	14,163,303	4,778
3	Americans with Disabilities Act	4,000,000	-	-	-
4	Alder Creek Middle School	21,500,000	23,900,000	23,666,965	233,035
5	Ardenwald Elementary School	80,718	80,718	31,813	48,905
6	Athletic Fields Clackamas High School West & Rex Putnam High School	4,932,467	4,932,467	4,300,458	632,009
7	Beatrice Morrow Cannady Elementary School	36,855,001	32,081,574	31,984,024	97,550
8	Bilquist Elementary School	1,452,519	1,452,519	970,615	481,904
9	Bond Management	13,993,313	18,802,171	11,997,647	6,804,524
10	Campbell Elementary School	1,768,346	1,768,346	60,980	1,707,366
11	Clackamas High School East Phase I	2,000,000	3,348,000	3,051,480	296,520
12	Clackamas High School East Phase II	2,147,682	2,147,682	182,226	1,965,456
13	Clackamas High School West	3,093,235	4,084,132	1,951,127	2,133,005
14	Clackamas High School West Student Health Center	990,897	-	-	-
15	District Stadium Project	-	5,200,000	5,196,355	3,644
16	District Wide Projects	1,141,000	1,141,000	466,120	674,880
17	Energy Efficient Measures	2,500,000	-	-	-
18	Facility Operations Bond	2,300,818	2,300,818	1,781,597	519,221
19	Happy Valley Elementary School	121,118	121,118	123,775	(2,657)
20	Happy Valley Middle School Addition	5,309,612	5,309,612	4,815,533	494,079
21	Happy Valley Middle School Covered Play/Improvements	981,991	981,991	191,814	790,177
22	Linwood/Sojourner Elementary School	3,457,817	3,457,817	2,343,483	1,114,334
23	Lot Whitcomb Elementary & Seismic	15,000,000	16,500,000	16,124,729	375,271
24	Middle School Covered Play	2,000,000	-	-	-
25	Middle School Land Acquisition	9,000,000	6,758,000	6,730,531	27,469

Budget, Expenditures, Encumbrances & Remaining to Date by Project (continued)

26	Milwaukie High School/Milwaukie Academy of the Arts	77,272,331	96,642,331	95,741,539	900,792
27	Milwaukie/El Puente Elementary Schools	12,000,000	12,765,000	10,727,055	2,037,945
28	Mt. Scott Elementary School Improvements	2,111,616	2,111,616	2,074,776	36,840
29	Mt. Scott Elementary School Addition Funding Obtained from Clackamas County)	-	3,349,000	3,212,866	136,134
30	New Urban High School	10,918,823	26,080,000	21,847,451	4,232,548
31	Oak Grove Elementary School	3,245,138	4,075,138	3,933,080	142,058
32	Oregon Trail Elementary School	1,203,369	3,484,041	3,263,036	221,005
33	Owen Sabin/Ben Schellenberg Professional Technical Center/Land Lab/Technology and Information Services	30,150,012	39,624,012	39,233,828	390,184
34	Property Debt	2,000,000	2,002,121	2,002,121	-
35	Rex Putnam High School	5,287,468	5,287,468	5,180,669	106,799
36	Rex Putnam High School Student Health Center	1,020,982	1,381,982	1,343,050	38,932
37	Riverside Elementary School	2,400,376	3,905,376	3,280,295	625,081
38	Scouters Mountain Elementary	193,094	193,094	20,871	172,223
39	Security Cameras & Fencing	3,500,000	3,300,000	2,521,756	778,244
40	Seth Lewelling Elementary School	3,389,006	4,939,006	4,857,753	81,253
41	Spring Mountain Elementary School	1,165,843	1,165,843	94,056	1,071,787
42	Structured Learning Centers	500,000	-	-	-
43	Sunnyside Elementary & Seismic	12,000,000	16,400,000	16,191,306	208,694
44	Technology	2,200,000	2,700,000	2,604,337	95,663
45	Transportation Site and Facility Improvements	7,000,000	21,036,100	11,591,670	9,444,430
46	Verne Duncan Elementary Bond	126,555	126,555	85,384	41,171
47	View Acres Elementary School	3,224,886	3,859,886	2,836,424	1,023,462
48	Wichita Family Support Center	4,107,603	-	-	-
49	Wilbur D. Rowe Middle School	17,500,001	19,340,001	18,453,951	886,050
50	Contingency	38,310,402	3,922,037	-	3,922,037
	TOTAL	465,790,000	518,782,614	469,436,380	49,346,235

Financial Statement

BOND PROCEEDS FUND Income Statement 9/30/20		
REVENUE		
Bond Proceeds (2017 & 2018 Sales)	479,956,514	
Oregon School Capital Improvement Matching Program	2,700,000	
Clackamas County Development Agency	2,500,000	
State of Oregon Seismic Grant (Sunnyside and Whitcomb)	3,000,000	
State of Oregon Seismic Grant (Owen Sabin)	2,043,500	
Community Development Block Grant	90,000	
Transportation Financing	11,036,100	
Investment Interest Earnings	16,354,718	
TOTAL REVENUE		517,680,832
EXPENDITURES TO DATE		
Salaries & Associated Payroll Benefits	4,099,561	
Land - Acquisition	29,626,174	
Buildings - Improvement	342,823,979	
Improvements Other Than Buildings	21,404,754	
TOTAL EXPENDITURES		397,954,468
Bond Cash Balance		119,726,363

Financial Forecast

BOND PROCEEDS FUND	
Financial Revenue Forecast	
9/30/20	
Voters Passed bond levy November 2016	433,000,000
First Bond Sale March 2017	322,642,626
First Bond Sale Premiums	30,870,341
Total First Bond Sale	353,512,967
Second Bond Sale December 2018	110,357,000
Second Bond Sale Premiums	16,086,546
Total Second Bond Sale	126,443,546
Other Sources of Revenue:	
State of Oregon Seismic Grant (Sunnyside and Whitcomb)	3,000,000
State of Oregon Seismic Grant (Owen Sabin)	2,500,000
Oregon School Capital Improvement Matching Program	2,700,000
Clackamas County Development Agency	2,500,000
Community Development Block Grant	90,000
Transporation Financing	11,036,100
Total Other Sources of Revenue	21,826,100
Other "Forecasted" Sources of Revenue	
Total Interest Earnings "Forecasted"	17,000,000
Transfer from Capital Projects Fund "Forecasted"	-
Total Other "Forecasted" Sources of Revenue	17,000,000
Grand Total "Forecasted" Bond Funds	518,782,614

Financial/Budget Questions



Bond Program Reserve Projections

North Clackamas School District Bond Program Program Reserve Budget October 21, 2020		
<p>This document tracks and forecasts the bond program reserve (AKA program contingency). The program reserve provides funds for added scope of work, unknown and unforeseen conditions, and costs that exceed estimates. It is anticipated that most projects will receive an allocation from the reserve. It accounts for: (1) Actual transfers to and from the reserve to projects (2) Projected potential transfers to and from the reserve (3) Projected potential additional resources to the reserve. In general, forecasts are only on projects in the planning or construction phases, so the list of Projected transfers will grow in the future. The information on this document will change frequently as more information is known. RED FONT INDICATES A REVISION FROM THE AUGUST 19, 2020 PROGRAM RESERVE DOCUMENT PROVIDED TO THE COMMUNITY BOND OVERSIGHT COMMITTEE.</p>		
Project / Item	Total	Comments
1 Original Program Reserve (May 21, 2018 Budget)	\$38,310,402	
2 Program Reserve Transfers:		
3 Additional Premiums not Captured from First Bond Sale	\$870,341	
4 Adrienne C. Nelson High School	-\$18,000,000	Transfer \$18 M of \$22.9 M of the previously Projected Transfer. Balance of \$4.9 M remains as a Projected Transfer. Construction cost estimates exceed the budget as a result of increased material costs, labor shortages and the general demand for construction resources in the Portland Metro area. Amount reduced from \$23.5 million to \$22.9 million based on positive bid results and Green Energy Technology requirement completed at Sabin Schellenberg project.
5 Adrienne C. Nelson High School Site Acquisition	\$1,611,919	Property was purchased for less than budget amount
6 Alder Creek Middle School	-\$2,400,000	Moved from Projected Transfer Section: Additional -\$750,000 + -\$150,000 for additional scope (e.g. gym painting, wall pads, replacing classroom projectors with monitors). Guaranteed Maximum Price exceeds budget due to scope increases and unforeseen conditions.
7 Americans with Disabilities Act	\$4,000,000	Transferring funds to central reserve for distribution if / as needed versus transferring to individual projects. Accounting for improvements separately.
8 Beatrice Morrow Cannady Elementary School	\$4,773,427	Surplus includes a savings of \$3,073,427 from bid results and a \$2,000,000 savings associated with a reduction in Project contingencies. Moved additional -\$300,000 from Projected Potential Transfer section.
9 Bond Management Budget	-\$4,808,858	Insurance program and bond sales costs not in previous budget
10 Bond Premiums Associated with Second Bond Sale	\$16,088,546	
11 Clackamas High School East / Phase One	-\$1,348,000	Addition of two classrooms, toilet room and corridor
12 Middle School Covered Play Structures	\$500,000	Transferred \$500,000 from Middle School Covered Play Structures to Reserves (for Alder Creek Middle School)
13 District Stadium at Alder Creek Middle School	-\$5,200,000	Not an original Bond commitment. Moved additional -\$200,000 from Projected Potential Transfer section

Bond Program Reserve Projections (continued)

14	District Wide Projects	\$530,000	Transferring balance of funds to central reserve for distribution if / as needed versus transferring to individual projects. Accounting for improvements separately.
15	District Wide Projects	-\$530,000	Reestablishing District Wide Projects Budget based upon District security priorities (e.g., District Wide Door Hardware Project).
16	Energy Efficient Measures	\$2,500,000	Transferring funds to central reserve for distribution if / as needed versus transferring to individual projects. Accounting for improvements separately.
17	Estimated Interest Income Associated with both Bond Sales	\$15,000,000	Interest earned on bond funds prior to being expended.
18	Middle School Covered Play	\$1,500,000	Moved from Projected Transfer Section. Moved remainder balance into reserves for distribution to schools as needed
19	Middle School Site Purchase Budget Balance	\$2,242,000	Property was purchased for less than budget amount
20	Milwaukie/EI Puente Elementary Schools Additional Classroom	-\$765,000	Additional scope of work associated with renovations to add a 25th classroom, added scope: e.g. Intercom replacement and replacement of majority of furnishing throughout, added \$300,000 for unknowns/unforeseens and expenses exceeding estimates for additional parking lot and furnishings
21	Milwaukie High School/Milwaukie Academy of The Arts	-\$19,370,000	Construction cost estimates exceed the budget as a result of increased material costs, labor shortages and the general demand for construction resources in the Portland Metro area
22	Mount Scott Elementary School Classroom and Cafeteria Addition / Initial Transfer	-\$524,000	Bid results exceeded budget
23	Mount Scott Elementary School Classroom and Cafeteria Addition / Second Transfer	-\$325,000	Unknown / unforeseen conditions - Underground utilities, agency requirements.
24	New Urban High School	-\$15,161,177	Moved from Projected Potential Transfer section. Construction cost estimates exceed the budget as a result of an increase in scope of work to replace the main building and material costs, labor shortages and the general demand for construction resources in the Portland Metro area. Additional funds added to replace the gym bldg. as part of main bldg. replacement.
25	Oak Grove Elementary School	-\$830,000	Bid results exceeded budget
26	Oregon Trail Elementary School Playground Equipment Replacement	-\$2,280,672	Moved additional \$2,165,000 from Projected Potential Transfer section for additional roof replacement, ceiling tiles, misc. maintenance items, generator, intercom, and misc. improvements.
27	Owen Sabin / Ben Schellenberg Professional Technical Centers / Land Lab / Technology Information Services	-\$6,974,000	Moved additional -\$2,000,000 + -200,000 from Projected Transfer Section. Added scope: Technology and Information Services replacement warehouse, ADA elevator, and equipment, furnishings, structural unknowns/unforeseens. Construction cost estimates exceed the budget as a result of an increase in scope of work and material costs, labor shortages and the general demand for construction resources in the Portland Metro area.
28	Property Debt	-\$2,121	Additional unforeseen expenses
29	Reconciliation of initial Bond Sale Amount	-\$373	Adjustment for actual amount of first bond sale in March 2017
30	Rex Putnam High School Student Health Center	-\$361,000	Bid results exceeded budget

Bond Program Reserve Projections (continued)

31	Riverside Elementary School	-\$1,505,000	Added scope in office renovation, separate office entrance, kitchen and misc. maintenance items. Added \$450,000 for additional required fire sprinkler work
32	Security Cameras and Fencing	\$200,000	Net positive transfer into reserves from Security, Cameras & Fencing line item. Moved -\$1.1 million from Projected Potential Transfer, plus -\$700,000 for Security Task force recommendations, secured entries, and emergency power to essential systems (security, card access, fire, data, cameras, intercom, phones, shelter areas, office power)
33	Seth Lewelling Elementary School	-\$1,250,000	Addition of classroom, consolidation of offices, increased secured pathway scope and modular removed to accommodate Bond requirements
34	Seth Lewelling Elementary School	-\$300,000	Additional scope of work exceeds budget
35	Structured Learning Centers	\$500,000	Transferring funds to central reserve for distribution if / as needed vs. transferring to individual projects. Accounting for improvements separately.
36	Sunnyside Elementary School	-\$2,300,000	Guaranteed Maximum Price exceeds budget
37	Sunnyside Elementary School	-\$800,000	Increase resulted from unforeseen conditions and an increase in project scope. Preliminary amount. Final Payment has not been released to General Contractor.
38	Technology	-\$500,000	Includes funds to purchase and install District wide emergency radio system
39	Transfer additional interest earnings	\$2,000,000	Interest earnings exceeded initial estimates
40	Transportation Financed Funding	\$11,036,100	Funds financed and repaid with State reimbursements
41	Transportation Site and Facility Improvements	-\$11,036,100	Transfer financed funding to the Transportation project
42	Transportation Site Acquisition and Facility Improvements	-\$3,000,000	Site Acquisition Budget: \$7 million plus projected \$3 million transfer provides the following: Initial property acquisition (6.1 acres), additional acquisition (2 acres), site improvements to 6.1 acre lot, improvements to building on site and a new modular building. Improvements not currently scheduled or budgeted: Improvements to 2 acre property, repaving 6.1 acre lot and construction of replacement shop.
43	View Acres Elementary School	-\$635,000	\$500,000 previously transferred from Structured Learning Centers Budget for View Acres Learning Center remodel, plus \$135,000 remaining funds needed for second classroom (added scope).
44	Wichita Family Support Center	\$4,107,603	North Clackamas School District no longer owns Wichita. Wichita was sold to North Clackamas Parks & Recreation District
45	Wilbur D. Rowe Middle School	-\$1,840,000	Additional interior improvements required to complete bond requirements
46	Subtotal Program Reserve Transfers	-\$34,388,365	Total of Line 3 to Line 45
47	Subtotal Revised Program Reserve Including Program Reserve Transfers	\$3,922,037	Total of Line 1 + Line 46
48	Projected Potential Program Reserve Transfers		
49	Adrienne C. Nelson High School	-\$4,900,000	Construction cost estimates exceed the budget as a result of increased material costs, labor shortages and the general demand for construction resources in the Portland Metro area. Amount reduced from \$23.5 million to \$22.9 million based on positive bid results and Green Energy Technology requirement completed at Sabin Schellenberg project. Transferred \$18 M of the \$22.9 Projected. Remaining balance Projected \$4.9 M.

Bond Program Reserve Projections (continued)

50	Alder Creek Middle School	-\$750,000	Moved to Transferred section. Due to project scope increases and unforeseen conditions. Amount increased from \$550,000 to \$750,000 for additional scope (gym painting, wall pads, replacing classroom projectors with monitors. Final accounting activity underway to confirm actual amount.
51	Ardenwald Elementary School Paved Walking Path	-\$150,000	Added Scope. Amount reduced from \$250,000 to \$150,000.
52	Beatrice Morrow Cannady Elementary School	-\$200,000	Expenses exceeded estimates and added scope for required site drainage
53	Bilquist Elementary School	\$500,000	Expenses anticipated to be less than budget. Balance increased from \$400,000 to \$500,000
54	Bond Management	-\$1,900,000	Preliminary estimate to account for insurance and bond management expenses for additional bond work and schedule (paid for by additional bond funds from interest earnings, premiums, seismic grants, and financing).
55	Clackamas High School East / Phase One	\$250,000	Expenses anticipated to be less than budget. After final invoices paid, forecast changed from \$405,000 to \$250,000
56	Clackamas High School East / Phase Two Additional Scope	-\$750,000	Anticipated scope of work exceeds budget
57	Clackamas High School Student Health Center	-\$500,000	Recent bid results indicate budget may not be adequate to align with 2017 PHS health center costs & inflation
58	Clackamas High School - West	-\$1,000,000	Possible added scope: Remodel spaces for Adult Transition Program & Life Enrichment Education Program (LEEP). In addition, base scope forecasted expenses exceeding budget.
59	Clackamas High School West and Rex Putnam High School Athletic Fields	\$600,000	Preliminary amount. Final Payment has not been released to General Contractor. Expenses anticipated to be less than budget.
60	Facility Operations Phases One and Two	\$500,000	Forecasted balance increased from \$489,000 due to fire insurance reconciliation, audit, and prices less than estimates.
61	Happy Valley Middle School Addition	\$457,000	Expenses anticipated to be less than budget
62	Happy Valley Middle School Improvements & Covered Play	-\$100,000	Scope increase: added hallway access to library classroom
63	Lewelling	-\$70,000	Added scope: Added site drainage, concrete curb, and replaced concrete on site
64	Linwood / Sojourner Elementary Schools	\$980,000	Expenses anticipated to be less than budget.
65	Middle School Covered Play	\$1,500,000	Moved remainder balance into reserves for distribution to schools as needed.
66	Milwaukie High School	\$3,500,000	Preliminary estimates show expenses less than budget. Added additional \$1,000,000 to reserves due to actual costs being less than budgets and allowances.
67	Oak Grove Elementary School	\$230,000	Expenses anticipated to be less than budget
68	Oregon Trail Elementary School	\$200,000	Forecasted expenses at project closeout less than budget.
69	Owen Sabin / Ben Schellenberg Professional Technical Centers / Land Lab / Technology Information Services	-2000000	Moved to Transfer Section. Added scope: Technology and Information Services replacement warehouse and ADA elevator. Added \$700,000 for equipment, furnishings, structural unknowns/unforeseens
70	Rex Putnam High School Stadium Non-Structural Repairs	-\$150,000	Non-structural repairs resulting from review of stadium conditions
71	Taxes: Corporate Activities Tax	-\$100,000	Preliminary: TBD. Corporate Activity Tax impacts yet to be determined across current and future projects and not covered in project budgets. Projected to cover potential costs in project budgets. Reduced from \$500,000

Bond Program Reserve Projections (continued)

72	Transfer from Capital Projects Fund	\$131,000	Partial transfer of bond program's energy incentives and reimbursements from Capital Projects Fund
73	Wilbur D. Rowe Middle School	\$400,000	Forecasted balance after audit is completed
74	Subtotal Projected Potential Program Reserve Transfers	-\$2,447,000	Total of Line 49 to Line 73
75	Total Program Reserve Transfers and Projected Potential Transfers	-\$36,835,365	Total of Line 46 + Line 74
76	Program Reserve Balance	\$1,475,037	Total of Line 1 + Line 75

Reasons for projects budget increases are typically categorized as: Unknowns, Unforeseens, Increased Scope, Agency Requirements, actual bids exceeded estimates, initial estimates exceed initial budgets.

The following are examples:

Unknowns / Unforeseens: Discovered hazard materials, poor soil conditions, dry rot, bad pipes, or as-built conditions are not as originally designed or specified.

Increased Scope: Additional roofing, asphalt, flooring, painting, door replacements, and/or additional improvements determined by the Bond Steering Committee as a priority and appropriate to complete as part of the project.

Agency Requirements: Often the agency having jurisdiction will require additional improvements after the project has started. These could include adding or changing sidewalks, adding landscaping, adding or changing other electrical, plumbing, carpentry, safety components to the building

Completed Projects Update (26 of 41 Projects)

1. Alder Creek Middle School Renovation (stadium field and track replacement scheduled 2021)
 2. Athletic Field Improvements: Clackamas High School
 3. Athletic Field Improvements: Rex Putnam High School
 4. Beatrice Morrow Cannady Elementary School (new)
 5. Bilquist Elementary School Improvements
 6. Clackamas High School East Phase 1 Classroom Addition
 7. Clackamas High School (West) - Front Canopy Repair
 8. District Stadium at Alder Creek Middle School Replacement
 9. Facility Operations Phase 1 & Phase 2 Improvements
 10. Happy Valley Middle School Addition
 11. Linwood / Sojourner Elementary Schools Improvements
 12. Lot Whitcomb Elementary School Renovation
 13. Milwaukie High School Field Improvements (Includes Lake Road Fields and Rowe Middle School Field)
 14. **Milwaukie High School/Milwaukie Academy of the Arts Replacement & Renovation**
 15. Mount Scott Elementary Classroom and Cafeteria Addition
 16. Mount Scott Elementary School Improvements
 17. Oak Grove Elementary School Improvements
 18. **Oregon Trail Elementary School Improvements**
 19. Rex Putnam High School Improvements (stadium field and track replacement scheduled 2021)
 20. Rex Putnam Student Health Center
 21. Seth Lewelling Elementary School Improvements
 22. Sunnyside Elementary School Renovation
 23. Transportation Facility Improvements Phase 1 Improvements
 24. **Transportation Facility Phase 3A (Site work & new driveway)**
 25. Verne Duncan Elementary School Improvements
 26. Wilbur Rowe Middle School Renovation
- Clackamas High School Stadium Field Turf and Track Replacement**
- Transportation Facility Improvements Phase 2 (Elevator)
Security Fencing
Security Door Hardware (for Lockdowns)
Property Acquisition:
1.Future Middle School Property near Rock Creek Middle School
2.Hood View Park (for Adrienne C. Nelson High School)
3.Transportation Properties (phase 1 and phase 2)

Progress on 2019/2020 Projects in Construction (6 of 41 Projects)

1. Adrienne C. Nelson High School
2. Milwaukie El Puente Elementary School Renovation
3. New Urban High School Replacement
4. Owen Sabin/Ben Schellenberg Professional Technical Center/Land Lab/Technology Information Services Renovations
5. Riverside Elementary School Improvements
6. View Acres Elementary School Improvements

In addition, phases of projects also in construction:

Secured Entries at middle schools and elementary schools

Emergency Power Project

Alder Creek Middle School Stadium Field Turf & Track Replacement

Rex Putnam High School Stadium Field Turf & Track Replacement

Adrienne C. Nelson High School

- ❑ Convert Existing Middle School to a High School
- ❑ 16 Additional Classrooms
- ❑ Gym
- ❑ Theater
- ❑ Wrestling Room
- ❑ Weight Room
- ❑ Athletic Facilities
- ❑ Stadium

Construction Start: June 2019
Construction Completion: August 2021



Milwaukie El Puente Elementary School

Construction Start: June 2019

Construction Completion: October 2020

- ❑ Major Renovation
- ❑ Security Cameras
- ❑ Security Fencing
- ❑ Upgrade Security System
- ❑ Secure Passageway
- ❑ Technology Infrastructure
- ❑ Unfunded Maintenance
- ❑ Parking Lot Repairs



New Urban High School

- Major Renovation
- Seismic Improvements
- Fire Sprinkler System
- Kitchen Renovation
- Unfunded Maintenance



Construction Start: May 2020

Construction Completion: September 2021

Owen Sabin/Ben Schellenberg Professional Technical Center/ Land Lab/Technology Information Services

- ❑ Major Renovation
- ❑ Seismic Improvement
- ❑ Fire Sprinkler System
- ❑ Technology Access
- ❑ Unfunded Maintenance

Construction Start: March 2019
Construction Completion: September 2020



Riverside Elementary School

- Entry Security
- Fire Sprinkler System
- Unfunded Maintenance
- Kitchen Renovation
- Roof Replacement



Construction Start: June 2020

Construction Completion: November 2020

View Acres Elementary School

- ❑ New Classroom
- ❑ Kitchen Renovation
- ❑ Fire Sprinkler System
- ❑ Unfunded Maintenance



Construction Start: June 2020
Construction Completion: September 2020



Alder Creek Middle School Stadium Field Turf & Track Replacement

- Field Turf Replacement
- Track Resurfacing



Construction Start: Spring 2020
Construction Completion: Summer 2021

Rex Putnam High School Stadium Field Turf & Track Replacement

- ❑ Field Turf Replacement
- ❑ Track Resurfacing



Construction Start: Spring 2020
Construction Completion: Summer 2021

Progress on 2019/2020 Projects in Design (9 of 41 Projects)

1. Ardenwald Elementary School Improvements
2. Clackamas High School East Improvements Phase 2
3. Clackamas High School West Improvements
4. Clackamas High School West Student Health Center Addition
5. Happy Valley Elementary School Improvements
6. Happy Valley Middle School Improvements
7. Hector Campbell Elementary School Improvements
8. Scouters Mountain Elementary School Improvements
9. Spring Mountain Elementary School Improvements

*Transportation Facility Phase 3B (Site work & new shop)

Future Projects 2020/2021

1. Miscellaneous small projects (TBD)
2. Warranty phase / work
3. Project and program closeout process and documentation



Questions

**Inclusion Diversity in Contracting Report
10/21/2020**

	Previous Report 8/19/20	Current Report 10/21/20	Difference from previous Report (Current-Previous)
Consultant's Summary			
# of COBID Consultants	39	39	0
Total # of Consultants	174	174	0
% COBID Consultants (Aspirational Goal: 15% Participation)	22.41%	22.41%	0
Total COBID Consultant Contract Value	\$7,751,128	\$7,751,128	0
Total Consultant Contract Value	\$41,763,748	\$42,445,671	\$681,923
% COBID Consultant Contract Value	18.56%	18.26%	-0.30%

	Previous Report 8/19/20	Current Report 10/21/20	Difference from previous Report (Current-Previous)
Contractor's Summary			
# of COBID Contractors	106	111	5
Total # of Contractors	701	725	24
% COBID Contractors (Aspirational Goal: 15% Participation)	15.12%	15.31%	0.19%
Total COBID Contractor Contract Value	\$25,221,843	\$32,902,140	\$7,680,297
Total Contractor Contract Value	\$354,200,560	\$355,510,419	\$1,309,859
% COBID Contractor Contract Value	7.12%	9.25%	2.13%

COBID - Certification Office for Business Inclusion and Diversity

WBE - Women Business Enterprise

ESB - Emerging Small Business

MBE - Minority Business Enterprise

SDVBE - Service Disabled Veteran Business Enterprise

DBE - Disadvantaged Business Enterprise

	Previous Report 8/19/20	Current Report 10/21/20	Difference from previous Report (Current-Previous)
Bond Program Summary (Consultants and Contractors Combined)			
# of COBID Consultants & Contractors	145	150	5
Total # of COBID Consultants & Contractors	875	899	24
% COBID Consultants & Contractors (Aspirational Goal: 15% Participation)	16.57%	16.69%	0.11%
Total COBID Consultants & Contractors Contract Value	\$32,972,971	\$40,653,268	\$7,680,297
Total Consultants & Contractors Contract Value	\$395,964,608	\$397,956,090	\$1,991,482
% COBID Consultants & Contractors Contract Value	8.33%	10.22%	1.89%

North Clackamas School District

November 2016 Bond Measure

Project Schedule Update

October 21, 2020 (Red font indicates changes since the August 19, 2020 Community Bond Oversight Committee report)

School / Project	Design Start	Construction Start	Construction Completion	Comments
Projects Completed				
1 Alder Creek Middle School Improvements	February 2017	April 2018	September 2019	
2 Athletic Fields / Clackamas High School Improvements	June 2017	June 2018	Fall 2018	
3 Athletic Fields / Rex Putnam High School Improvements	June 2017	June 2018	Fall 2018	
4 Beatrice Morrow Cannady Elementary School	January 2017	April 2018	August 2019	
5 Bilquist Elementary School Improvements	June 2018	June 2019	September 2019	
6 Clackamas High School East / Phase One Classroom Addition	January 2017	August 2017	May 2018	
7 Clackamas High School -West Canopy Repair	June 2018	June 2019	September 2021	
8 District Stadium at Alder Creek Middle School Replacement	Winter 2017	Spring 2018	Fall 2018	
9 Facility Operations (Fire Restoration) Phase 1 & 2 Improvements	March 2017	March 2017	January 2018	
10 Happy Valley Middle School Classroom Addition	September 2016	June 2017	March 2018	
11 Linwood / Sojourner Elementary Schools Improvements	May 2018	May 2019	September 2019	
12 Lot Whitcomb Elementary School Improvements and Additions	January 2017	January 2018	September 2018	
13 Milwaukie High School/Milwaukie Academy of The Arts	December 2016	March 2018	Summer 2020	Moved from In Construction section. School building substantially complete Summer 2020. Added scope (e.g. exterior painting) scheduled completion: October 2020.
14 Milwaukie High School / Lake Road Athletic Fields Renovations	June 2017	June 2018	Winter 2019	
15 Mount Scott Elementary School Classroom and Cafeteria Addition	September 2016	June 2017	January 2018	
16 Mount Scott Elementary School Improvements	May 2017	May 2018	December 2018	
17 Oak Grove Elementary School Improvements	April 2017	June 2018	December 2018	
18 Oregon Trail Elementary School Improvements	June 2019	May 2020	September 2020	Complete. Moved from In Construction section
19 Rex Putnam High School Improvements (Stadium field & Track 2021)	January 2018	June 2019	September 2019	
20 Rex Putnam High School Health Center Addition	September 2016	May 2017	November 2017	
21 Seth Lewelling Elementary School Improvements and Addition	April 2017	June 2018	February 2019	
22 Sunnyside Elementary School Improvements	January 2017	April 2018	February 2019	
23 Transportation Facility Improvements Phase 1	Winter 2017	Winter 2018	October 2018	
24 Transportation Facility Phase 3A (Site work & new driveway)	March 2018	Spring 2020	Summer 2020	Complete. Moved from In Construction section
25 Verne A. Duncan Elementary School Improvements	June 2018	October 2018	March 2019	
26 Wilbur D. Rowe Middle School and Field Improvements	May 2017	June 2018	October 2019	
* Transportation Facility Improvements Phase 2 (Elevator)	March 2018	May 2019	Winter 2020	
Projects In Construction				
27 Adrienne C. Nelson High School	June 2017	June 2019	August 2021	
28 Milwaukie / El Puente Elementary Schools	June 2018	June 2019	October 2020	Phased substantial completion: October : Building interior. November : Covered play structure. December : Added scope - additional parking lot. Schedules impacted by Covid-19, wildfires, and smoke.
29 New Urban High School Replacement	December 2018	May 2020	September 2021	
30 Owen Sabin/Ben Schellenberg Professional Technical Center/Land Lab Improvements/Technology Information Services	January 2018	March 2019	September 2020	Added phased substantial completion dates. Last portion of work substantially complete Winter 2020
31 Riverside Elementary School Improvements	June 2019	June 2020	November 2020	Completion changed from September to November due to additional scope, unknown/unforeseen conditions, Covid-19, wildfires, smoke, and coordination of materials and labor.
32 View Acres Elementary School Improvements	June 2019	June 2020	September 2020	Phased substantial completion: September : Main classrooms and offices. October : Transitional Learning Center and kitchen. November : Two classroom addition. Schedule impacted by Covid-19, wildfires, smoke, and coordination of materials and labor.
Projects In Design				
33 Ardenwald Elementary School Improvements	June 2020	June 2021	September 2021	
34 Clackamas High School Improvements: Phase 2 - East	May 2020	May 2021	September 2021	
35 Clackamas High School Improvements - West	May 2020	May 2021	September 2021	
36 Clackamas High School Student Health Center Addition - West	May 2020	May 2021	September 2021	
37 Happy Valley Elementary School Improvements	May 2020	May 2021	September 2021	
38 Happy Valley Middle School Improvements	May 2020	May 2021	September 2021	
39 Hector Campbell Elementary School Improvements	June 2020	June 2021	September 2021	
40 Scouters Mountain Elementary School Improvements	June 2020	June 2021	September 2021	
41 Spring Mountain Elementary School Improvements	May 2020	June 2021	September 2021	
* Transportation Facility Phase 3B (Site work & new shop)	March 2018	Spring 2021	Fall 2021	* Project in 2 phases to accommodate school bus services
Future Projects				
Miscellaneous small projects (TBD)	TBD	TBD	TBD	
Warranty phase / work				Until 12 months after substantial completion
Project and program closeout process and documentation				

North Clackamas School District
Bond Program
Program Reserve Budget
October 21, 2020

This document tracks and forecasts the bond program reserve (AKA program contingency). The program reserve provides funds for added scope of work, unknown and unforeseen conditions, and costs that exceed estimates. It is anticipated that most projects will receive an allocation from the reserve. It accounts for: (1) Actual transfers to and from the reserve to projects (2) Projected potential transfers to and from the reserve (3) Projected potential additional resources to the reserve. In general, forecasts are only on projects in the planning or construction phases, so the list of Projected transfers will grow in the future. The information on this document will change frequently as more information is known. **RED FONT INDICATES A REVISION FROM THE AUGUST 19, 2020 PROGRAM RESERVE DOCUMENT PROVIDED TO THE COMMUNITY BOND OVERSIGHT COMMITTEE.**

	Project / Item	Total	Comments
1	Original Program Reserve (May 21, 2018 Budget)	\$38,310,402	

2	Program Reserve Transfers:		
3	Additional Premiums not Captured from First Bond Sale	\$870,341	
4	Adrienne C. Nelson High School	-\$18,000,000	Transfer \$18 M of \$22.9 M of the previously Projected Transfer. Balance of \$4.9 M remains as a Projected Transfer. Construction cost estimates exceed the budget as a result of increased material costs, labor shortages and the general demand for construction resources in the Portland Metro area. Amount reduced from \$23.5 million to \$22.9 million based on positive bid results and Green Energy Technology requirement completed at Sabin Schellenberg project.
5	Adrienne C. Nelson High School Site Acquisition	\$1,611,919	Property was purchased for less than budget amount
6	Alder Creek Middle School	-\$2,400,000	Moved from Projected Transfer Section: Additional -\$750,000 + -\$150,000 for additional scope (e.g. gym painting, wall pads, replacing classroom projectors with monitors). Guaranteed Maximum Price exceeds budget due to scope increases and unforeseen conditions.
7	Americans with Disabilities Act	\$4,000,000	Transferring funds to central reserve for distribution if / as needed versus transferring to individual projects. Accounting for improvements separately.
8	Beatrice Morrow Cannady Elementary School	\$4,773,427	Surplus includes a savings of \$3,073,427 from bid results and a \$2,000,000 savings associated with a reduction in Project contingencies. Moved additional -\$300,000 from Projected Potential Transfer section.
9	Bond Management Budget	-\$4,808,858	Insurance program and bond sales costs not in previous budget
10	Bond Premiums Associated with Second Bond Sale	\$16,086,546	
11	Clackamas High School East / Phase One	-\$1,348,000	Addition of two classrooms, toilet room and corridor
12	Middle School Covered Play Structures	\$500,000	Transferred \$500,000 from Middle School Covered Play Structures to Reserves (for Alder Creek Middle School)
13	District Stadium at Alder Creek Middle School	-\$5,200,000	Not an original Bond commitment. Moved additional -\$200,000 from Projected Potential Transfer section

14	District Wide Projects	\$530,000	Transferring balance of funds to central reserve for distribution if / as needed versus transferring to individual projects. Accounting for improvements separately.
15	District Wide Projects	-\$530,000	Reestablishing District Wide Projects Budget based upon District security priorities (e.g., District Wide Door Hardware Project).
16	Energy Efficient Measures	\$2,500,000	Transferring funds to central reserve for distribution if / as needed versus transferring to individual projects. Accounting for improvements separately.
17	Estimated Interest Income Associated with both Bond Sales	\$15,000,000	Interest earned on bond funds prior to being expended.
18	Middle School Covered Play	\$1,500,000	Moved from Projected Transfer Section. Moved remainder balance into reserves for distribution to schools as needed
19	Middle School Site Purchase Budget Balance	\$2,242,000	Property was purchased for less than budget amount
20	Milwaukie/El Puente Elementary Schools Additional Classroom	-\$765,000	Additional scope of work associated with renovations to add a 25th classroom, added scope: e.g. Intercom replacement and replacement of majority of furnishing throughout, added \$300,000 for unknowns/unforeseens and expenses exceeding estimates for additional parking lot and furnishings
21	Milwaukie High School/Milwaukie Academy of The Arts	-\$19,370,000	Construction cost estimates exceed the budget as a result of increased material costs, labor shortages and the general demand for construction resources in the Portland Metro area
22	Mount Scott Elementary School Classroom and Cafeteria Addition / Initial Transfer	-\$524,000	Bid results exceeded budget
23	Mount Scott Elementary School Classroom and Cafeteria Addition / Second Transfer	-\$325,000	Unknown / unforeseen conditions - Underground utilities, agency requirements.
24	New Urban High School	-\$15,161,177	Moved from Projected Potential Transfer section. Construction cost estimates exceed the budget as a result of an increase in scope of work to replace the main building and material costs, labor shortages and the general demand for construction resources in the Portland Metro area. Additional funds added to replace the gym bldg. as part of main bldg. replacement.
25	Oak Grove Elementary School	-\$830,000	Bid results exceeded budget
26	Oregon Trail Elementary School Playground Equipment Replacement	-\$2,280,672	Moved additional \$2,165,000 from Projected Potential Transfer section for additional roof replacement, ceiling tiles, misc. maintenance items, generator, intercom, and misc. improvements.
27	Owen Sabin / Ben Schellenberg Professional Technical Centers / Land Lab / Technology Information Services	-\$6,974,000	Moved additional -\$2,000,000 + -200,000 from Projected Transfer Section. Added scope: Technology and Information Services replacement warehouse, ADA elevator, and equipment, furnishings, structural unknowns/unforeseens. Construction cost estimates exceed the budget as a result of an increase in scope of work and material costs, labor shortages and the general demand for construction resources in the Portland Metro area.
28	Property Debt	-\$2,121	Additional unforeseen expenses
29	Reconciliation of initial Bond Sale Amount	-\$373	Adjustment for actual amount of first bond sale in March 2017
30	Rex Putnam High School Student Health Center	-\$361,000	Bid results exceeded budget

31	Riverside Elementary School	-\$1,505,000	Added scope in office renovation, separate office entrance, kitchen and misc. maintenance items. Added \$450,000 for additional required fire sprinkler work
32	Security Cameras and Fencing	\$200,000	Net positive transfer into reserves from Security, Cameras & Fencing line item. Moved -\$1.1 million from Projected Potential Transfer, plus -\$700,000 for Security Task force recommendations, secured entries, and emergency power to essential systems (security, card access, fire, data, cameras, intercom, phones, shelter areas, office power)
33	Seth Lewelling Elementary School	-\$1,250,000	Addition of classroom, consolidation of offices, increased secured pathway scope and modular removed to accommodate Bond requirements
34	Seth Lewelling Elementary School	-\$300,000	Additional scope of work exceeds budget
35	Structured Learning Centers	\$500,000	Transferring funds to central reserve for distribution if / as needed vs. transferring to individual projects. Accounting for improvements separately.
36	Sunnyside Elementary School	-\$2,300,000	Guaranteed Maximum Price exceeds budget
37	Sunnyside Elementary School	-\$600,000	Increase resulted from unforeseen conditions and an increase in project scope. Preliminary amount. Final Payment has not been released to General Contractor.
38	Technology	-\$500,000	Includes funds to purchase and install District wide emergency radio system
39	Transfer additional interest earnings	\$2,000,000	Interest earnings exceeded initial estimates
40	Transportation Financed Funding	\$11,036,100	Funds financed and repaid with State reimbursements
41	Transportation Site and Facility Improvements	-\$11,036,100	Transfer financed funding to the Transportation project
42	Transportation Site Acquisition and Facility Improvements	-\$3,000,000	Site Acquisition Budget: \$7 million plus projected \$3 million transfer provides the following: Initial property acquisition (6.1 acres), additional acquisition (2 acres), site improvements to 6.1 acre lot, improvements to building on site and a new modular building. Improvements not currently scheduled or budgeted: Improvements to 2 acre property, repaving 6.1 acre lot and construction of replacement shop.
43	View Acres Elementary School	-\$635,000	\$500,000 previously transferred from Structured Learning Centers Budget for View Acres Learning Center remodel, plus \$135,000 remaining funds needed for second classroom (added scope).
44	Wichita Family Support Center	\$4,107,603	North Clackamas School District no longer owns Wichita. Wichita was sold to North Clackamas Parks & Recreation District
45	Wilbur D. Rowe Middle School	-\$1,840,000	Additional interior improvements required to complete bond requirements
46	Subtotal Program Reserve Transfers	-\$34,388,365	Total of Line 3 to Line 45

47	Subtotal Revised Program Reserve Including Program Reserve Transfers	\$3,922,037	Total of Line 1 + Line 46
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48	Projected Potential Program Reserve Transfers		
49	Adrienne C. Nelson High School	-\$4,900,000	Construction cost estimates exceed the budget as a result of increased material costs, labor shortages and the general demand for construction resources in the Portland Metro area. Amount reduced from \$23.5 million to \$22.9 million based on positive bid results and Green Energy Technology requirement completed at Sabin Schellenberg project. Transferred \$18 M of the \$22.9 Projected. Remaining balance Projected \$4.9 M.

50	Alder Creek Middle School	-\$750,000	Moved to Transferred section. Due to project scope increases and unforeseen conditions. Amount increased from \$550,000 to \$750,000 for additional scope (gym painting, wall pads, replacing classroom projectors with monitors. Final accounting activity underway to confirm actual amount.)
51	Ardenwald Elementary School Paved Walking Path	-\$150,000	Added Scope. Amount reduced from \$250,000 to \$150,000.
52	Beatrice Morrow Cannady Elementary School	-\$200,000	Expenses exceeded estimates and added scope for required site drainage
53	Bilquist Elementary School	\$500,000	Expenses anticipated to be less than budget. Balance increased from \$400,000 to \$500,000
54	Bond Management	-\$1,900,000	Preliminary estimate to account for insurance and bond management expenses for additional bond work and schedule (paid for by additional bond funds from interest earnings, premiums, seismic grants, and financing).
55	Clackamas High School East / Phase One	\$250,000	Expenses anticipated to be less than budget. After final invoices paid, forecast changed from \$405,000 to \$250,000
56	Clackamas High School East / Phase Two Additional Scope	-\$1,125,000	Anticipated scope of work exceeds budget. Added \$375,000 scope to update the school and convert to back to a middle school (e.g. classroom monitors, doors, signage,
57	Clackamas High School Student Health Center	-\$500,000	Recent bid results indicate budget may not be adequate to align with 2017 PHS health center costs & inflation
58	Clackamas High School - West	-\$1,000,000	Possible added scope: Remodel spaces for Adult Transition Program & Life Enrichment Education Program (LEEP). In addition, base scope forecasted expenses exceeding budget.
59	Clackamas High School West and Rex Putnam High School Athletic Fields	\$600,000	Preliminary amount. Final Payment has not been released to General Contractor. Expenses anticipated to be less than budget.
60	Facility Operations Phases One and Two	\$500,000	Forecasted balance increased from \$489,000 due to fire insurance reconciliation, audit, and prices less than estimates.
61	Happy Valley Middle School Addition	\$457,000	Expenses anticipated to be less than budget
62	Happy Valley Middle School Improvements & Covered Play	-\$100,000	Scope increase: added hallway access to library classroom
63	Lewelling	-\$70,000	Added scope: Added site drainage, concrete curb , and replaced concrete on site
64	Linwood / Sojourner Elementary Schools	\$980,000	Expenses anticipated to be less than budget.
65	Middle School Covered Play	\$1,500,000	Moved remainder balance into reserves for distribution to schools as needed-
66	Milwaukie High School	\$3,500,000	Preliminary estimates show expenses less than budget. Added additional \$1,000,000 to reserves due to actual costs being less than budgets and allowances.
67	Oak Grove Elementary School	\$230,000	Expenses anticipated to be less than budget
68	Oregon Trail Elementary School	\$200,000	Forecasted expenses at project closeout less than budget.
69	Owen Sabin / Ben Schellenberg- Professional Technical Centers / Land Lab- /Technology Information Services	-2000000	Moved to Transfer Section. Added scope: Technology and Information Services replacement warehouse and ADA elevator. Added -\$700,000 for equipment, furnishings, structural unknowns/unforeseens
70	Rex Putnam High School Stadium Non-Structural Repairs	-\$150,000	Non-structural repairs resulting from review of stadium conditions
71	Taxes: Corporate Activities Tax	-\$100,000	Preliminary: TBD. Corporate Activity Tax impacts yet to be determined across current and future projects and not covered in project budgets. Projected to cover potential costs in project budgets. Reduced from \$500,000

72	Transfer from Capital Projects Fund	\$131,000	Partial transfer of bond program's energy incentives and reimbursements from Capital Projects Fund
73	Wilbur D. Rowe Middle School	\$400,000	Forecasted balance after audit is completed
74	Subtotal Projected Potential Program Reserve Transfers	-\$2,447,000	Total of Line 49 to Line 73
75	Total Program Reserve Transfers <u>and</u> Projected Potential Transfers	-\$36,835,365	Total of Line 46 + Line 74
76	Program Reserve Balance	\$1,475,037	Total of Line 1 + Line 75

Reasons for projects budget increases are typically categorized as: Unknowns, Unforeseens, Increased Scope, Agency Requirements, actual bids exceeded estimates, initial estimates exceed initial budgets.

The following are examples:

Unknowns / Unforeseens: Discovered hazard materials, poor soil conditions, dry rot, bad pipes, or as-built conditions are not as originally designed or specified.

Increased Scope: Additional roofing, asphalt, flooring, painting, door replacements, and/or additional improvements determined by the Bond Steering Committee as a priority and appropriate to complete as part of the project.

Agency Requirements: Often the agency having jurisdiction will require additional improvements after the project has started. These could include adding or changing sidewalks, adding landscaping, adding or changing other electrical, plumbing, carpentry, safety components to the building

HUMAN RESOURCES UPDATE

REPORT
Agenda Item 5
November 12, 2020

SUPERINTENDENT'S RECOMMENDATION:

Review the current status of teacher retainment and the administrative, licensed and classified hiring for the 2020-21 school year.

BACKGROUND:

A report is provided to the School Board annually providing the status of recent hiring. Specific attention is paid in the report to longitudinal data in the areas of recruitment, retainment and creating a workforce that more closely reflects the racial, ethnic, and linguistic backgrounds of the school district's students.

In spite of the challenges presented to our recruitment strategies and hiring practices as a result of the pandemic, the District continued to fill several positions beginning last spring. To help meet the needs of our schools and departments, we continue to aggressively deploy our Human Resources Talent Acquisition and Retention Specialist, other Human Resources staff with experience in private sector recruitment, as well as the District Recruiter assigned to the Transportation Department.

To prepare for the coming hiring season, last February, an all administrator hiring workshop "Recruiting to Retain" was held. A group of school and department administrators joined Human Resources to plan and present the workshop. The 3½ hour session focused on diversifying the workforce, listening to compelling stories of our students' experiences in our schools and the unique challenges confronting our new teachers of color. Several other strategies are employed to recruit and retain staff and will be shared during our presentation.

ATTACHMENTS:

2020-2021 Hiring Update
2020-2021 Cohort Data

PRESENTER / STAFF CONTACT:

Mark Moser, Executive Director, Human Resources
Michelle Doyle, Talent Acquisition and Retention Specialist, Human Resources

North Clackamas School District
Hiring Update for 2020-2021

Board Presentation November 12, 2020

	2014-15 NEW HIRES			2015-2016 NEW HIRES			2016-2017 NEW HIRES			2017-2018 NEW HIRES			2018-2019 NEW HIRES			2019-2020 NEW HIRES			2020-2021 NEW HIRES		
	Admin (11)	Licensed (159)	Classified (111)	Admin (12)	Licensed (162)	Classified (101)	Admin (5)	Licensed (162)	Classified (102)	Admin (8)	Licensed (125)	Classified (100)	Admin (10)	Licensed (135)	Classified (102)	Admin (17)	Licensed (150)	Classified (97)	Admin (7)	Licensed (102)	Classified (29)
Staff of Color	0.0%	15.8%	23.1%	16.6%	16.1%	20.9%	40.0%	10.5%	22.5%	50.0%	21.6%	18.0%	40.0%	21.4%	17.7%	23.5%	20.0%	33.0%	71.4%	33.3%	58.6%
American Indian/Alaskan Native, non-Hispanic	0.0%	1.3%	0.0%	0.0%	0.0%	2.0%	0.0%	0.0%	0.0%	0.0%	1.6%	2.0%	0.0%	1.5%	2.0%	0.0%	1.3%	1.0%	0.0%	1.3%	3.4%
Asian, non-Hispanic	0.0%	3.8%	0.0%	0.0%	3.7%	1.0%	0.0%	1.2%	4.9%	0.0%	4.8%	4.0%	20.0%	5.1%	1.0%	0.0%	3.3%	6.2%	0.0%	3.3%	6.9%
Black/African-American, non-Hispanic	0.0%	0.6%	3.1%	0.0%	1.9%	3.0%	20.0%	0.0%	4.9%	37.5%	2.4%	2.0%	0.0%	3.6%	3.9%	11.8%	0.7%	4.1%	42.9%	0.7%	3.4%
Hispanic, regardless of race	0.0%	5.7%	18.5%	8.3%	8.6%	12.9%	20.0%	6.2%	9.8%	12.5%	9.6%	9.0%	20.0%	7.3%	8.8%	11.8%	12.7%	20.6%	14.3%	12.7%	41.4%
Pacific Islander, non-Hispanic	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.4%
Two or more Races, non-Hispanic	0.0%	3.8%	1.5%	8.3%	1.9%	2.0%	0.0%	3.0%	2.9%	0.0%	3.2%	0.0%	0.0%	2.9%	0.0%	0.0%	2.0%	1.0%	14.3%	2.0%	0.0%
White, non-Hispanic	100.0%	84.2%	76.9%	83.4%	84.6%	79.1%	60.0%	89.5%	77.5%	50.0%	78.4%	82.0%	60.0%	79.6%	83.3%	76.5%	80.0%	67.0%	28.6%	66.7%	41.4%

	ALL STAFF - HISTORICAL						
	SY 13-14 (1870)	SY 14-15 (1948)	SY 15-16 (1948)	SY 16-17 (2029)	SY 17-18 (2022)	SY 18-19 (2056)	SY 19-20 (2124)
Staff of Color	8.2%	9.6%	10.0%	10.5%	11.7%	13.1%	14.4%
American Indian/Alaskan Native, non-Hispanic	0.3%	0.2%	0.4%	0.2%	0.5%	0.5%	0.6%
Asian, non-Hispanic	2.2%	2.2%	2.3%	2.2%	2.5%	2.8%	2.9%
Black/African-American, non-Hispanic	0.7%	0.9%	0.9%	1.1%	1.3%	1.4%	1.6%
Hispanic, regardless of race	3.7%	5.2%	4.8%	5.3%	5.4%	6.3%	7.3%
Pacific Islander, non-Hispanic	0.2%	0.2%	0.1%	0.1%	0.2%	0.2%	0.1%
Two or more Races, non-Hispanic	1.1%	0.9%	1.5%	1.6%	1.8%	1.8%	1.9%
White, non-Hispanic	91.8%	90.4%	89.8%	89.5%	88.3%	86.9%	85.6%

CURRENT				
Admin (97)	Licensed (1024)	Classified (955)	All Staff (2076)	Students* (16,382)
20.6%	11.7%	18.7%	15.7%	41.7%
0.0%	0.6%	0.8%	0.7%	0.4%
2.1%	5.2%	3.4%	2.9%	10.1%
9.3%	0.7%	2.2%	1.8%	2.1%
8.2%	5.2%	10.7%	7.9%	19.9%
0.0%	0.1%	0.3%	0.2%	0.6%
1.0%	2.6%	1.4%	2.0%	8.6%
79.4%	88.3%	81.3%	84.6%	58.3%

New Administrative Staff
Total: 17
* 5 School-based
* 2 District Office

New Licensed Staff
Total: 102
* 69 New to District
* 33 Rehire from last year (Temporary in 2019-20)

New Classified Staff
Total: 29

102 Total Licensed Hires
37 Elementary
15 Middle School
21 High School
18 Special Education
11 Other

	VETERANS				
	16-17	17-18	18-19	19-20	20-21
Applied	57	53	56	48	90
Hired	4	5	7	12	3

updated 11/02/2020

20-21 LICENSED COHORT	HIRED in SY 2020-21	(PERCENT OF TOTAL)	REMAINING in Year 3	REMAINING in Year 4	REMAINING in Year 5
Total Number of Permanent Teachers	73				
N					
Race/Ethnicity					
American Indian/Alaskan Native, non-Hispanic					
Asian, non-Hispanic	3	4.11%			
Black, non-Hispanic					
Hispanic, regardless of race	16	21.92%			
Pacific Islander, non-Hispanic	1	1.37%			
Two or more races, non-Hispanic	2	2.74%			
White, non-Hispanic	51	69.86%			
Gender					
Male	19	26.03%			
Female	54	73.97%			
Other					
Teaching Experience					
0 years	17	23.29%			
1 year	16	21.92%			
2 years	12	16.44%			
3 years	1	1.37%			
4 years	2	2.74%			
5-9 years	16	21.92%			
10-19 years	9	12.33%			
20 years or more					
School Level					
Elementary	24	32.88%			
Middle	15	20.55%			
High	15	20.55%			
K-12	1	1.37%			
ELD	3	4.11%			
SPED	14	19.18%			
VOP	1	1.37%			

revised 11/3/2020

19-20 LICENSED COHORT	HIRED in SY 2019-20	REMAINING in SY 20-21	(PERCENT OF ORIGINAL TOTAL)	REMAINING in Year 4	REMAINING in Year 5
Total Number of Permanent Teachers	109	101			
% Retained from Initial Year of Hire		92.7%			
Race/Ethnicity					
American Indian/Alaskan Native, non-Hispanic	2	2	100.00%		
Asian, non-Hispanic	3	3	100.00%		
Black, non-Hispanic	1	0	0.00%		
Hispanic, regardless of race	12	10	83.33%		
Pacific Islander, non-Hispanic	0	0			
Two or more races, non-Hispanic	3	3	100.00%		
White, non-Hispanic	88	83	94.32%		
Gender					
Male	27	26	96.30%		
Female	82	75	91.46%		
Other					
Teaching Experience					
0 years	39	37	94.87%		
1 year	17	14	82.35%		
2 years	6	5	83.33%		
3 years	1	1	100.00%		
4 years	2	2	100.00%		
5-9 years	5	5	100.00%		
10-19 years	6	6	100.00%		
20 years or more	3	3	100.00%		
School Level					
Elementary	24	23	95.83%		
Middle	29	27	93.10%		
High	20	20	100.00%		
k-12	5	5	100.00%		
ELD	5	4	80.00%		
SPED	26	22	84.62%		

revised 11/3/2020

18-19 LICENSED COHORT	HIRED in SY 2018-19	REMAINING in SY 2019-20	REMAINING in SY 2020-21	(PERCENT OF ORIGINAL TOTAL)	REMAINING in Year 5
Total Number of Permanent Teachers	92	70	67		
% Retained from Initial Year of Hire		76.1%	72.8%		
Race/Ethnicity					
American Indian/Alaskan Native, non-Hispanic	1	1	1	100.00%	
Asian, non-Hispanic	7	3	3	42.86%	
Black, non-Hispanic	5	3	3	60.00%	
Hispanic, regardless of race	10	5	6	60.00%	
Pacific Islander, non-Hispanic	0	0	0		
Two or more races, non-Hispanic	4	4	4	100.00%	
White, non-Hispanic	65	54	50	76.92%	
Gender					
Male	26	21	22	84.62%	
Female	66	49	45	68.18%	
Other					
Teaching Experience					
0 years	26	22	20	76.92%	
1 year	8	7	7	87.50%	
2 years	3	2	1	33.33%	
3 years	3	3	3	100.00%	
4 years	5	4	4	80.00%	
5-9 years	27	16	17	62.96%	
10-19 years	18	16	15	83.33%	
20 years or more	2	0	0	0.00%	
School Level					
Elementary	26	21	20	76.92%	
Middle	14	11	10	71.43%	
High	25	19	19	76.00%	
K-12	8	5	5	62.50%	
ELD	1	0	0	0.00%	
SPED	18	14	13	72.22%	

* ONE QUIT 18-19/REHIRED 20-21

revised 11/3/2020

17-18 LICENSED COHORT	HIRED in SY 2017-18	REMAINING in SY 2018-19	REMAINING in SY 2019-20	REMAINING in SY 2020-21	(PERCENT OF ORIGINAL TOTAL)
Total Number of Permanent Teachers	86	77	67	63	
% Retained from Initial Year of Hire		89.5%	77.9%	73.3%	
Race/Ethnicity					
American Indian/Alaskan Native, non-Hispanic	0	0	0		
Asian, non-Hispanic	5	3	3	3	60.00%
Black, non-Hispanic	3	2	1		0.00%
Hispanic, regardless of race	11	11	7	6	54.55%
Pacific Islander, non-Hispanic	0	0	0		
Two or more races, non-Hispanic	2	2	2	2	100.00%
White, non-Hispanic	65	59	54	52	80.00%
Gender					
Male	16	13	11	9	56.25%
Female	70	64	56	54	77.14%
Other					
Teaching Experience					
0 years	29	26	23	21	72.41%
1 year	14	14	12	10	71.43%
2 years	6	5	5	5	83.33%
3 years	2	2	2	2	100.00%
4 years	5	5	4	4	80.00%
5-9 years	11	9	8	8	72.73%
10-19 years	16	13	11	10	62.50%
20 years or more	3	3	3	3	100.00%
School Level					
Elementary	30	29	28	25	83.33%
Middle	10	9	7	7	70.00%
High	13	11	7	6	46.15%
K-12	0	0	0	0	
ELD	4	4	4	4	100.00%
SPED	29	24	21	21	72.41%

revised 11/3/2020

16-17 LICENSED COHORT	HIRED in SY 2016-17	REMAINING in SY 2017-18	REMAINING in SY 2018-19	REMAINING in SY 2019-20	REMAINING in SY 2020-21	(PERCENT OF ORIGINAL TOTAL)
Total Number of Permanent Teachers	107	97	86	76	73	
% Retained from Initial Year of Hire		90.7%	80.4%	71.0%	68.2%	
Race/Ethnicity						
American Indian/Alaskan Native, non-Hispanic	0	0	0	0		0.00%
Asian, non-Hispanic	2	2	0	0		
Black, non-Hispanic	0	0	0	0		
Hispanic, regardless of race	7	6	5	5	4	57.14%
Pacific Islander, non-Hispanic	0	0	0	0		
Two or more races, non-Hispanic	4	4	3	2	2	50.00%
White, non-Hispanic	94	85	78	69	67	71.28%
Gender						
Male	19	17	14	12	12	63.16%
Female	88	80	72	64	61	69.32%
Other						
Teaching Experience						
0 years	48	45	42	36	34	70.83%
1 year	14	13	12	12	11	78.57%
2 years	9	7	5	5	5	55.56%
3 years	6	4	3	3	3	50.00%
4 years	3	3	3	2	2	66.67%
5-9 years	17	15	12	9	9	52.94%
10-19 years	9	9	8	8	8	88.89%
20 years or more	1	1	1	1	1	100.00%
School Level						
Elementary	31	29	26	24	23	74.19%
Middle	26	25	22	18	17	65.38%
High	11	11	10	10	10	90.91%
K-12	3	2	1	0	0	0.00%
ELD	4	4	4	4	4	100.00%
SPED	32	26	23	20	19	59.38%

revised 11/3/2020

15-16 LICENSED COHORT	HIRED in SY 2015-16	REMAINING in SY 2016-17	REMAINING in SY 2017-18	REMAINING in SY 2018-19	REMAINING in SY 2019-20	(PERCENT OF ORIGINAL TOTAL)
Total Number of Permanent Teachers	120	107	92	79	73	
% Retained from Initial Year of Hire		89.2%	76.7%	65.8%	60.8%	
Race/Ethnicity						
American Indian/Alaskan Native, non-Hispanic	0	0	0	0	0	
Asian, non-Hispanic	5	4	4	4	4	80.00%
Black, non-Hispanic	2	2	2	1	1	50.00%
Hispanic, regardless of race	12	8	8	6	5	41.67%
Pacific Islander, non-Hispanic	0	0	0	0	0	
Two or more races, non-Hispanic	2	2	2	2	2	100.00%
White, non-Hispanic	99	91	76	66	61	61.62%
Gender						
Male	20	18	17	14	13	65.00%
Female	100	89	75	65	60	60.00%
Other						
Teaching Experience						
0 years	66	58	49	41	38	57.58%
1 year	14	12	12	11	8	57.14%
2 years	4	4	3	2	2	50.00%
3 years	8	8	7	7	7	87.50%
4 years	3	3	2	2	2	66.67%
5-9 years	14	13	11	10	10	71.43%
10-19 years	11	9	8	6	6	54.55%
20 years or more	0	0	0	0	0	
School Level						
Elementary	42	40	37	35	34	80.95%
Middle	26	21	18	16	13	50.00%
High	23	22	19	16	14	60.87%
K-12	2	2	1	0	0	0.00%
ELD	2	2	2	1	1	50.00%
SPED	25	20	15	11	11	44.00%

revised 10/23/2019

14-15 LICENSED COHORT	HIRED in SY 2014-15	REMAINING in SY 2015-16	REMAINING in SY 2016-17	REMAINING in SY 2017-18	REMAINING in SY 2018-19	(PERCENT OF ORIGINAL TOTAL)
Total Number of Permanent Teachers	109	100	89	82	75	
% Retained from Initial Year of Hire		91.7%	81.7%	75.2%	68.8%	
Race/Ethnicity						
American Indian/Alaskan Native, non-Hispanic	1	1	1	1	1	100.00%
Asian, non-Hispanic	4	4	4	3	3	75.00%
Black, non-Hispanic	0	0	0	0	0	
Hispanic, regardless of race	5	4	4	4	4	80.00%
Pacific Islander, non-Hispanic	1	1	1	1	1	100.00%
Two or more races, non-Hispanic	4	4	4	4	4	100.00%
White, non-Hispanic	94	86	75	67	62	65.96%
Gender						
Male	27	26	24	20	18	66.67%
Female	82	74	65	60	57	69.51%
Other						
Teaching Experience						
0 years	45	41	37	33	29	64.44%
1 year	17	16	15	15	14	82.35%
2 years	9	9	9	7	7	77.78%
3 years	3	3	2	2	2	66.67%
4 years	4	3	2	2	2	50.00%
5-9 years	22	19	16	15	13	59.09%
10-19 years	8	8	7	5	7	87.50%
20 years or more	1	1	1	1	1	100.00%
School Level						
Elementary	26	26	24	23	22	84.62%
Middle	19	19	16	16	14	73.68%
High	24	24	20	19	18	75.00%
K-12	0	0	0	0	0	
ELD	5	5	5	4	4	80.00%
SPED	35	35	24	18	17	48.57%

* ONE QUIT 16-17/REHIRED 18-19

revised 10/23/2017

13-14 LICENSED COHORT	HIRED in SY 2013-14	REMAINING in SY 2014-15	REMAINING in SY 2015-16	REMAINING in SY 2016-17	REMAINING in SY 2017-18	(PERCENT OF ORIGINAL TOTAL)
Total Number of Permanent Teachers	31	28	26	22	21	
% Retained from Initial Year of Hire		90.3%	83.9%	71.0%	67.7%	
Race/Ethnicity						
American Indian/Alaskan Native, non-Hispanic	1	1	0	0	0	3.23%
Asian, non-Hispanic	2	1	1	1	1	
Black, non-Hispanic	0	0	0	0	0	
Hispanic, regardless of race	0	0	0	0	0	
Pacific Islander, non-Hispanic	0	0	0	0	0	
Two or more races, non-Hispanic	1	0	0	0	0	
White, non-Hispanic	27	26	25	21	20	
Gender						
Male	8	8	7	7	7	22.58%
Female	23	20	19	15	14	45.16%
Other						
Teaching Experience						
0 years	14	12	11	10	10	32.26%
1 year	6	6	5	3	3	9.68%
2 years	2	2	2	2	2	6.45%
3 years	3	2	2	2	1	3.23%
4 years	0	0	0	0	0	
5-9 years	4	4	4	3	3	9.68%
10-19 years	2	2	2	2	2	6.45%
20 years or more	0	0	0	0	0	
School Level						
Elementary	2	2	2	1	1	3.23%
Middle	7	7	6	5	5	16.13%
High	9	9	9	9	9	29.03%
K-12	0	0	0	0	0	
ELD	2	2	2	2	2	6.45%
SPED	11	8	7	5	4	12.90%

revised 10/23/2017

OREGON SCHOOL BOARDS ASSOCIATION ELECTION

DISCUSSION
Agenda Item #6
November 12, 2020

SUPERINTENDENT'S RECOMMENDATION:

This time is provided to allow the Board to discuss the Oregon School Boards Association (OSBA) ballot items.

ORIGINATED BY:

Annual OSBA Election, vote from Board due by December 18, 2020.

BUDGET IMPACT/SOURCE OF FUNDS:

There are no fiscal impacts to the district as a result of the proposed resolutions.

BACKGROUND:

Founded in 1946, Oregon School Boards Association is governed by a member-elected board and serves K-12 public school boards, public charter school boards, education service district boards, community college boards and the State Board of Education. Through legislative advocacy at state and federal levels, board leadership training, employee management assistance and policy, legal and financial services, OSBA helps locally-elected volunteers fulfill their complex public education roles.

OSBA is organized as one general state association with up to 21 elected representatives established across 14 geographic regions to support member participation and representation. Member boards also elect the Legislative Policy Committee (LPC) and vote on the OSBA Legislative Policies and Priorities.

ATTACHMENTS:

- OSBA 2020 Official Clackamas Region Ballot
- Candidate Nomination Form, Questionnaire and Personal/Professional Resume for OSBA Board of Directors Position 7 – Liz Reynolds (only candidate)
- Candidate Nomination Form, Questionnaire and Personal/Professional Resume for OSBA Board of Directors Position 8 – Libra Forde (only candidate)
- Resolution 1 – Adopts the proposed 2021-22 OSBA Legislative Priorities and Principles.

PRESENTER:

Matt Utterback, Superintendent



Dedicated to improving student success and education equity through
advocacy, leadership and service
to Oregon public school boards.

Election - OSBA 2020 - 0708

2020 OSBA Election

* 1. OSBA Board of Directors Position 7

Liz Hartman, Lake Oswego SD

Vote

* 2. OSBA Board of Directors Position 8

Libra Forde, North Clackamas SD

Vote

* 3. Resolution 1 - Adopts the proposed 2021-22 OSBA Legislative Priorities and Principles

* 4. Type the name of the district, ESD or community college board that officially made this vote.

* 5. Type the meeting date when the board officially made this vote.

* 6. Type your name and title.

To retain a record of your vote, you MUST print this page before clicking the Done button.

**NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER**

Date: September 23, 2020

TO: Maureen Wolf, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
October 2, 2020**

Return this form and all candidate information forms to the OSBA office by email at OSBAelections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Maureen Wolf:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Clackamas Region, Position # 7.

BOARD CANDIDATE INFORMATION

Name: Liz Hartman
District/ESD/Community College: Lake Oswego School District
Address: 1748 Glenmorrie Terrace
City: Lake Oswego, Oregon ZIP: 97034
E-mail: 503-701-7727 Phone: 503-701-7727

This nomination was approved by official action of our board of directors at a duly called meeting on September 21, 2020.
(date)



(Board Chair signature)

Board Chair name: Sara Pocklington
District: Lake Oswego School District
Address: 4336 Glacier Lily St
City: Lake Oswego, Oregon ZIP: 97035

CANDIDATE QUESTIONNAIRE

OSBA Board of Directors

Name: _____ Liz Hartman _____ Region: _____ Clackamas _____

District/ESD/CC: _____ Lake Oswego _____ Position #: 7 _____

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.



Name

9-21-2020

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

Strive to fully fund public education in Oregon, educate Board members, advocate for students and school districts, serve students throughout the state of Oregon, continue to improve education in every aspect from equity to special education.

2. What do you want to accomplish by serving on the OSBA board of directors?

I want to continue my service and unfinished work with legislative policy, insured funding for schools and solid, long lasting policies and practices in equity, special education, and mental health needs of students.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

I most recently served as chair of the OSBA legislative policy committee, vice chair of OSBA Board of Directors. I have served twice as School Board chair. My strength is the willingness to continually learn by attending webinars, seminars, committee meetings and reading to keep up to date on best practices in education while addressing specific needs in Oregon and my local school district. Lake Oswego School District is one of the leading school districts in graduation rates.

4. What do you see as the two most challenging issues faced by OSBA?

This year, the impact of the Covid pandemic, the change to virtual learning, the long range impact of how this will change education and the funding of education when the state finds itself with less money than anticipated and turning to education to cut the budget.

5. What do you see as the two most challenging issues faced by your region?

Virtual schools and working to provide teachers with the resources they need to deliver a quality education in a safe environment.

6. What is your plan for communicating with boards in your region?

OSBA provides a quick method through email to disperse information but not all board members throughout the region have signed up for information. The best interactions have been through personal emails, and at regional meetings at the statewide conventions in the past and the regional evening meeting. The challenge over the years has been to connect with all board members in the region. Everyone does not have the time to connect with statewide issues. It sometimes takes a couple of years to show the connection between the local board and the statewide representation of OSBA.

Deadline: October 2, 2020, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE PERSONAL/PROFESSIONAL RESUME

OSBA Board of Directors

Name: Liz Hartman Date: September 21, 2020

Address: 1748 Glenmorrie Terrace

City / ZIP: Lake Oswego, 97034

Business phone: 503-636-3634

Residence phone: 604-697-7727

Cell phone: 503-701-7727

E-mail: liz.hartman@loswego.k12.or.us

District/ESD/CC: Lake Oswego School District

Term expires: 2021 Years on board: 7+

Deadline: October 2, 2020, 5 pm

Please send your picture (head shot). A high-resolution digital photo is preferred but a print is acceptable.

E-mail to: OSBAelections@osba.org

or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Work or service performed for OSBA or local district (include committee name and if you were chair):

OSBA Board of Directors -3 years: Chair, Legislative Policy Committee; Vice Chair OSBA Board
Member, OSBA Finance Committee
Served on other sub-committees

Other education board positions held/dates:

LO School Board Chair -two years
Local Option levy – multiple times
Bond levy - 2017

Occupation (Include at least the past five years):

Employers:

Lake Oswego Chamber of Commerce, Executive Director
Community Volunteer
Oregon Health Sciences University Constituent Relations
Director/Alumni Director

Dates:

2018 to current
2000+

Schools attended (Include official name of school, where and when):

High school: Franklin High School, Portland

College: Willamette University, Salem

Degrees earned: Bachelor of Arts - Political Science/Speech

Education honors and/or awards:

Other applicable training or education:

Ongoing education for school boards and Chamber of Commerce / Business

Activities, other state and local community services:

Past neighborhood Chair, member of the Comprehensive Plan Review, Dorchester Conference President/Board/Participant; Lake Grove Presbyterian Church

Hobbies/special interests:

board games, Handbells, Reading

Business/professional/civic group memberships; offices held and dates:

League of Women Voters (past), Lake Grove Presbyterian Church Elder / Events Coordinator / Kitchen Coordinator and training

Additional comments:

Deadline: October 2, 2020, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

**NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER**

Date: September 16, 2020

TO: Maureen Wolf, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
October 2, 2020**

Return this form and all candidate information
forms to the OSBA office by email at
OSBAelections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Maureen Wolf:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the
Clackamas Region, Position # 8.

BOARD CANDIDATE INFORMATION

Name: Libra Forde
District/ESD/Community College: North Clackamas School District
Address: 15345 SE Eckert Lane
City: Damascus Oregon ZIP: 97089
E-mail: libra.forde@nclack.k12.or.us Phone: 808-375-5823

**This nomination was approved by official action of our board of directors at a duly called meeting on
September 15, 2020
(date)**

Mitzi Bauer, Vice-Chair
(Board Chair signature)

Board Chair name: Mitzi Bauer, Vice Chair
District: North Clackamas School District
Address: 12400 SE Freeman Way
City: Milwaukie, Oregon ZIP: 97222

**NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER**

Date: September 22, 2020

TO: Maureen Wolf, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
October 2, 2020**

Return this form and all candidate information
forms to the OSBA office by email at
OSBAelections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Maureen Wolf:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the
Libra Forde Region, Position # 8.

BOARD CANDIDATE INFORMATION

Name: Libra Forde

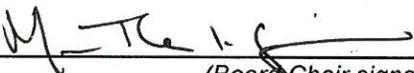
District/ESD/Community College: North Clackamas School District

Address: 12400 SE Freeman Way

City: Milwaukie Oregon ZIP: 97222

E-mail: hendersons@nclack.k12.or.us Phone: 503.353.6002

**This nomination was approved by official action of our board of directors at a duly called meeting on
September 21, 2020
(date)**



(Board Chair signature)

Board Chair name: Martha Spiers

District: Oregon City School District #62

Address: 1417 12th Street/ PO Box 2110

City: Oregon City, Oregon ZIP: 97045

CANDIDATE QUESTIONNAIRE

OSBA Board of Directors

Name: Libra Forde

Region: Clackamas Region Position 8

District/ESD/CC: North Clackamas 12

Position #: Position 8

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors.

Libra Forde
Name

September 18, 2020
Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

Oregon School Board Association (OSBA) is a network, training team, and advocate for state education boards (K-12, Service Districts, Community Colleges, and the State Board of Education). This work paths the way for these governing bodies to have state and federal advocacy support. OSBA is essentially a brick layer allowing these board to have a strong footing in tough terrain ensuring they thrive with each step on this path.

2. What do you want to accomplish by serving on the OSBA board of directors?

I consistently want to provide a work ethic and commitment that is student centered, compliance understood and culturally specific/responsive. I believe that serving on the OSBA board will provide an opportunity for me to center conversations around these three things beyond just my district. My experience and education in these areas are what I hope to contribute to decision making and supporting all the boards OSBA supports. In addition, I hope to be a driver of solutions with actions toward advancement.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

There are three leadership skills I believe I bring to all tables I sit at 1) articulation of the voiceless' experience in education; 2) culturally specific and responsive tools; 3) action-based system development and implementation.

I am a woman of color with experiences in the education world that are less than exemplary. I represent a voice that is often not at the table. In this representation coupled with my experiences, I articulate the gap I and identify solutions. As the Chief Operating Officer of the largest Culturally Specific Community Based Organization in Oregon, I have been leading culturally specific and responsive assessments, programming and tool design. This experience lends well to any table I sit at when it comes to action-based solution discussions. In addition, I have over 20 years experience leading operations in for-profit and non-profit organizations. This experience provided context and a strong foundation for my approach to action-based system development and implementation.

An example would be my leadership on the Clackamas Women's Service Board. We had a need for training on our board that was culturally specific and measurable. I used my community based organization network to gain access to a tool we all designed. This was distributed to each board member and I designed a reporting tool for each member to have a quick and easy way to measure their usage of the tool.

This allowed for us to identify where training was still needed. In addition, this tool was not centered around any one person, which created sustainability of this action-based tool.

4. What do you see as the two most challenging issues faced by OSBA?

The internal issue I see OSBA facing is the lack of diversity on the staff as well as within the board. This challenges the fullness of the lens of the board. This also impacts the outward facing experience of the association. Without the fullness of a diverse lens, the voiceless continue to lack a sense of belonging at this important table and decisions are made with a diminished sense of information. These two challenges in this time are deep and wide enough to have lasting impact on our education, its outcomes and all the students experiencing learning in Oregon.

5. What do you see as the two most challenging issues faced by your region?

The challenges of the world do not skip over the walls of school buildings. Most schools are microcosms of the world and often adults forget this fact and minimize the need to address global problems within local schools. In this approach, I have learned that our district does not have a kid problem, but we do have an adult problem. In summary, our district is challenged by a community that refuses to see the connectivity of the world and our schools and we are challenged by tainted and jaded adults.

6. What is your plan for communicating with boards in your region?

I believe in communication that is timely and clear. I would love to facilitate an annual region discussion for our region as well as continuous and intentional district specific discussions. In addition, Betty Reynolds was excellent at helping to onboard new board members. I would like to continue this practice and add some intentional work on building a candidate interest forum to ensure we build up school boards in this district.

Deadline: Wednesday, August 12, 2020, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE PERSONAL/PROFESSIONAL RESUME

OSBA Board of Directors

Name: Libra Forde _____ Date: September 18, 2020

Address: 15345 SE Eckert Lane _____

City / ZIP: Damascus, 97089 _____

Business phone: _____

Residence phone: _____

Cell phone: 808-375-5823 _____

E-mail: libraf@selfenhancement.org _____

District/ESD/CC: North Clackamas #12 _____

Term expires: June 2023 _ Years on board: 1+ YEAR _____

Deadline: Wed., Aug. 12, 2020, 5 p.m.

E-mail completed Resume and

Questionnaire forms to:

jleonhardt@osba.org

or mail to:

Oregon School Boards Association

1201 Court St NE, #400

Salem, OR 97301

Work or service performed for OSBA or local district (include committee name and if you were chair):

Budget Committee

Policy Committee

Health Committee

Wellness Committee

Naming Committee

Principals council

Other education board positions held/dates:

North Clackamas School Board Board Chair *June 2020*

North Clackamas School Board Appointed *Feb. 2019/Elected 2019*

K12, Inc. Board Member *2015-2018*

Hawaii Technology Academy Charter Board Member *2004-2007*

Occupation (Include at least the past five years):

Employers:

Dates:

See Resume attached

Hobbies/special interests:

Cycling and Spinning

Weight Lifting

Business/professional/civic group memberships; offices held and dates:

2008 – Present – Delta Sigma Theta Member and Regional leadership/advisory

- 2014 -2015 Regional Social Action
- 2012-2014 Chapter President
- 2011-2014 Regional IT

2010 – Present – Toastmasters

Additional comments:

I define success in public education by three things; (1) access for all interested, (2) environments that are safe for all to learn and all to teach, (3) availability of tools and resources for all. Students and families in a successful public education system should see relevant growth and obvious thriving in each child who participates. The environment for which this happens should be physically, emotionally and mentally safe for all students, teachers and leaders. This requires policy development and enforcement that considers all that are involved or may be involved. Lastly, the availability of tools and resources that enhances the access and environment, enabling for the preparation of students for real world usages is imperative. This is what I live for in any role I take.

Deadline: Wednesday, August 12, 2020, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CAREER BACKGROUND

Self Enhancement, Inc.

Chief Operating Officer

Portland, OR

August 2016-Present

Leads the agency as Chief Operating Officer by accepting all responsibility for the daily operations of Youth Services, Community and Family Programs and SEI Academy. Leads a team of program directors to the next level by further developing and implementing recruitment, training and retention strategies. Provides programmatic leadership and input for all strategic planning processes with the CEO, Board and leadership team. Leads as the operational spokesperson for the agency and ensures it is properly represented as an African American culturally specific provider with partners throughout the community, city, county & state. Ensures the agency's philosophy and mission is consistently and ethically practiced throughout the agency. Collaborates with the Director of Finance & Administration to ensure that the agency's short and long range strategic plans are achieved with success and within operating budget and established time frames. Ensures the flow of funds permits the agency to operate successfully and progress towards the achievement of its mission, and that funds are allocated properly to reflect current and long range operational needs through sound fiscal management. Ensures the implementation of training and development of programs necessary to achieve the agency's goals and mission. Oversees program analysis, data collection and evaluation. Provides budgeting expertise in the grants and contracts application/writing process, reviews fiscal and compliance aspects of all grant applications and contracts prior to submission. Provides leadership and fiscal direction for all budget managers. Creates a climate that will attract, motivate and retain top quality people.

Self Enhancement, Inc.

Director of Community and Family Programs

Portland, OR

June 2015-August 2016

Promoted to new position. Provided direction to family, and community services staff and programs in support of teaching and learning through specialized services; Directed development and preparation of budgets for all student, family, and community services programs; analyzes and reviews budget and financial data; controls and authorizes expenditures in accordance with established policies; directed the implementation of a financial plan and process for funding support services; and facilitates planning and staff allocation; Maintained liaison with governmental agencies, regional agencies, and others related to student, family, and community services instruction and services for community and family; Directs department interface with community organizations and agencies facilitating development of interagency agreements.

SELECTED ACHIEVEMENTS:

- Improved processes within three months to advance invoicing that improved reimbursement capabilities
- Reorganized leadership for improved service implementation and client satisfaction
- Reduced audit challenges by 12% within the first six months
- Increased Admin dollar contributions by \$47K within the first 9 months
- Increased infrastructure dollars by 50% within the first 9 months
- Improved employee morale
- Received a 3.84 out of 4.00 score on Performance 360 assessment (score developed by direct staff surveys)

K12, Inc.

Operations Director

Waipahu, HI/Portland, OR

2013- 2015

Program Director

2011- 2013

Business Development/Board Member

2008-2011

Learning Coach Trainer/Board Member

2007-2008

Develops and managed relationships with partner districts, state and other education stakeholders; Oversaw and helped maintain student records and data; create/implement/documents processes that ensure student data validity in K12 and 3rd party databases; Acted as point-of-contact and managed reporting issues including all local, K12, state, and federal reporting requirements; Worked with administrative staff to ensure the school is in compliance with and meets all audit requirements; Managed the development of school policies and procedures, e.g. assists with the Company's efforts nationally to develop policies and procedures, training standards and curriculum enhancements; Assisted in student recruitment and the planning of school events; Oversaw communication between the Company, students and families and districts related to student enrollments, registrations, withdrawals and end-of-year reclamation efforts; Supervised and Managed office staff and assists with a wide variety of personnel support issues; Made daily work assignments and monitors the Enrollment and Registration team's progress toward goals.

SELECTED ACHIEVEMENTS:

- Improved Enrollment process which decreased documentation process time in office by 72%
- Expanded Oregon-based district partnerships from 3 districts to 12

- Expanded Hawaii-based hybrid charter school from 2 islands to 4
- Developed and implemented Learning Coach Training curriculum/Train the trainer for Students and Families
- Increased ADM funding allocations over three years by 27%
- Streamlined database systems which decreased third party technology usage and increased information system efficiency
- Led processes and programs to increase student academic proficiency by 41% over 5 years

Utopian Academics for Military Children

Ewa Beach, HI

President/Founder

2007-2011

This organization focuses on the advocacy, development, scholarship and implementation of hybrid education models for military children. Plan, develop, and implement marketing strategies for generating resources and/or revenues for the company. Developed and approve company operational procedures, policies, and standards. Reviewed activity reports and financial statements to determine progress and status in attaining objectives and revise objectives and plans in accordance with current conditions. Evaluate performance of executives for compliance with established policies and objectives of the company and contributions in attaining objectives. Present company report at Annual Stockholder and Board of Director meetings. Built and solidified international relationship with K12, Inc.

SELECTED ACHIEVEMENTS:

- Founder of the first Military student scholarship-focused non-profit
- Led state in opening the first Hybrid Public Charter School in Hawaii going across 4 islands

Chip and Cookie, LLC

Kailua, HI

Director of Business Development

2005-2007

This is a contracted business consultant position with shareholder opportunity working directly with company owner Mr. Wally Amos (formerly known for “Famous Amos”). Involvement in the overall development of a strategic plan to advance the company's mission, objectives and marketing strategies to promote revenue, profitability, and growth as an organization.

Total Woman Gym and Day Spa

Northridge, CA

General Manager/Partner

2002- 2004

Opened and managed \$12.5 million budget for a 14,000+ square foot gym with over 1200 members. Maintained and developed vendor relationships, fitness and skin care products. Developed and implemented the integrated marketing campaign for Northridge Location, 2003 with a \$2.4 million budget. Increased membership sales by 7% with 5% monthly profitability increase. Increase membership base by 14%. Developed and implemented Fitness Readiness Training Program for non-fitness employees.

Bally Total Fitness

Tucson, AZ

Regional Director of Fitness Operations

2001- 2002

Oversaw Personal Training and Group Fitness Departments for Arizona locations including scouting, hiring, and training. Increased Sales by 12% including 8% profitability increase (from \$35K to \$39.5K/month). Managed Fitness Marketing Campaign, 1.5 million budget. Organized in-house training for all newly developed club products. Received Regional Top Revenue Award in January, May and April 2002.

Naturally Women Fitness Center and Day Spa

Tucson, AZ

General Manager

1998-2001

Project Management of New 8,000+ square foot Facility Construction while managing existing facility 7,000+ with 800 members (2000-2001). Created and executed project work plans and revised as appropriate to meet changing needs and requirements. Identified resources needed and assigned individual responsibilities. Managed day-to-day operational aspects of the new facility project and scope. Reviewed deliverables prepared by team before passing to executives. Work with the board to prepare for and ensure productive, effective board meetings. Present clear and timely reports to the board and proposals for board consideration. Follow up on board concerns and research issues in a timely and effective fashion. Kept all directors informed about matters at and between board meetings.

Community Representation/Board Membership/Awards

2020-Present	Appointed to Portland State University Center for Women Leaders Advisory Council
2019-Present	Elected to North Clackamas School Board Position #3
May 2019	Award Women of Excellence Social Justice Award
2017-2019	Clackamas Women’s Service Board Member
2017-2019	Appointed to METRO Public Engagement Review Committee
2018-2018	Appointed Naming Committee Member for North Clackamas School District

2016-2019 Member of Rock Creek Middle School Principal School Council
2016-2019 Member of Piedmont Rose Board of Directors
July 2015 Toastmasters International International Speech Winner for State of Oregon/SW Washington
2015-2019 Director for Insight Oregon Painted Hills School Board
July 2014 Toastmasters International International Speech Winner for State of Hawaii
2004-2007 Charter Director for Hawaii Technology Academy School Charter Board
2010-2013 Charter Member of National Pan-Hellenic Chapter of Hawaii

CERTIFICATE/PROFESSIONAL ASSOCIATION

Charter Member of National Pan-Hellenic Chapter of Hawaii
Member of Delta Sigma Theta Sorority, Inc.
Certified Life Coach
European League Professional Women's Basketball Athlete

ACADEMIC EDUCATION

Executive Leadership Certificate

Harvard University, August 2019

Masters of Business Administration/Marketing Focus (MBA/MKT)

University of Phoenix, Degree Completion April 2007

Baccalaureate of the Arts (BA/MUS)

Brandeis University, Degree Completion May 1997



Resolution to adopt the OSBA 2021-2022 Legislative Priorities and Principles as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Bylaws with developing the association's recommended Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee met in January, May and June to develop the Proposed OSBA Legislative Priorities and Principles for 2021-22, and

WHEREAS, the OSBA Legislative Policy Committee sent the Proposed OSBA Legislative Priorities and Principles for 2021-22 out to the membership of OSBA for comment and suggested changes, and

WHEREAS, the overwhelming majority of the comments received by the membership were in support of the Proposed OSBA Legislative Priorities and Principles for 2021-22 developed by the OSBA Legislative Policy Committee, and

WHEREAS, the OSBA Legislative Policy Committee met via Zoom video conference call in August to review the feedback received by the membership, and

WHEREAS, the OSBA Legislative Policy Committee discussed the feedback from the membership and made no modifications to the Proposed OSBA Legislative Priorities and Principles for 2021-22, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Principles for 2021-22 at its August meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Principles for 2021-22 and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles for 2021-22 be placed before the membership for consideration during the 2020 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Principles for 2021-22 and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.



2021-2022 Legislative Priorities and Principles

Proposed: August 25, 2020

Preamble

The Oregon School Boards Association (OSBA) remains fiercely committed to advocating on behalf of equity for Oregon’s students. Equity is the driving force behind the Student Success Act (HB 3427), and OSBA will remain dedicated to advancing legislation that makes significant impacts for equity across the education spectrum, including investments targeting increased academic achievement for students and legislation to reduce academic disparities for historically underserved students.

OSBA is committed to social justice and assuring Oregon’s education system is free of institutional bias through such means as culturally relevant teaching and professional development that promotes cultural competence, and discipline that is free of bias.

OSBA believes funding a strong public education system is the best investment Oregonians can make to strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian.

To accomplish these goals, OSBA will introduce and support legislation to:

Priorities

Promote Adequate, Predictable, and Stable Funding

The State School Fund rises and falls every two years because Oregon's revenue-raising and funding systems have substantial variance. Stable and adequate funding is crucial to providing a quality education to all students across the education continuum. To ensure stable and adequate funding, OSBA will actively promote legislation that accurately calculates current service level funding for school districts.

Protect the 2019 Student Success Act

The Student Success Act provides local school districts and education service districts unprecedented opportunities to target new funding toward educational programs. OSBA will actively promote legislation to protect the funding allocated for the Student Success Act in order to deliver equitable outcomes for all K-12 students.

Close the Opportunity Gap

In every community a disparity in academic achievement exists between student groups. OSBA will support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools.

Contain Cost Drivers

The costs associated with health care and retirement benefits are eating into funding available for instructional opportunities for students. OSBA will promote legislation that provides relief for districts related to benefit costs controlled by the State.

Support Local Governance and Oppose Mandates

Locally elected officials, local education professionals, and the local community are in the best position to respond to the needs of all students. New mandates must have necessary funding and be researched-based with results indicating increased achievement for all students.

Support Capital Improvements

Students need schools that are safe, comfortable, and appropriate for a modern and/or digital learning environment. OSBA will actively promote the allocation of state-level resources to help pay for construction and capital improvement. OSBA will promote legislation aimed at diversifying the funding methods available to school districts.

Ensure Access to Post-Secondary Credits

All students should have access to post-secondary credit opportunities. OSBA will advocate for a seamless transfer of credits throughout Oregon's higher education system.

Address Education Workforce Shortages

OSBA will promote efforts both state and at the local level to preserve and improve initiatives that combat the workforce shortage. OSBA will advocate for programs that will help districts recruit and retain a diverse and well-prepared workforce.

Principles

Finance

OSBA supports the allocation of state resources to ensure school districts and education service districts have the necessary resources to equitably and fully support all students' instructional, behavioral, and programmatic needs. OSBA supports appropriate financial tax policy to make Oregon schools competitive, nationally, and globally, including the preservation of other funding options for local district consideration.

Student Programs

OSBA supports high-quality programs that equitably serve all students in obtaining a comprehensive and well-rounded education. OSBA supports new and continued partnerships with education stakeholders to increase educational and career opportunities for students.

Student Safety and Wellness

OSBA supports safe and secure school environments, the physical health and overall well-being of all students, and services that promote social, emotional, and behavioral health.

Personnel

OSBA supports attracting and retaining effective employees to create a healthy, diverse, culturally responsible, safe, and sustainable workforce. OSBA supports local management, local contract negotiations, and continued conversations regarding professional development, licensure, and career advancement for personnel.

Governance and Operations

OSBA believes locally elected school district, ESD, and community college boards are best equipped to make decisions in the best interest of students and communities. OSBA supports cross-system collaboration, alignment, and accountability among education stakeholders and partners.

Federal Education Issues

OSBA will advocate for the federal government to prioritize, streamline, and fully fund programs that support students.

The Oregon School Boards Association is dedicated to improving student success and education equity through advocacy, leadership, and service to Oregon public school boards.



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POLICY REVISIONS

DISCUSSION
Agenda Item #7
November 12, 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 other than there will be professional development needs for staff related to Policy ACB and Administrative Regulation ACB-AR.

ATTACHMENTS:

Drafts of the following policies to review:

Policy	Title	Reason
ACB	All Student Belong/Hate Symbols Policy/AR	Oregon Department of Education (ODE) temporary administrative rule with the Secretary of State, adopted 9/17/20 by the State Board of Education, that focuses on the health and safety of our students and educators by creating a safer and more inclusive school climate.
ACB-AR	All Student Belong/Hate Symbols Policy/AR	
GBEB	Communicable Disease - Staff	OSBA July 2020 Update revisions to rules prescribed by the Oregon Health Authority (OHA) affecting school attendance by staff and students to protect public health.
JHCC	Communicable Disease - Student	OSBA July 2020 Update revisions to rules prescribed by the Oregon Health Authority (OHA) affecting school attendance by staff and students to protect public health.
JHCC-AR	Communicable Disease - Student	

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff

All Students Belong

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.

All students, employees, and visitors are entitled to a high-quality educational, work environment and space, that is free from discrimination or harassment based on perceived or actual race, ethnicity, family economics, mobility, language, marital status, gender, sexual orientation, gender identity, disability, initial proficiencies, religion, or national origin.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, ethnicity, family economics, mobility, language, marital status, gender, sexual orientation, gender identity, disability, initial proficiencies, religion, or national origin including, the noose, Nazi swastika, or confederate flag¹ and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The presence or display of symbols of hate including the noose, Nazi swastika, or confederate flag based on one’s perceived or actual race, ethnicity, family economics, mobility, language, marital status, gender, sexual orientation, gender identity, disability, initial proficiencies, religion, or national origin create an atmosphere of fear and intimidation and therefore deny or inhibits students’ full access to education and learning experiences.

The district prohibits the use or display of any symbols of hate on district property or in any district- or school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned to the Oregon State Standards.

¹ While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

In responding to the use of any symbols of hate, the district will use learning and restorative measures as the first consideration whenever appropriate.

The district prohibits retaliation against an individual because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

Legal Reference(s):

[ORS 659.850](#)
[ORS 659.852](#)
[OAR 581-002-0005](#)
[OAR 581-022-2312](#)
[OAR 581-022-2370](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).
State v. Robertson, 293 Or. 402 (1982).

Legal Reference(s):

[ORS 330.430](#)
[ORS 332.107](#)
[ORS 332.172](#)

Bias Incident Complaint Procedure

The term “bias incident” is defined in policy. Persons impacted by a bias incident shall be defined broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident.

Step 1 (School/Program staff member): When a staff member learns of a potential bias incident, the staff member will prioritize the safety and well-being of all persons impacted and promptly report the incident to the building or program administrator.

Step 2 (School/Program Administrator): The administrator shall acknowledge receipt of the complaint, document the complaint to writing, and investigate any complaint of a bias incident. Responding staff will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and implement steps to prevent further harm against those persons impacted from taking place.

The administrator will include in any redirection procedures:

- Educational components that address the history and impact of hate;
- Procedural components to ensure the safety, healing, and agency of those impacted by hate;
- Accountability and restorative measures (when appropriate) for people who cause harm; and
- Transformation of the conditions that perpetuated the harm.

The administrator must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly.

The administrator will make a decision within 30 calendar days of receiving the complaint.

All persons impacted will be provided with information relating to the investigation and the outcome of the investigation. At a minimum, the information provided must include:

- That an investigation has been initiated;
- When the investigation has been completed;
- The findings of the investigation and the final determination based on those findings; and
- Actions taken with the person or persons who committed the harassing behavior to remedy the behavior and prevent reoccurrence when the actions relate directly to a person impacted by the event.

If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.

Step 3 (Superintendent or Designee): If a complainant¹ or a respondent wishes to appeal the decision of the administrator, the complainant or respondent may submit a written appeal to the superintendent within 7 calendar days after receipt of the administrator’s response to the complaint.

The superintendent or designee shall acknowledge receipt of the appeal and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the administrator’s decision. The superintendent or designee will respond in writing to the complainant within 30 calendar days.

The superintendent or designee will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Step 4 (School Board): If the complainant or respondent is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within 7 calendar days of receipt of the superintendent or designee’s response to Step 3. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned party and their representative at a Board meeting. The Board’s decision will be final and will address each allegation in the complaint and contain reasons for the Board’s decision. A copy of the Board’s final decision shall be sent to the complainant in writing within 7 calendar days of this meeting.

The superintendent will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

Complaints can be filed with or communicated directly to the administrator or designee, in which case Step 1 will be skipped. Complaints against the administrator can be directed to the superintendent and will begin at Step 3. Complaints against the superintendent or a Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

It is the school district’s goal that the complaint process be resolved within 90 calendar days. When necessary, timelines may be adjusted by the district by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.

The complainant, if a current student in the district, or the parent of a current student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal² the district’s final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.

¹The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

² An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

District and building administrators will develop and implement instructional materials to ensure that all school employees and staff are made aware of this procedure and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

PROPOSED



Code: **GBEB**
Adopted: 5/02/13
Revised/Readopted: 10/25/18

Communicable Disease -- Staff

The district shall provide reasonable protection against the risk of exposure to communicable disease for employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

~~An employee shall not attend work, unless authorized by Oregon law, when the employee has any restrictable disease or has been exposed to any restrictable disease. An employee will not attend or work at a district school or facility while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that any the employee has or has been exposed to any a restrictable disease or has been exposed to a restrictable disease and exclusion is required, the administrator shall send the employee home. If the disease is a reportable disease, the administrator will, in consultation with nursing staff, report the occurrence to the local health department. A non-exhaustive list of restrictable diseases for staff can be found in for which exclusion is required in accordance with law and per administrative regulation GBEB-AR Communicable Diseases – Staff. Reportable diseases for staff are identified in OAR Chapter 333, Division 18.~~

Employees shall comply with all measures adopted by the district and with all rules adopted by Oregon Health Authority, Public Health Division, and the local health department.

~~In cases when a student receives a restrictable or reportable disease diagnosis, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure. Employees shall provide services to students, who are infected with a communicable disease except as required by law. Employees who have the responsibility to work with or to provide services to persons other than students, shall provide the services to all such persons as required by law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.~~

The district shall protect the confidentiality of an employee's health condition and record to the extent possible and consistent with federal and state law.

The district will include, as part of its emergency plan, a description of the actions to be taken by district staff in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The superintendent will develop administrative regulations necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 431.150 - 431.157](#)

[ORS 433.001 - 433.526](#)

[OAR 333-018](#)

[OAR 333-019-0010](#)

[OAR 333-019-0014](#)

[OAR 333-019-1000](#)

[OAR 437-002-0360](#)

[OAR 437-002-0377](#)

[OAR 581-022-2220](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2020).

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

Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2018); 45 C.F.R. Parts 160, 164 (2019).

Communicable Diseases – Student

The district shall provide all students reasonable protection against the risk of exposure to communicable diseases. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

A student will not attend school in a district school or facility while in a communicable stage of a restrictable disease or ~~When an administrator has reason to suspect that a susceptible student has or has been exposed to any restrictable disease for which the student is required to be excluded in accordance with law, the administrator involved shall exclude the student from school and per administrative regulation JHDD-AR – Communicable Diseases – Students. and if the disease is a reportable disease, the administrator school nurse will report the occurrence to the local health department and alert the building administrator.~~ The administrator will also take whatever reasonable steps necessary to organize and operate programs in a way which both furthers the education and protects the health of students and others.

~~In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure. A non-exhaustive list of restrictable diseases for students can be found in JHCC-AR Communicable Diseases – Students. Reportable diseases for students are identified in OAR Chapter 333, Division 18.~~

The district may provide an educational program in an alternative setting for the protection of both the student who has a restrictable disease and the exposed student.

The district will include, as a part of its emergency plan, a description of the actions to be taken by district personnel in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of each student’s health condition and record to the extent possible and consistent with federal and state law. ~~In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.~~

The superintendent or designee will develop administrative regulations necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 431.150 - 431.157](#)
[ORS 433.001 - 433.526](#)

[OAR 333-018](#)

[OAR 333-019-0010](#)
[OAR 333-019-0014](#)

[OAR 333-019-1000](#)
[OAR 437-002-0360](#)

[OAR 437-002-0377](#)
[OAR 581-022-2220](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2020).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34
C.F.R. Part 99 (2019).

Communicable Diseases – Student**

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule and include but are not limited to COVID-19¹, chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and infectious tuberculosis disease, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by Board policy or by the local public health administrator, after determining that it presents a significant public health risk in the school setting poses a danger to the public’s health.
2. “Susceptible” means being at risk of contracting a restrictable disease by virtue of being in one or more categories described in law for a child means lacking documentation of immunization required under OAR 333-050-0050.
3. “Reportable diseases” means a human reportable disease, infection, microorganism or condition as specified in OAR Chapter 333, Division 18 disease or condition, the reporting of which enables a public health authority to take action to protect or to benefit the public health.

Restrictable Diseases

1. A student of the district will not attend a district school or facility while in a communicable stage of a restrictable disease, including a communicable stage of COVID-19², unless authorized to do so under Oregon law. When an administrator has reason to suspect any child has a restrictable disease, the administrator shall send the student home.
2. An administrator that shall exclude a susceptible child from school if the administrator has reason to suspect that a the student has or has been exposed to any restrictable disease for which the student is required to be excluded, shall exclude that student from school and send him/her home measles, mumps, rubella, diphtheria, pertussis, hepatitis A, or hepatitis B, unless the local health officer determines that exclusion is not necessary to protect the public’s health. The administrator may request the local health officer to make a determination as allowed by law. If the disease is reportable, the administrator school nurse will report the occurrence to the local health department and alert the building administrator.

¹ Added per OAR 333-019-1000(2).

² “Communicable stage of COVID-19” means having a positive presumptive or confirmed test of COVID-19.

3. An administrator shall exclude a student if the administrator has been notified by a local public health administrator or local public health officer that the student has had a substantial exposure to an individual with COVID-19 and exclusion is deemed necessary by same.
4. ~~2.~~ The A student will be excluded in such instances until such time as the student or the parent of the student presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505 - 677.525, a nurse practitioner licensed under ORS 678.375 -678.390, local health department nurse or district nurse stating that the student does not have or is not a carrier of any restrictable diseases.
- ~~3. An administrator will exclude a susceptible student that has been exposed to a restrictable disease that is also a reportable disease unless the local health officer determines that exclusion is not necessary to protect the public's health, or the local health officer states the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. The administrator may request the local health officer to make a determination as allowed by law.~~
- ~~5. The district may provide an educational program in an alternative setting for the protection of both the student who has a restrictable disease and the exposed student.~~
6. The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. A student may remain in an alternative educational setting until such time as a certificate from a physician, physician assistant, nurse practitioner, local health department nurse or district nurse states that the student does not have or is not a carrier of any restrictable disease, or until such time as a local public health officer administrator states that the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. A restrictable disease exclusion for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may also be removed by a district nurse or health care provider.
7. More stringent exclusion standards for students from school may be adopted by the local health department or by the district through Board-adopted policy.
- ~~8. A disease is considered to be a restrictable disease if it is listed in OAR 333-019-0010, or it has been designated to be a restrictable disease through Board policy or by the local health administrator, after determining that it presents a significant public health risk in the school setting.~~
8. The district's emergency preparedness plan shall address the district's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by the Oregon Health Authority, Public Health Division and the local health department.
2. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate district response when the administrator is notified that a student or an employee has been exposed to a restrictable disease that is also a reportable disease.
3. An administrator shall determine other persons with a legitimate educational interest who may be informed of the communicable nature of an individual a student's communicable disease, or an employee's communicable disease, when a legitimate educational interest exists or for health and safety reasons within guidelines allowed by in accordance with law.

Education

1. The administrator or designee shall seek information from the district's nurse or other appropriate health officials regarding the health needs/hazards of all students and the impact on the educational needs of a student diagnosed with a restrictable disease or exposed to a restrictable disease.
2. The administrator or designee shall, utilizing information obtained above, determine an educational program for such a student and implement the program in an appropriate (i.e., regular or alternative) setting.
3. The administrator or designee shall review the appropriateness of the educational program and the educational setting of each individual student **diagnosed with a restrictable disease**.

Equipment and Training

1. The administrator or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The administrator or designee shall consult with the district's nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
3. All district personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA). (See policy EBBAA)

** 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.

SUPERINTENDENT EVALUATION PROCESS

DISCUSSION
Agenda Item #8
November 12, 2020

SUPERINTENDENT'S RECOMMENDATION:

This agenda item is discussion only.

ORIGINATED BY:

The need to develop and adopt an evaluation process for the superintendent's evaluation.

BUDGET IMPACT/SOURCE OF FUNDS:

Not applicable.

BACKGROUND:

The School Board adopts an evaluation process for the superintendent annually. In recent years, this evaluation process has been adopted by the School Board in December with the actual evaluation being completed prior to March 1.

ATTACHMENTS:

- Proposed 2020-2021 Superintendent Evaluation Timeline and Process (based on last year's timeline)
- Policy [CBA Qualifications and Duties of the Superintendent](#)
- Policy [CBG Evaluation of the Superintendent](#)
- SECTION 9 of the 2018-2021 superintendent's contract relating to evaluation
- 2019-2020 Individual Board Member Evaluation Template

CONTACT:

Matt Utterback, Superintendent

**2020-2021
SUPERINTENDENT EVALUATION TIMELINE AND PROCESS**

December 10	Board approves evaluation process and timeline at regular board meeting
January 14	Superintendent presents Annual Performance Report (modified due to impact of COVID-19)
January 15	Board secretary emails the evaluation template and the Annual Performance Report to all Board members
Jan. 15-Feb. 11	Board members complete individual evaluation feedback and returns to Board Secretary by 4:30 on February 11
February 12-18	Board Subcommittee (Directors Benologa, Forde, and Bauer) meet to draft evaluation
February 25	Board finalizes evaluation in executive session. Evaluation shared with superintendent prior to March 1.
March 11	Evaluation discussed with superintendent in executive session.

10/31/2020 mru

North Clackamas Schools Superintendent Evaluation
 2019-2020
 Individual Board Member Feedback

Matt Utterback, Superintendent

District Goal #1: Student Achievement – Each student will meet/exceed grade level standards and graduate.

Objectives:

- Implement quality instructional practices
- Implement aligned curricula throughout the K-12 program
- Implement sound literacy practices into all courses and content areas
- Implement effective student assessments throughout the K-12 program
- Provide extended student learning interventions and enrichments
- Design and implement a system of early learning strategies to improve kindergarten readiness
- Implement drop-out/push-out prevention, intervention, and recovery strategies and programs

**The superintendent’s performance rating:
 (Choose one rating only for each goal)**

- _____ **Less Effective**
- _____ **Developing**
- _____ **Effective**
- _____ **Accomplished**

Less Effective	Developing	Effective	Accomplished
Primary focus is not teaching and learning. Fails at creating an organizational culture focused on teaching and learning. Professional development is infrequent and is not connected to student or staff performance data.	Peripherally focused on teaching and learning. Discusses teaching and learning, but no real systemic organizational focus exists. Discusses customized learning, but execution is uneven, unclear and chaotic.	Primary focus is teaching and learning. Keeps the organization primarily focused on teaching and learning. Puts in place systems to customize instruction to students.	Continuously stresses the importance of quality teaching and learning as the organization’s primary strategic objective. Creates an organizational culture attentively focused on teaching and learning that grows and evolves.

Less Effective	Developing	Effective	Accomplished
<p>A yearlong plan for professional development of the school does not exist or is inadequate.</p> <p>There are no or few effective teacher planning teams.</p> <p>There is no consistent system in place for teacher observation and feedback.</p> <p>Does not put in place systems to ensure curricular alignment to standards.</p> <p>Does not create systems to customize learning to students.</p> <p>A shared understanding of instruction is not evident.</p>	<p>Participates in professional development based on feedback and student performance data.</p> <p>Participation in district-led professional development is inconsistent.</p> <p>Teacher planning teams occasionally meet but there is not a common structure for facilitating this work.</p> <p>Teachers are observed and given face to face feedback based on the observation.</p> <p>Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.</p>	<p>Actively developing expertise about quality instruction and can recognize and describe high-quality teaching.</p> <p>Actively developing the expertise to influence and mobilize action among teachers within the complex culture of a school district and wider professional community.</p> <p>Puts in place systems to align curriculum to standards.</p>	<p>Demonstrates a deep understanding of quality instruction and is continually expanding his/her own expertise in instruction.</p> <p>Skillfully guides, supports, nourishes and nurtures teachers in their instructional improvement.</p> <p>Creates structures for observing and analyzing instruction and for making practice public to deepen a shared understanding of practice within the district.</p> <p>Creates clear and systemic systems for curricular alignment to standards that result in curricula and assessments of exceptional quality.</p>

Comments:

District Goal #2: Equity – Create inclusive learning environments for each student.

Objectives:

- Identify and remove barriers to equitable student outcomes
- Increase staff capacity to build and support inclusive learning and work environments; creating a culturally competent workforce
- Implement effective and equitable operational practices throughout the district

**The superintendent’s performance rating:
(Choose one rating only for each goal)**

- _____ **Less Effective**
- _____ **Developing**
- _____ **Effective**
- _____ **Accomplished**

Less Effective	Developing	Effective	Accomplished
<p>Actions and intentions are not always grounded in shared district values.</p> <p>Has demonstrated inconsistent or unethical behavior and does not always stand by his or her word.</p> <p>Is not self-aware and does not reflect on his or her practice.</p>	<p>Actions and intentions are not always clear and transparent.</p> <p>Fairness to staff and students is frequently raised as an issue.</p> <p>Reflects on practice but does not always implement changes from that learning.</p>	<p>Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps.</p> <p>Demonstrates self-awareness and uses reflection to improve practice.</p> <p>Treats students and staff fairly and shows respect at all times.</p> <p>Is grounded in shared district values for how to do the work of leadership and learning.</p>	<p>Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps.</p> <p>Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.</p> <p>Demonstrates a high level of self-awareness and regularly reflects on practice to improve.</p>

Comments:

District Goal #3: Resources and Quality Programs – Improve financial stability, leverage assets, and expand efficiencies throughout the system.

Objectives:

- Build a variety of learning paths and school options to accommodate the diverse needs of students and to enhance student retention and enrollment growth
- Optimize the impact of strategic partners to enhance opportunities for staff, students and families
- Develop and utilize accurate, timely, and relevant data management systems to achieve district goals
- Improve processes to provide greater efficiency
- Communicate the unique qualities of our schools, programs, and district to enhance student and family engagement, retention and enrollment growth
- Contain health care costs
- Implement capital construction bond
- Develop leadership at all levels of the organization

**The superintendent’s performance rating:
(Choose one rating only for each goal)**

_____ **Less Effective**

_____ **Developing**

_____ **Effective**

_____ **Accomplished**

Less Effective	Developing	Effective	Accomplished
Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students. Irresponsibly and imprudently manages the fiscal aspects of the organization.	Unevenly manages and staffs the operational aspects of the organization, resulting in situations where inferior quality learning environments and/or unsafe situations arise for staff and students. Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.	Puts in place systems and staff so that environments are conducive to learning and are consistently safe. Makes sound fiscal decisions in line with the organization’s strategic goals and establishes clear and transparent systems of fiscal control and accountability.	Puts in place systems that create environments that inspire learning and that are highly reliably safe. Makes quality fiscal decisions in line with the organization’s strategic goals that are innovative and forward thinking. Clear and transparent systems of financial control and accountability are universally followed.

Less Effective	Developing	Effective	Accomplished
Is antagonistic toward union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.

Comments:

Board Request: Visionary Leadership

(Not a Board adopted goal)

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

The superintendent:

- Collaboratively develops and implements a shared vision and mission;
- Collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning;
- Creates and implements plans to achieve goals;
- Promotes continuous and sustainable improvement;
- Monitors and evaluates progress and revises plans.

_____ **Less Effective**

_____ **Developing**

_____ **Effective**

_____ **Accomplished**

Less Effective	Developing	Effective	Accomplished
<p>Little or no evidence exists of a district vision implemented in the work of the district.</p> <p>Actions, staffing and resources have little connection to a vision.</p> <p>It is difficult to know what the district stands for.</p>	<p>References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.</p> <p>Is engaged in learning and occasionally incorporates innovative ideas to support the vision.</p>	<p>Articulates the vision of the district in writing and speech.</p> <p>Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>The district vision is focused on student learning.</p>	<p>Articulates a clear and coherent vision for the district through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the district.</p>

Comments:

Board Request: Policy and Governance / Effective Management

(Not a Board adopted goal)

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high-quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and enlists the board’s support for organizational goals.

The superintendent:

- Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;
- Establishes procedures for superintendent/board interpersonal and working relationships;
- Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;
- Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.
- Monitors and evaluates the management of operational systems;
- Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- Promotes and protects the welfare and safety of students and staff;
- Develops the capacity for adaptive leadership;
- Ensures teacher and organizational time is focused to support quality instruction/student learning.

_____ **Less Effective**

_____ **Developing**

_____ **Effective**

_____ **Accomplished**

Less Effective	Developing	Effective	Accomplished
Does not enforce district policies. Does not engage the board in the work of advancing organizational goals.	Unevenly or inequitably enforces policies. Unevenly engages the board in the work of advancing organizational goals.	Appropriately and equitably enforces policies. Effectively engages the board in the work of advancing organizational goals.	The district takes pride in the equitable enforcement of district policies. Proactively and effectively engages the board in the work of advancing organizational goals.

Less Effective	Developing	Effective	Accomplished
<p>Management of the operations of the district is poor or non-existent.</p> <p>Budget guidelines are not adhered to and/or the budget is not related to a vision for the district.</p>	<p>Expectations for staff and students are inconsistent and not well known.</p> <p>The budget does not support the district's priorities and budget category limits are not always followed.</p>	<p>Establishes a clear set of operating procedures for effective operation of the district.</p> <p>The annual budget is adhered to with only approved variances.</p>	<p>Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student's learning.</p> <p>Develops and manages a budget that maximizes the learning goals of the school.</p>

Comments:

Board Request: Communications and Community Relations

(Not a Board adopted goal)

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community, responding to feedback and building support for and engagement with the district.

The superintendent:

- Develops formal and informal techniques to gain internal and external perceptions of district;
- Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-one environments);
- Promotes stakeholder involvement, engagement and participation in the process of schooling;
- Establishes effective school/community relations, school/business partnerships and public service;
- Understands the role of media in shaping opinions as well as how to work with the media.

_____ **Less Effective**

_____ **Developing**

_____ **Effective**

_____ **Accomplished**

Less Effective	Developing	Effective	Accomplished
<p>Ineffective in communication with staff, parents and students.</p> <p>Staff and students feel undermined by the lack of leadership in the school.</p> <p>Not aware of the undercurrents with staff or the school environment.</p>	<p>Advocates for some students and families.</p> <p>Stakeholders frequently feel out of the loop.</p> <p>Many staff members do not feel positive about district leadership.</p> <p>Staff and students do not feel stimulated to do their best work.</p>	<p>Keeps staff, students and parents informed on a regular basis.</p> <p>Communication with individuals and groups is clear and effective.</p> <p>Most staff and students identify positively with district leadership.</p> <p>Works as a member of a district team to positively influence education decisions.</p>	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Alert to potential issues; predicts and shares possibilities with school board in advance.</p> <p>Constituent groups report a positive relationship with district leadership.</p>

Comments: