



Board of Directors  
North Clackamas School District 12  
12400 SE Freeman Way  
Milwaukie, Oregon 97222

## Agenda

North Clackamas School Board  
Thursday, October 13, 2022 - 6:00 PM  
Board Room  
12400 SE Freeman Way  
Milwaukie, OR 97222

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

### EXECUTIVE SESSION

Convened under Oregon Laws ORS 332.061(1). NOTICE TO MEDIA: In accordance with ORS 192.660(4) media representatives must be excluded when student matters are discussed and all other matters discussed in Executive Session must remain undisclosed.

Members of the media may contact Donna Collingwood collingwoodd@nclack.k12.or.us for login information to access this meeting in accordance with ORS 192.660(4) and ORS 332.061(2)

#### 6:00 Expulsion of Student

Presenter: Shay James

#### 6:30 Adjourn Executive Session

### OPEN SESSION

#### 6:30 Call to Order

Native Land Acknowledgement

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Flag Salute

Minutes - September 22, 2022

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#### Consent Agenda

A. Employment Changes

B. Travel Request Sabin-Schellenberg Center DECA

6

C. Travel Request Sabin-Schellenberg Center FFA

13

D. Travel Request Clackamas High School Girls Varsity Basketball

20

#### 6:35 Community Comments

6:50 1. North Clackamas Education Association (NCEA) Featured Educator

1

7:05 2. Superintendent's Report

<b>7:20</b>	<b>3. Board Reports</b>	
<b>7:35</b>	<b>4. 2022-2023 Class Size Report</b>	<b>26</b>
	Presenter: Ivonne Dibblee Khaliyah Williams-Rodriguez Petra Callin	
<b>7:50</b>	<b>5. 2022 Summer Learning Report</b>	<b>38</b>
	Presenter: Ivonne Dibblee	
<b>8:05</b>	<b>6. Student Success Act: Student Investment Account Annual Report</b>	<b>60</b>
	Presenter: Joel Stuart	
<b>8:20</b>	<b>7. Policy Revision - Discussion</b>	<b>77</b>
	Presenter: Tiffany Shireman	
<b>8:30</b>	<b>Adjourn</b>	



## Native Land Acknowledgment

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

**NORTH CLACKAMAS SCHOOL DISTRICT 12  
CLACKAMAS COUNTY, OREGON  
MINUTES — BOARD OF DIRECTORS MEETING  
September 22, 2022  
Board Room**

**Work Session**

With due notice having been given and a quorum present, Chair Mitzi Bauer convened open session at 6:34 p.m. with the following members present:

Mitzi Bauer	–	Chair
Jena Benologa	–	Vice Chair
Tory McVay	–	Director
Orlando Perez	–	Director
Shay James	–	Superintendent
Donna Collingwood	–	Board Secretary

Also present were Ivonne Dibblee, Tiffany Shireman, Cindy Detchon, Michelle Riddell, Matt Makara, Petra Callin, Khaliyah Williams-Rodriguez, Tammy O’Neill, Joe Bridgeman, Curtis Long, and Seth Gordan.

Vice Chair Benologa read the Native Land Acknowledgement. Director McVay led the Pledge of Allegiance.

R22/23-19      **Minutes** – Jena Benologa moved, Orlando Perez seconded the motion to approve the minutes of the regular Board Meeting held September 22, 2022.

Motion passed unanimously, 4-0.

R22/23-20      **Consent Agenda** – Tory McVay moved, Orlando Perez 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:

- Administrative appointments transfers and terminations
- Licensed appointments, assignments, transfers, leaves, and terminations

**Budget Committee Dates** - Approve the 2023-2024 Budget Calendar.

**Budget Committee Vacancies** - Declare Budget Committee appointed positions 8 and 9 vacant, and proceed with the application process for positions 8, 9 and the previously vacated position 12.

**Amendment to 2022-2023 Organizational Resolution** - Approval of the proposed amendment to designations, authorizations, and appointments as identified in the resolution.

Motion passed unanimously, 4-0.

**Community Comments** -

- Angela Pederson, Oregon City, spoke regarding materials in school libraries.
- Angie Bartlett, Damascus, spoke regarding materials in school libraries.
- Aimee Reiner, Damascus, spoke regarding mask mandates.
- Nicole Perry, Milwaukie, spoke regarding safe routes to school events.

R22/23-21 **Filipino American History Month Proclamation** - Jena Benologa moved, Orlando Perez seconded the motion to adopt the proclamation recognizing October 2022 as Filipino American History Month in North Clackamas School District.

Motion passed unanimously, 4-0.

R22/23-22 **School Administrator Month Proclamation** - Tory McVay moved, Orlando Perez seconded the motion to adopt the resolution expressing support for the School District Administrators by designating the month of October in the year 2022 as “School District Administrator Month” in the North Clackamas School District.

Motion passed unanimously, 4-0.

**School Opening Report** - Superintendent Shay James, Assistant Superintendent Ivonne Dibblee, Executive Director of Teaching, Learning, & Professional Development Tammy O’Neill, Executive Director of Elementary Programs Khaliyah Williams-Rodriguez, and Executive Director of Secondary Programs Petra Callin gave a report on the opening of schools. They reported on student enrollment, preliminary hiring data, the new strategic plan, multi tiered system of support, literacy framework, leadership professional development, high leverage instructional practices, elementary programs, secondary programs, and welcoming back staff and students.

There being no further business to come before the Board, the meeting adjourned at 8:04 p.m.

**Unapproved**

**TRAVEL PERMISSION REQUEST**

Sabin Schellenberg Center - DECA

**CONSENT B**

October 13, 2022

**SUPERINTENDENT’S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

Sabin Schellenberg is requesting permission for 8 students and 2 chaperones to travel to The DECA Western Regional Leadership Conference, November 17-20, 2022 in Anaheim, CA. The trip will cost approximately \$897 per person to be funded by a Jamba Juice fundraiser, student store funds, “Fill the Briefcase” event, online silent auction, local business sponsorships, and parent contributions. The purpose of this trip is for students to participate in leadership, entrepreneurship, and business workshops that focus on real-world skills that can be used in any industry. Additionally, the conference will act as an officer team-building activity and help prepare our team for state and national competition.

**SOURCE OF FUNDS:**

See attached Application for Permission to Travel

**ATTACHMENTS:**

Application for Permission to Travel and required attachments

**STAFF CONTACT:**

Petra Callin, Executive Director of High Schools



2022-2023 Application for Permission to Travel

Section I – General Information (check all that apply)

- Requires Principal Approval, Requires District Approval, Requires Board Approval, First time travel for this group/itinerary OR Annual/Repeated trip (i.e. annual Fall choir retreat)

School: Sabin Schellenberg Name of group: DECA

Dates of travel: November 17-November 20 Initiator: Grace Saad

Destination: DEC AWRLC - Anaheim, CA Application date: 9/26/22

Number of nights of overnight stay: 3 Time of departure: 1230 11/17

Number of school days students will miss: 2

Rationale for missed school days:

Students will participate in leadership, entrepreneurship, and business events that will prepare them for state and national conferences. This experience is directly tied to classroom learning and will be applicable in subjects across curricular areas.

Number of students: 4 male 4 female Number of chaperones: 1 male 1 female

Background checks will be completed and verified on all chaperones. Background checks must be submitted every three years.

Person verifying background checks will be: Julie Coleman Initial here when completed: JFC

Purpose of travel:

DECA Western Region Leadership Conference - Students will participate in leadership, entrepreneurship, and business workshops that focus on real-world skills that can be used in any industry. This conference will act as an officer team-building activity, as well as prepare our officer team for state and national competition. Officers lead team practices, and this event will help uniquely prepare our SSC officer team to lead other students to achieve their goals.

What plans have been made for school make-up work when trip requires students miss school?

Students will have time both on the airplane and down time during the trip to complete missed school work. Students will gather the work missed from teachers prior to the trip (or follow along on Google Classein) and be able to work on the assignments they are given during the trip.

What specific responsibilities have been assigned to the chaperones?

- Supervision of travel (flights, trains to and from airport)
- Supervision of students during exploration of Anaheim
- Curfew checks
- Advisor conference sessions and supervision of students during DECA events
- Communication with parents, guardians, and students for timelines and specifics

**Section II – Budget Information – Cost per Student**

**Expenses (per student)**

- 1. Transportation \$ 300
- 2. Lodging (no home stays) \$ 162
- 3. Meals \$ 100
- 4. Fees/Event Expense \$ 335
- 5. Other \$ \_\_\_\_\_

Description of other expenses: \_\_\_\_\_

6. **Total cost per student (total lines 1 through 5):** \$ 897

7. # of chaperones 2

8. # of students 8

9. **Total # of students + chaperones** 10

10. **Total cost of participation (Line 6 x Line 9):** \$ 8970

11. Substitute Teachers: (rates are effective 2022-2023)

a. 2 # Full-Day Substitute(s) x 2 # of Days @ \$273.60 = \$ 1,094.40

b. 0 # Half-Day Substitute(s) x 0 # of Days @ \$136.80 = \$ 0.00

c. **Total Sub Cost** \$ 1094.4

**TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.):** \$ 10064.4

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 10064.4

Briefly describe fund-raising activities and other resources: \_\_\_\_\_

Jamba Juice Card fundraiser (in process - \$500 goal), Parent contributions (\$2,000 approximate - planned), Student store funds (already earned - \$3,000)  
Fill the Briefcase event (planned - \$500 goal), Online silent auction (planned - \$3,000 goal), Local business sponsorships (in process - \$1,000 goal)

***No students will be denied participation due to lack of funds. Adequate sources of revenue must be made available to all students.***

**Section III – Transportation and Lodging Information**

- Transportation:  NCSD bus  Nondistrict commercial transportation (bus, train, plane)  
 NCSD mini bus (Type 20)  Private/personal vehicles (Must have parent/guardian release form)  
 Rental Vehicle (no rental of 15-passenger vans allowed)

For use of NCSD minibus or Rental Cars, please identify the NCSD current certified mini-bus drivers:

Name of Driver(s): \_\_\_\_\_

\_\_\_\_\_

**NCSD mini buses cannot be used for trips which total more than 600 miles round trip.**

Number of miles round trip: \_\_\_\_\_

Name the type(s) of nondistrict transportation to be used (including to and from airport) and company name:

Parent vehicles for airport drop off and pick up (departure and arrival from PDX)

Public transportation (to and from airport, for exploration)

Name and location of lodging and description of room arrangements (chaperones may not share rooms with students; see item #2 under Chaperone Guidelines). Students are not allowed to stay with host families without written permission from Superintendent or designee. This is in accordance with Volunteer Policy IICC-AR(1):

Hilton Anaheim, 1 hotel room for female students, 1 hotel room for each advisor  
1 hotel room for male students

**For all travel requests, transportation details and a pre-trip driver requirements forms (If driving a Type 20 NCSD minibus must be included).**

I have read and understand all trip guidelines.

Shanikaad-Still  
Trip Leader Signature

9/29/22  
Date

**Section IV – Required Attachments fr building level approval only.**

The following attachments must accompany this appliction:

- Detailed Itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- Pre-trip Driver Requirements (NCSD minibus-Type 20) upon departure.
- Copy of Permission Release Forms and Emergency Information
- List of chaperones and verification of current background check on file.

**Section V – Required Attachments to be sent to district level. (All other forms stay at the building.)**

- Detailed itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- List of chaperones and verification of current background check on file.

**Section VI – Approval**

Principal Level:  Approved  
 Denied

[Signature]  
Principal

9/30/22  
Date

District Level:  Approved  
 Denied

[Signature]  
Executive Director of Elementary/Secondary

9/30/22  
Date

Date of Board Approval: \_\_\_\_\_

# PROGRAM NAME:

Itinerary	
Trip Description DECA Western Region Leadership Conference in Anaheim CA	
Departure Date 11/17/22	Departure Time 12:30 pm approximate
Return Date 11/20/22	Return Time 8:00 pm approximate
Agenda Activities:	
<b>Day:</b> Thursday	<b>Date:</b> 11/17/22
<b>Time</b> 10:30 am	<b>Activity</b> Arrive at airport and prepare for departure
<b>Time</b> 3:00 pm	<b>Activity</b> Arrive in LAX and transport to the hotel
<b>Time</b> 4:00 pm	<b>Activity</b> Check into hotel and get ready for Disneyland
<b>Time</b> 5:00 pm - 10 pm	<b>Activity</b> Disneyland as a group
<b>Time</b> 10:00 pm	<b>Activity</b> Return to hotel and prepare for bed
<b>Time</b> 11:00 pm	<b>Activity</b> Lights out
<b>Time</b>	<b>Activity</b>
<b>Time:</b>	<b>Activity</b>
<b>Time</b>	<b>Activity</b>

**Agenda Activities:**

<b>Day:</b> Friday	<b>Date:</b> 11/18/22
<b>Time</b> 7:00 am	<b>Activity</b> Wake, get ready and breakfast
<b>Time</b> 8:30am - 10:30 pm	<b>Activity</b> Conference agenda (see attached information packet)
<b>Time</b> 10:30 pm	<b>Activity</b> Return to hotel, debrief the day and prepare for bed
<b>Time</b> 11:00 pm	<b>Activity</b> Lights out
<b>Time</b>	<b>Activity</b>

<b>Agenda Activites:</b>	
<b>Day:</b> Saturday	<b>Date:</b> 11/19/22
<b>Time</b> 7:00 am	<b>Activity</b> Wake and prepare for day
<b>Time</b> 8:30 am - 10:30 pm	<b>Activity</b> Conference activities (see attached information)
<b>Time</b> 10:30 pm	<b>Activity</b> Return to hotel
<b>Time</b> 11:00 pm	<b>Activity</b> Lights out
<b>Time</b>	<b>Activity</b>

**Notes/Additional Items**

11/20/22 - 7:00 am - Wake and prepare for departure; 8:30 am - 2 pm - Southern California exploration (beach visit); 2 pm - Return to hotel and check out; head to airport; 4 pm - check in at airport; 6 pm - depart LAX

**TRAVEL PERMISSION REQUEST**

Sabin Schellenberg Center – Future Farmers of America

**CONSENT C**

October 13, 2022

**SUPERINTENDENT’S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

Sabin Schellenberg Center is requesting permission for 11 students and 2 chaperones to travel to The National FFA Convention and Expo October 23-30, 2022 in Indianapolis, IN. The trip will cost approximately \$1,590 per person to be funded by plant sales, alumni/booster support, local businesses and industry donations, and out of pocket expenses. The purpose of this trip is for students to compete in the national Poultry Evaluation event, the Ag Communications event and the agriscience fair.

**SOURCE OF FUNDS:**

See attached Application for Permission to Travel

**ATTACHMENTS:**

Application for Permission to Travel and required attachments

**STAFF CONTACT:**

Petra Callin, Executive Director of High Schools



2022-2023 Application for Permission to Travel

Section I – General Information (check all that apply)

- Requires Principal Approval, Requires District Approval, Requires Board Approval, First time travel for this group/itinerary OR Annual/Repeated trip (i.e. annual Fall choir retreat)

School: SSC, Name of group: FFA, Dates of travel: October 23-30, 2022, Initiator: Kathy Mayfield, Destination: Indianapolis, IN, Application date: 9.14.22, Number of nights of overnight stay: 7, Time of departure: TBD, Number of school days students will miss: 5

Rationale for missed school days: Students will be gaining valuable career based and leadership skills related to the poultry industry and agriculture communications. Students have won state competitions and have qualified

Number of students: 1 male, 10 female, Number of chaperones: 1 male, 1 female

Background checks will be completed and verified on all chaperones. Background checks must be submitted every three years.

Person verifying background checks will be: Bonnie, Initial here when completed: Bm

Purpose of travel:

National FFA Convention and Expo: Students are competing in the national Poultry Evaluation event, the Ag Communications event and the agriscience fair (national finalists).

What plans have been made for school make-up work when trip requires students miss school?

Students will be checking with teachers prior to leaving to obtain work. There will be study sessions scheduled on the trip for students to complete homework

What specific responsibilities have been assigned to the chaperones?

To ensure students are following district guidelines and that they attend sessions while at convention.

**Section II – Budget Information – Cost per Student**

**Expenses (per student)**

- 1. Transportation \$ 650.00
- 2. Lodging (no home stays) \$ 600.00
- 3. Meals \$ 250.00
- 4. Fees/Event Expense \$ 90.00
- 5. Other \$ \_\_\_\_\_

Description of other expenses: \_\_\_\_\_

- 6. Total cost per student (total lines 1 through 5): \$ 1590
- 7. # of chaperones 2
- 8. # of students 11
- 9. Total # of students + chaperones 13
- 10. Total cost of participation (Line 6 x Line 9): \$ 20670
- 11. Substitute Teachers: (rates are effective 2022-2023)
  - a. 1 # Full-Day Substitute(s) x 5 # of Days @ \$273.60 \$1368
  - b. 1 # Half-Day Substitute(s) x 5 # of Days @ \$136.80 = \$684
  - c. Total Sub Cost \$2052

**TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.): \$ \$22,722**

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 22722

Briefly describe fund-raising activities and other resources: \_\_\_\_\_

~~Plant Sale, Alumni (booster) support, local businesses and industry donations~~

*No students will be denied participation due to lack of funds. Adequate sources of revenue must be made available to all students.*

**Section III – Transportation and Lodging Information**

- Transportation:  NCS D bus  Nondistrict commercial transportation (bus, train, plane)  
 NCS D mini bus (Type 20)  Private/personal vehicles (Must have parent/guardian release form)  
 Rental Vehicle (no rental of 15-passenger vans allowed)

For use of NCS D minibus or Rental Cars, please identify the NCS D current certified mini-bus drivers:

Name of Driver(s): Kathy Mayfield

Wynn Mayfield

**NCS D mini buses cannot be used for trips which total more than 600 miles round trip.**

Number of miles round trip: \_\_\_\_\_

Name the type(s) of nondistrict transportation to be used (including to and from airport) and company name:

Rental will be secured at the time of purchasing airline tickets and will be provided when arranged

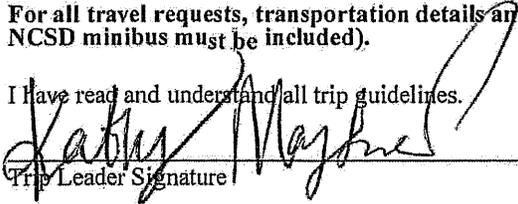
Name and location of lodging and description of room arrangements (chaperones may not share rooms with students; see item #2 under Chaperone Guidelines). Students are not allowed to stay with host families without written permission from Superintendent or designee. This is in accordance with Volunteer Policy ICC-AR(1):

Housing will be secured through the National FFA Housing Bureau . They assign motels after registration and deposits are paid. There will be 5 rooms for girls, 1 room for boys, and a room for the chaperones.

**For all travel requests, transportation details and a pre-trip driver requirements forms (If driving a Type 20 NCS D minibus must be included).**

I have read and understand all trip guidelines.

Trip Leader Signature



9.14.22

Date

**Section IV – Required Attachments for building level approval only.**

The following attachments must accompany this application:

- Detailed Itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- Pre-trip Driver Requirements (NCS D minibus-Type 20) upon departure.
- Copy of Permission Release Forms and Emergency Information
- List of chaperones and verification of current background check on file.

**Section V – Required Attachments to be sent to district level. (All other forms stay at the building.)**

- Detailed itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- List of chaperones and verification of current background check on file.

**Section VI – Approval**

Principal Level:  Approved  
 Denied

Principal



9/21/22  
Date

District Level:  Approved  
 Denied

Executive Director of Elementary/Secondary



9/30/22  
Date

Date of Board Approval: \_\_\_\_\_

## **National FFA Convention Tentative Schedule: More details to follow**

TO: Parents and FFA Members going to Indianapolis/National FFA Convention

FROM: Kathy Mayfield 503-353-5813                      mayfieldk@nclack.k12.or.us

RE: Itinerary for travel to National FFA Convention

### **October 23, 2022**

6:00 am: Fly out of Portland

6:00 pm: Arrive in Indianapolis. Secure transportation and get dinner for students.

9 pm-Check into motel

### **October 24:**

8:30 am: Wakeup call

9:00 -10:30 am: Team meeting and practice testing for competition.

10:45 am: Leave for Fair Oaks Farm Tour-

[Fair Oaks Farms](#) is the nation's leading agriculture attraction located right in the corn belt of Northwest Indiana. The [Dairy Adventure](#), [Pig Adventure](#), and the [Crop Adventure](#) provide interactive demonstrations to guests to learn about current innovative farming practices, sustainability and animal welfare as they relate to food production in America.

- The Crop Adventure: Learn how we are feeding 7 billion people and counting
- The Dairy Adventure: Come see the future of Dairy Farming in our Robotic Dairy
- The Pig Adventure: Learn all about raising pigs by visiting a commercial pig farm and use some of the current technology used in pig production.

Other projects such as pollinators, egg production, vertical farming, aquaculture and the role that science, technology, engineering and math play in the story of modern agriculture are also used to educate the public on new practices.

11:15 am: Tour w/lunch onsite

4:30 pm: Return to motel; practice sessions for teams competing

6:30 pm: Dinner

8:00 pm: Practice and study sessions for events

10:30pm: Bedtime

### **October 25:**

7:00 am: Wakeup call

8:15 am: Team testing and preparation

10:15 am: Leave for Modern Swine Farm Tour with Lab. Another one of the facilities at the Fair Oaks farm.

12:30 pm: Lunch

1:00 pm: Tour

5:00 pm: Check in to convention motel

6:00 pm: Dinner  
8-10 pm: Study, judge and practice for competitions  
10:00 pm: Bedtime

**October 26: Ag Communications competition day**

6:00 am: Wakeup call  
8:00 am: Arrive at JW Marriott motel for Media Plan Presentation.  
12:00 pm: Photo Shoot for students in competitions with sponsors  
1:30 pm: Career Show for all members.  
4:00 pm: Opening Session  
7:30 pm: Dinner  
9:00 pm: Competition Practice  
10:30 pm: Bedtime

**October 27: National FFA Convention & Competitions**

5:30 am Wakeup call  
6:30 am Leave for poultry competition  
7:30 am Report for competition  
10:00 am Agriscience Fair presentations  
1:30 pm Poultry Event Review  
3:00 pm Convention Session  
5:00 pm Dinner  
9:30 pm: Return to motel  
10:30 pm: Bedtime

**October 28: National FFA Convention & Competitions**

5:30 am Wakeup call  
6:30 am Leave for convention  
7:30 am Report for morning convention session – Agriscience Fair recognition on Stage  
2:00 pm: Career Show  
5:30 pm: Evening convention session for some students  
6:00 pm: Poultry Awards Dinner for remaining students  
9:30 pm: Return to motel  
10:30 pm: Bedtime

**October 29: National FFA Convention & Competitions**

5:00 am Wakeup call  
6:00 am Leave for convention  
7:30 am: Report for morning convention session  
7:30-11 am: Morning session  
2:00 pm: Final Convention session  
5:30 pm: Return to motel

7:00 pm: Chapter celebration dinner

**October 30:**

6:00 am: Check out of motel

9:00 am: Fly back to Portland

There is a very detailed outline of convention activities at [www.ffa.org](http://www.ffa.org).

My experience in traveling with teenagers for 32 years and competing at the national level has taught me that students need structure and time for their bodies to acclimate to the three-hour time difference. If we simply fly into Indianapolis the day before they have to compete, their bodies and minds are not prepared for what is in front of them. Their bodies think it is still 4:30 am and they are being asked to take tests, speak to judges and think critically. Research shows that high school aged students do not function well at that time of day. Many of our students have been successful under the schedule I have proposed and have, in fact, earned scholarship monies for their success. I believe that the learning that takes place the two days prior to competition is invaluable and time well spent.

**TRAVEL PERMISSION REQUEST**

Clackamas High School – Girls Varsity Basketball

**CONSENT D**

October 13, 2022

**SUPERINTENDENT’S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

Clackamas High School is requesting permission for 12 students and 3 chaperones to travel to The Nike Tournament of Champions December 18-23, 2022 in Phoenix, AZ. The trip will cost approximately \$880 per person. Families will pay for the trip and funding is available for students who have a need. The purpose of this trip is for students to compete in the Nike Tournament of Champions.

**SOURCE OF FUNDS:**

See attached Application for Permission to Travel

**ATTACHMENTS:**

Application for Permission to Travel and required attachments

**STAFF CONTACT:**

Petra Callin, Executive Director of High Schools



**Section II – Budget Information – Cost per Student**

**Expenses (per student)**

- 1. Transportation \$ 500
- 2. Lodging (no home stays) \$ 300
- 3. Meals \$ 80
- 4. Fees/Event Expense \$ \_\_\_\_\_
- 5. Other \$ \_\_\_\_\_

Description of other expenses: \_\_\_\_\_

6. **Total cost per student (total lines 1 through 5):** \$ 880

7. # of chaperones 3

8. # of students 12

9. **Total # of students + chaperones** 15

10. **Total cost of participation (Line 6 x Line 9):** \$ 13200

11. Substitute Teachers: (rates are effective 2022-2023)

a. 0 # Full-Day Substitute(s) x    # of Days @ \$273.60 \$ 0

b. 0 # Half-Day Substitute(s) x    # of Days @ \$136.80 = \$ \_\_\_\_\_

c. **Total Sub Cost** \$ 0

**TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.):** \$ 13200

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 13200

Briefly describe fund-raising activities and other resources: \_\_\_\_\_

none

*No students will be denied participation due to lack of funds. Adequate sources of revenue must be made available to all students.*

**Section III – Transportation and Lodging Information**

- Transportation:  NCSD bus  Nondistrict commercial transportation (bus, train, plane)  
 NCSD mini bus (Type 20)  Private/personal vehicles (Must have parent/guardian release form)  
 Rental Vehicle (no rental of 15-passenger vans allowed)

For use of NCSD minibus or Rental Cars, please identify the NCSD current certified mini-bus drivers:

Name of Driver(s): Korey Landolt

Randy Fisher

**NCSD mini buses cannot be used for trips which total more than 600 miles round trip.**

Number of miles round trip: \_\_\_\_\_

Name the type(s) of nondistrict transportation to be used (including to and from airport) and company name:

Rental Mini Vans

Name and location of lodging and description of room arrangements (chaperones may not share rooms with students; see item #2 under Chaperone Guidelines). Students are not allowed to stay with host families without written permission from Superintendent or designee. This is in accordance with Volunteer Policy IICC-AR(1): 3 rooms for chaperones and 2 per room at the Arizon Grand Resort unless they stay with accompanying families. The tourney is a Stay to Play so all families and players will stay in this location.

**For all travel requests, transportation details and a pre-trip driver requirements forms (If driving a Type 20 NCS D minibus must be included).**

I have read and understand all trip guidelines.

Korey E. Landolt  
Trip Leader Signature

Korey Landolt 9/6/22  
Date

**Section IV – Required Attachments for building level approval only.**

The following attachments must accompany this application:

- Detailed Itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- Pre-trip Driver Requirements (NCS D minibus-Type 20) upon departure.
- Copy of Permission Release Forms and Emergency Information
- List of chaperones and verification of current background check on file.

**Section V – Required Attachments to be sent to district level. (All other forms stay at the building.)**

- Detailed itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- List of chaperones and verification of current background check on file 

**Section VI – Approval**

Principal Level:  Approved  
 Denied

AS 9/9/22  
Principal Date

District Level:  Approved  
 Denied

[Signature] 10/6/22  
Executive Director of Elementary/Secondary Date

Date of Board Approval: \_\_\_\_\_

**Clackamas Girls Basketball**  
**Nike Tournament of Champions**  
**December 18-23 Phoenix AZ**  
**Team Trip Itinerary-Tentative**

NOTE: Once the tournament bracket is released by TOC we will be setting times for meals, down time for players, commute times (leave times). Parents will know the schedule for when the players are with chaperones and when they are expected to be in their parents' care. We will also communicate daily through Team Snap in which all parents and players will be able to send and receive messages and schedules with that app.

**Sunday December 18th**

**Travel Day**

**Monday December 19th**

8:00 am Breakfast- In rooms if early game/team breakfast if later game

TBA- 1 Game at Bell Bank Park in Mesa, AZ

The rest of the Meals/team activities will be determined by game schedule

8pm Players will return to parent's responsibility for sleeping each night.

10pm Lights out

**Tuesday December 20th**

8:00 am Breakfast- In rooms if early game/team breakfast if later game

TBA- 1 Game at Bell Bank Park in Mesa, AZ

The rest of the Meals/team activities will be determined by game schedule

8pm Players will return to parent's responsibility for sleeping each night.

10pm Lights out

**Wednesday December 21st**

8:00 am Breakfast- In rooms if early game/team breakfast if later game

TBA- 1 Game at Bell Bank Park in Mesa, AZ

The rest of the Meals/team activities will be determined by game schedule

8pm Players will return to parent's responsibility for sleeping each night.

10pm Lights out

**Thursday December 22nd**

8:00 am Breakfast- In rooms if early game/team breakfast if later game

TBA- 1 Game at Bell Bank Park in Mesa, AZ

The rest of the Meals/team activities will be determined by game schedule

8pm Players will return to parent's responsibility for sleeping each night.

10pm Lights out

**Friday December 23rd**

**Travel Day**

2022 Clackamas Girls Basketball Arizona Trip  
Nike Tournament of Champions

- Tournament:** Nike Tournament of Champions (Bell Bank Park)  
Tournament Director: Ashleigh Picci (ashleigh.picci@thetoc.org)
- HOTEL:** All Players and Families will be staying at the Arizona Grand Resort
- TRANSPORTATION:** Parents and Guardians will be providing transportation to and From Portland to Phoenix AZ. And Coaches will be renting vehicles to travel from hotels to games.
- COSTS:** Airfare: To be arranged by player's families: Tickets are Roughly \$500, families have the option to use points/miles to offset costs.
- Hotel: Players will stay at the Arizona Grand and will cost the program roughly \$300 per player. Players will have the option to stay with families the night of Dec 22nd. The fundraising done in the summer of 22 will pay for this expense.
- Players not traveling with families will have a plan to either travel with a Chaperone or with another family. Players will need to inform coaches of their situation by November 20th as to their plans. If a player is chaperoned by a coach they will be provided a hotel room with other players and will follow the same itinerary as the rest of the team. Chaperones will ensure players traveling without a parent are expected to have the same in room expectations and lights out expectations as those players in rooms with families. If players traveling without parents or families would prefer another parent to chaperone their athlete then they will have that option.
- Meals: Roughly \$20-\$25 per day for each player so \$80-\$150

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**SUBTOTAL:** Roughly \$850-\$950 per player (depending on Airfare)  
No Player will be left out. If they are unable to pay their portion the Girls Basketball Program will scholarship that player.

**GAME LOCATION:** BELL BANK PARK (MESA, AZ)

**CHAPERONE RESPONSIBILITIES:** All players/families and coaches/chaperones will be staying at the Arizona Grand Resort all players will have rendezvous points on hotel property and will travel to and from games, meals, leisure as a team. Parents and Chaperones will exchange supervision back at the hotel each evening for overnight supervision. Parents/Guardians or Chaperones will be responsible for players' travel to Phoenix on 12/18 and Home from Phoenix to Portland on 12/23.

**2022 - 2023 CLASS SIZE REPORT**

**REPORT**  
Agenda Item #4  
October 13, 2022

**SUPERINTENDENT'S RECOMMENDATION:**

This data is presented for Board information.

**ORIGINATED BY:**

This is an annual report.

**BACKGROUND:**

Class size Report: Elementary 2022 - 2023

- The average class size for elementary school is 24.7.

Class Size Report: Secondary 2022-2023

- The average core class size (Language Arts, Humanities, Math, Social Studies and Science) for middle school is 27.47. The average core class size for high school is 28.1.

**ATTACHMENTS:**

- Google Presentation: North Clackamas School District Class Size Report 2022 - 2023
- Class Size Report - Elementary Schools Summary
- Class Size Report - Secondary Summary

**PRESENTER / STAFF CONTACT:**

Khaliyah Williams-Rodriguez, Executive Director of Elementary Programs

Petra Callin, Executive Director of High School Programs

Ivonne Dibblee, Assistant Superintendent of Education



# Class Size Report

2022 - 2023

# 16,698

October 5, 2022

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# 22 - 23 STAFFING RATIOS

Schools were staffed for the following average:

- 25:1 Elementary
- 28:1 Middle
- 31:1 High

Individual school staffing ratios adjusted to reflect the needs based on:

- Family income status/families experiencing poverty
- Number of English learners
- Number of students identified as having a disability

\*\* This does not account for additional funding sources

# STAFFING ADJUSTMENTS

\* FTE adjustments made during August 2022

3.0 FTE	3 Classroom Teachers Transfer	Elementary: <ol style="list-style-type: none"> <li>Whitcomb Kindergarten to Ardenwald 3rd Grade</li> <li>Whitcomb Kindergarten to View Acres Kindergarten</li> <li>Spring Mount 5th grade to Mount Scott Kindergarten</li> </ol>
0 FTE	Classroom Teacher(s)	Middle School:
3.34 FTE	1 Counselor 2.34 Certified	High School: <ol style="list-style-type: none"> <li>NUHS Counselor to Bilquist / .5 Milwaukie El Puente</li> <li>CHS additional .5 and ANHS additional 1.67, MHS an additional class FTE</li> </ol>
1.0 FTE	1 Classroom Teacher	VOP: <ol style="list-style-type: none"> <li>VOP Kindergarten to Riverside Kindergarten</li> </ol>

# 22 - 23 ELEMENTARY CLASS SIZE

	2017-2018	2018-2019	2019-2020	2020-2021	2021 - 2022	2022 - 2023
Average Class Size	26.0	27.0	25.0	23.0	23.0	24.7
Number of Dual-Grade Classrooms	13	17	18	9	17	17
Number of all day classes at/or above 35	0	0	0	0	0	0
Number of classes at/or below 25	99	97	120	212	238	171

## Students in Overflow

Kindergarten	4
1st	4
2nd	2
3rd	6
4th	3
5th	6

Total 25

\* Dual-Grade Classrooms ~ elementary schools ( $\frac{1}{2}$ ,  $\frac{2}{3}$ ,  $\frac{3}{4}$ , and  $\frac{4}{5}$  grades)

- Kindergarten 22.45 = average class size
- 1st - 3rd grades 26.10 = average class size
- 4th - 5th grades 25.04 = average class size

# 22 - 23 MIDDLE SCHOOL CLASS SIZE

	2017-2018	2018-2019	2019- 2020	2020-2021	2021-2022	2022-2023
Average Core Class Size	30.0	30.0	29.0	27.1	25.5	27.47

- \* Average core class size is below where it was pre-pandemic
- \* Median caseload is 130 with 115 in the 25th percentile and 146 in the 75th percentile.
- \* In the four core subject areas average class sizes run between 24 and 30

# 22 - 23 HIGH SCHOOL CLASS SIZE

	2017-2018	2018-2019	2019- 2020	2020-2021	2021-2022	2022-2023
Average Core Class Size	27.6	28.6	27.7	28.3	27.4	28.1

- \* Average class size slightly below pre-pandemic.
- \* Average caseload 172.
- \* Outliers such as a core class of 40 students considered on a case by case basis.

# VIRTUAL ONLINE PROGRAM

	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	ULS
VOP Enrollment 2021-22	48	69	82	89	84	76	15
VOP Enrollment 2022-23	0	15	12	13	15	18	3

	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Student Enrollment beginning of 2021-22	59	72	67	45	53	65	73
Student Enrollment 2022-23	6	28	23	20	32	51	60

\* VOP enrollment is down at all grade levels compared to the beginning of last year

*Thank you*  
Questions?

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**North Clackamas School District Middle School Class Sizes by Subject Area**

**2022-23**

	Alder Creek		Happy Valley		Rock Creek		Rowe		Middle School	
	Average	Median	Average	Median	Average	Median	Average	Median	Average	Median
Language Arts	24.8	25	28.9	29.5	23.6	26	26.4	26.5	25.7	27
Math	26.8	27	25.9	26	27.4	27.5	28.2	28	27.0	27
Science	27.7	27	28.4	29.5	27.6	27	25.4	25	27.4	27
Social Sciences	27.1	28	30.4	31	28.4	29	30.4	31	29.0	30
Health/PE	29.9	29.5	35.5	35	28.0	28	24.5	25	29.4	30

**2021-22**

	Alder Creek		Happy Valley		Rock Creek		Rowe		Middle School	
	Average	Median	Average	Median	Average	Median	Average	Median	Average	Median
Language Arts	24.5	24	27.0	27	26.9	28	24.0	24	25.8	26
Math	25.0	25	25.3	25	27.5	29	25.0	25	25.7	26
Science	25.4	25	27.9	28	28.3	29	25.6	27	26.9	28
Social Sciences	19.0	22	26.1	27	27.2	29	25.4	27	24.5	26
Health/PE	28.7	29	31.3	32	31.7	31	31.0	32	30.7	31

**2018-19**

	Alder Creek Middle School		Happy Valley Middle		Rock Creek Middle School		Rowe Middle School		Middle School	
	Average	Median	Average	Median	Average	Median	Average	Median	Average	Median
Language Arts	28.3	30.5	31.5	30.0	31.3	31.0	24.7	26.0	29.3	29.5
Math	27.1	27.5	30.9	31.0	32.8	33.0	28.0	29.0	29.9	30.5
Science	31.1	31.5	32.5	32.0	32.0	33.0	28.7	29.0	31.5	32.0
Social Science	26.9	29.0	33.1	36.0	30.4	31.0	25.5	26.0	29.1	29.0
Health/PE	34.3	32.5	44.1	42.0	36.0	36.5	32.6	33.0	36.9	35.0

**2017-18**

	Alder Creek Middle School		Happy Valley Middle		Rock Creek Middle School		Rowe Middle School		Middle School	
	Average	Median	Average	Median	Average	Median	Average	Median	Average	Median
Language Arts	28.4	29.0	32.2	33.0	29.8	30.0	22.6	23.0	29.1	30.0
Math	29.3	29.0	32.0	32.0	31.8	33.0	26.8	27.5	30.5	31.0
Science	30.6	31.0	33.0	34.0	31.3	32.0	27.4	27.5	31.2	31.0
Social Science	28.1	29.0	32.8	34.0	31.1	34.0	24.8	26.0	29.2	30.0
Health/PE	34.3	34.0	40.2	37.0	36.1	34.5	33.7	34.0	36.2	35.5

**North Clackamas School District High School Class Sizes by Subject Area**

**2022-23**

	<b>Adrienne C. Nelson</b>		<b>Clackamas</b>		<b>Milwaukie</b>		<b>Rex Putnam</b>		<b>High Schools</b>	
	Average	Median	Average	Median	Average	Median	Average	Median	Average	Median
Language Arts	29.4	30	26.5	30	20.3	24	28.9	30	26.8	29
Math	29.0	30	26.8	29	23.4	25	25.1	27	26.2	28
Science	31.2	32	30.3	31	28.0	28	27.8	29	29.5	30
Social Sciences	31.8	32	29.4	30	21.6	22	30.1	30	28.5	29

**2021-22**

	<b>Adrienne C. Nelson</b>		<b>Clackamas</b>		<b>Milwaukie</b>		<b>Rex Putnam</b>		<b>High Schools</b>	
	Average	Median	Average	Median	Average	Median	Average	Median	Average	Median
Language Arts	28.4	29	29.1	29.5	21.6	25	27.1	27	26.6	28
Math	28.1	30	29.2	31.0	24.7	27	24.8	26	26.7	29
Science	27.9	29	26.8	29.0	28.7	30	29.2	31	28.0	29
Social Sciences	27.0	29	27.7	30.0	25.9	28	26.8	29	27.0	29

**North Clackamas School District High School Class Sizes by Subject Area**

**2018-19**

	<b>Clackamas</b>		<b>Milwaukie</b>		<b>Rex Putnam</b>		<b>High Schools</b>	
	Average	Median	Average	Median	Average	Median	Average	Median
Language Arts	29.9	31	22.4	24.5	27.5	30.5	27.3	30.0
Math	31.6	32	22.1	23.0	28.6	30.0	28.4	30.0
Science	32.9	33	22.6	25.0	30.3	30.5	29.4	30.5
Social Sciences	32.5	33	23.3	26.0	29.8	34.0	29.4	32.0

**North Clackamas School District High School Class Sizes by Subject Area**

**2017-18**

	<b>Clackamas</b>		<b>Milwaukie</b>		<b>Rex Putnam</b>		<b>High Schools</b>	
	Average	Median	Average	Median	Average	Median	Average	Median
Language Arts	29.7	30	23.00000	24	25.2	28	26.8	29
Math	32.0	33	22.60000	23	26.4	29	28.0	30
Science	30.3	31	22.00000	22	27.5	30	27.3	30
Social Sciences	30.8	31	24.90000	27	27.6	29	28.5	30

## **2022 SUMMER LEARNING REPORT**

**REPORT**  
Agenda Item #5  
October 13, 2022

### **SUPERINTENDENT'S RECOMMENDATION:**

This item is for Board information only.

### **REASON FOR BOARD CONSIDERATION:**

Board Request for information and annual update.

### **BUDGET IMPACT/SOURCE OF FUNDS:**

The district was awarded up to \$1,871,078 for K-8 enrichment programs and up to \$916,465 for high school credit bearing opportunities.

### **BACKGROUND:**

Historically, NCS D has offered robust summer learning programs including credit recovery, Title I summer school, enrichment opportunities and extended school year programs. These programs support the goals of equity, student achievement and high quality programs.

In April of 2022 the Oregon Department of Education, ODE, awarded NCS D one time grant funds aimed to support a broad variety of summer learning programs for NCS D K-12 students. ODE directed that programs were focused on addressing unfinished learning, supporting mental health, offering enrichment to K-8 students and offering credit bearing opportunities to 9-12 students.

NCS D was able to offer summer learning opportunities to over 3600 students. This included:

- Career and technical education courses for original credit offered at Sabin Schellenberg.
- A work-study program that employed 31 high school students.
- Half-day enrichment camps to 1612 elementary and middle school students at three locations.
- An expanded Title I summer school program that served 160 students at two locations.
- An expanded 21<sup>st</sup> Century program in partnership with Boys & Girls Clubs of Portland that served 231 students at three locations.
- An expanded summer school credit recovery program for high school students.
- A free CARE program that served 318 students at two locations.
- An extended school year program that served 46 students who receive special education services and were identified for high risk of summer learning loss.
- An Art Academy that served 115 K-12 students.
- Mental health supports for all students including prevention based skills groups delivered by mental health clinicians. On-site supports for students in crisis, and referrals for free or low cost therapy.

**ATTACHMENTS**

A. 2022 Summer Learning Presentation Slides

**PRESENTER / STAFF CONTACT:**

Ivonne Dibblee, Assistant Superintendent of Education



# Summer Learning Programs

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Board Update October 2022

# A Vision For Summer Learning 2022

*From ODE Summer Learning Toolkit 2022*

## Equity Driven Summer Learning Programs:

- Accessible, equitable, diverse, and inclusive
- Strength-based and enriching (what gifts do you bring?)
- Well-rounded, integrated, project-based, and hands-on
- Collaborative, interdependent, relational, and culturally grounded critical learners
- Relationship and student-centered
- Exciting, fun, engaging, and attractive programs young people want to attend



# 2022 Summer Learning Grant

- March 2022, Oregon lawmakers passed a summer learning package with funding allocated for both districts and community based organizations
- April 2022 NCSD was awarded funds for K-8 enrichment activities and 9-12 credit bearing opportunities
- June 27th, 2022 -Summer programs launch

# High School Credit Options

- 798 students registered in grades 9-12
- Credit recovery offered for students who were identified as not on track to graduate
- Seven Career and Technical Education (CTE) courses available for original credit
- Breakfast, lunch, and transportation provided
- 1558 classes were passed= 779 full high school credits earned
  - 1368 classes in Credit Recovery
  - 107 classes in CTE
  - 83 classes in Putnam IB Math Prep Program

# High School Student Work Study

NCSD high school students had the opportunity to work paid positions in elementary summer programs.

- Students were paid for their work and also eligible to receive credit
- Students received mentoring and workforce skill development
- 31 students worked a total of 5,512 hours in elementary programs
- 2 students from the 2021 student worker program were hired into regular staff positions



# Elementary Enrichment Camps

- 1310 students entering grades 1-6 from all NCSD elementary schools
- July 5-August 12, ½ day am or pm
- 197 enrichment camps offered at two locations
- Legos, Drama, Chess, Sports, Science, and more
- Lunch provided for all
- NCSD employees and community partners



# Middle School Enrichment Camps

- 302 students, entering grades 6-8 from all NCSD middle schools
- July 5-August 12, full day
- 48 enrichment camps offered
- NCSD employees and community partners
- Art, Theater, Music, Chess, Sports, Science, Leadership, Entrepreneurship and more
- Lunch provided for all



# Title 1 Summer School

- 160 students, Grades 1-2 from all 8 Title 1 schools
- 4 weeks, am and full day options
- Dual Language Programming available
- Summer learning grant funds allowed for an extended day option
- Weekly assembly, OMSI labs
- Breakfast, lunch, and transportation provided



# 21st Century Programs

- 231 students entering grades 1-8 at three site locations
- Partnership with Boys & Girls Clubs of Portland
- Funded by 21st Century grant, Summer learning funds allowed expansion
- Weekly field trips
- Breakfast, lunch, and transportation provided



# Kindergarten Exploration

- 332 incoming Kindergarten students at **17** elementary schools
- August 16-25, am program
- NCSD teachers, IAs, SPED support
- Transportation provided



# Art Academy

- 115 students
- June 27-30 & July 5-8, 3.5 hours a day
- 10th year of this program
- Previously offered as a fee based program, now free with targeted outreach with support from the grant
- Studio arts model focused on the methods of art and principles of design
- Culminated with an art gallery



# CARE

- 318 students entering grades 1-6
- June 27-August 19, full day M-F
- New addition- Early morning program to extend hours
- Mental Health, IA, student worker support
- Two meals & snacks provided
- Students participated in daily STEM, mindfulness, physical activity, art and summer reading as well as special events.



# Extended School Year & Recovery Services

- Skill maintenance, learning recovery and transition programs for students experiencing disability
- Extended School Year:
  - 46 Students grades K-12+
  - July 5-28
  - Breakfast, lunch and transportation provided
- 404 students received recovery services through a variety of models to fit family and student need
- 153 students received recovery services while integrated in other summer learning programs

# Recruiting & Enrollment

- Prioritized students who qualify as emergent bilingual, migrant, experiencing disability, students experiencing houselessness, students experiencing poverty and/or students who need to earn high school credit.
- Schools identified families who met criteria and over 300 of these families contacted directly (with interpreters as needed).
- Advertised in multiple languages via School Newsletters, Counselors and staff, Parent Square, Facebook

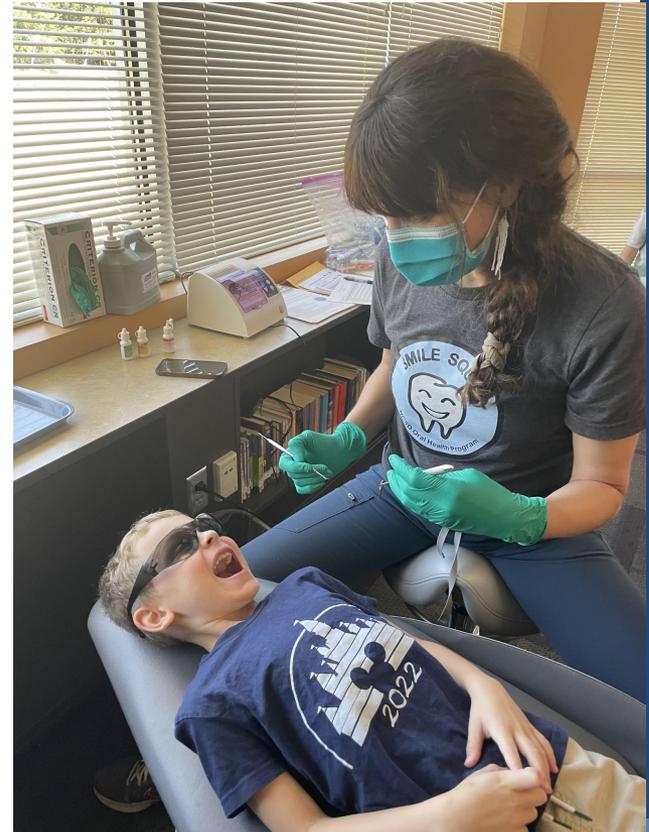
# Mental Health Support

- Partnership with Lifestance
- Clinicians on site at multiple locations
- Preventative work and acute needs
- 49 hours of small group programs
- 132 hours of individual student therapy
- 62 hours of crisis support
- 536 hours of whole class support, staff support and program team support

# Dental Health Support

The NCSD Smile Squad in partnership with Neighborhood Health provided dental services across multiple summer locations.

- 77 students received dental services
- 74 students received fluoride varnish
- 443 sealants were placed
- 21 students had untreated decay and were referred for follow up



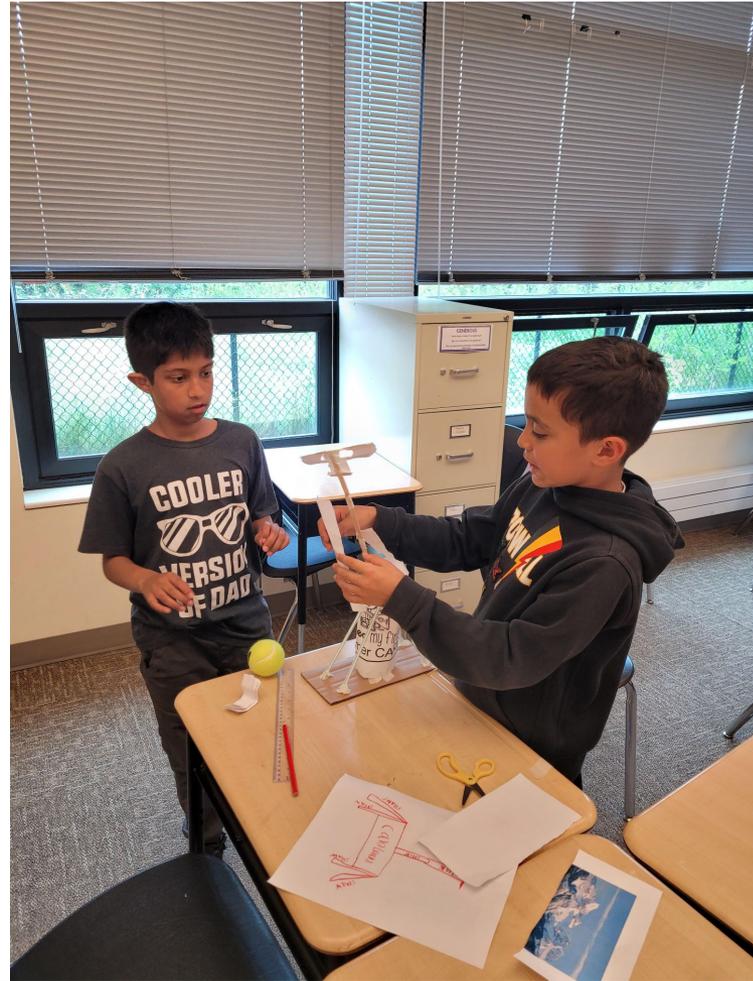
# Community Partners

- REAP
- Venvino Art Studios
- North Starz Basketball
- 3 O’Clock Rock
- Rose City Rollers
- Chess for Success
- Boys & Girls Clubs of Portland
- Mad Science
- Lifestance
- Neighborhood Health
- i9 Sports
- MyGym
- Play-Well Teknologies



# Challenges

- Staffing
- Timeline
- Planning capacity
- Heat- Portable Air Conditioning Units



# Highlights: Numbers

- 3600+ students participated
- 37,852 Meals and snacks were provided
- 1718 hours of transportation provided
- Students from ALL NCSD schools participated
- 17 community partners, small businesses, and organizations supported
- 21 sites around the district utilized

# Questions?



**STUDENT SUCCESS ACT: STUDENT INVESTMENT ACCOUNT  
ANNUAL REPORT**

**REPORT**  
Agenda Item #6  
October 13, 2022

**SUPERINTENDENT'S RECOMMENDATION:**

This item is presented for Board information.

**ORIGINATED BY:**

Grant recipients are required by statute to review their own progress on an annual basis through a cumulative progress report and municipal audit.

**BUDGET IMPACT/SOURCE OF FUNDS:**

The allocation for 2021-22 from the Student Investment Account to North Clackamas School District and its eligible charter schools was \$12,588,139.01.

**BACKGROUND:**

The purpose of the Student Investment Account funds are to:

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement & reduce academic disparities for students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care; and other student groups that have historically experienced academic disparities.

The North Clackamas School District participated in an extensive need assessment (2019-20) which included a data review and community, staff, and student engagement processes. Key themes that emerged from the district's need assessment identified as most urgent were:

- Increase Mental Health Supports
- Retain/Recruit Diverse Staff
- Lower Class Size/Caseload
- Strengthen Culturally Relevant Practices Throughout System
- Develop Community Partnerships
- Increase Proficiency in Literacy (Grades K-3)
- Expand Social Services to Students and Families

These themes of the most urgent needs informed the development of the three-year proposal for the Student Investment Account funds which was approved by the Oregon Department of Education and the North Clackamas School Board on October 8, 2020.

The North Clackamas School District Student Investment Plan (2020-2023) established five strategies to meet the goals and outcomes established.

**Strategy 1:** Invest in targeted class size reduction/case load in secondary English Language Arts, science, and math classes, special education, English Language Development and elementary schools with an emphasis on grades K-2.

**Strategy 2:** Expand and invest in teams of professionals to support the behavioral health and wellness needs of students and families.

**Strategy 3:** Develop and support collaborative partnerships with families and community organizations using culturally relevant and linguistically specific practices.

**Strategy 4:** Invest in job embedded and periodic professional learning aimed at relevant practices and effective instructional techniques and hiring practices.

**Strategy 5:** Reduce barriers for accessing academic interventions.

This report will provide information on:

1. The progress towards the goals and outcomes of the Student Investment Account.
2. The barriers or challenges North Clackamas School District experienced with the Student Investment Account implementation.
3. The ongoing engagement North Clackamas School District maintained with our community.
4. The next steps for the 2023-2027 Student Investment Account four year plan.

**ATTACHMENTS:**

- Presentation Slides
- North Clackamas School District Student Investment Account Report
- Student Investment Account Budget Detail

**PRESENTER / STAFF CONTACT:**

Joel Stuart, Student Investment Account Administrator



# Student Investment Account 2021-22 Annual Report

*October 13, 2022*

# Funding for 2020-23

- **2020-21** Original Proposed Allocation: **\$13,594,925.98**
  - Actual Allocation: **\$4,313,087.74**
- **2021-22** Allocation: **\$12,588,139.01**
- **2022-23** Allocation: **\$13,295,136.83**

# Student Investment Account 2021-22

Line Item Budgeted	Budget
Strategy 1: Invest in targeted class size reduction/case load in secondary English Language Arts, science, and math classes, special education, English Language Development and elementary schools with an emphasis on grades K-2. (52.5 FTE)	\$5,500,000.00
Strategy 2: Expand and invest in teams of professionals to support the behavioral health and wellness needs of students and families. (25 FTE)	\$2,600,000.00
Strategy 3: Develop and support collaborative partnerships with families and community organizations using culturally relevant and linguistically specific practices. (6 FTE)	\$605,000.00
Strategy 4: Invest in job embedded and periodic professional learning aimed at relevant practices and effective instructional techniques and hiring practices. (5 FTE)	\$2,545,000.00
Strategy 5: Reduce barriers for accessing academic interventions and supports. (2 FTE)	\$520,000.00
Charter Schools – (Cascade Heights & Clackamas Middle College)	\$315,000.00
Indirect	\$500,000.00

# Positive Impact

- Maintained Elementary School Wellness Positions & K-12 Counselor Positions
- Lowered/Maintained Class Size/Caseload – Elementary, Middle School, High School, Special Education, & English Language Development
- Maintained Community Outreach Facilitators (Black/African American, Native Hawaiian-Pacific Islander & Native American/Alaskan Native)
- Contracted Mental Health Services
- Hired Social Workers
- Ongoing Professional Development (Literacy, Hiring Practices, Grading Practices)
- Provided Literacy Supports (K-2 Classroom Libraries and Decodables)
- Supported Elementary Literacy Summer Institute
- Maintained Bilingual Technology Help Desk Technicians
- Provided Flexible Classroom Furniture (K-1)
- Supported YouthTruth, Thought Exchange, and Parent Square Programs
- Ongoing Community Engagement-Strategic Plan of District

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# Challenges Along The Way

- **Barrier 1 - Changing COVID 19 Regulations/Guidance:** The continued regulations and guidance often changed on a daily basis, requiring North Clackamas to create new systems quickly to meet the needs of students, families, and staff while prioritizing safety.
- **Barrier 2- A shortage of teacher substitutes:** When teachers and support staff are absent due to illness, COVID-19 exposure or other routine reasons, administrators had difficulty in finding substitutes.
- **Barrier 3 - Professional Development:** The lack of substitutes meant many professional development efforts were curtailed mid-stream due to the need for all educators to be in the classrooms. This meant some professional development efforts were eliminated, others shortened and others yet offered to a smaller group of people than the original plan was designed for.
- **Barrier 4 - Hiring:** Challenge in hiring an adequate number of staff for the positions available due to staffing shortages statewide.

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# Next Steps: Aligning for Student Success

- Integrated Programs: brings 6 programs together operationally to improve outcomes and learning conditions.
- This fall (October-December) is dedicated to community engagement and assessing needs.
- The NCSD School Board will be updated multiple time throughout the process and the final plan will be posted for public review and comment.
- In March the final plan will be submitted to the Oregon Department of Education for review and approval.





# North Clackamas Schools

[www.nclack.k12.or.us](http://www.nclack.k12.or.us)





## Background

The purpose of the Student Investment Account funds is to:

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement & reduce academic disparities for students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care; and other student groups that have historically experienced academic disparities.

The North Clackamas School District participated in an extensive need assessment (2019-20) which included a data review and community, staff, and student engagement processes. Key themes that emerged from the district's need assessment identified as most urgent were:

- Increase Mental Health Supports
- Retain/Recruit Diverse Staff
- Lower Class Size/Caseload
- Strengthen Culturally Relevant Practices Throughout System
- Develop Community Partnerships
- Increase Proficiency in Literacy (Grades K-3)
- Expand Social Services to Students and Families

These themes of the most urgent needs informed the development of the three-year proposal for the Student Investment Account funds which was approved by the Oregon Department of Education and the North Clackamas School Board on October 8, 2020.

The North Clackamas School District Student Investment Plan (2020-2023) established five strategies to meet the goals and outcomes established.

**Strategy 1:** Invest in targeted class size reduction/case load in secondary English Language Arts, science, and math classes, special education, English Language Development and elementary schools with an emphasis on grades K-2.

**Strategy 2:** Expand and invest in teams of professionals to support the behavioral health and wellness needs of students and families.

**Strategy 3:** Develop and support collaborative partnerships with families and community organizations using culturally relevant and linguistically specific practices.

**Strategy 4:** Invest in job embedded and periodic professional learning aimed at relevant practices and effective instructional techniques and hiring practices.

**Strategy 5:** Reduce barriers for accessing academic interventions and supports.

## Outcomes:

**Outcome 1:** Cultivating a safe, caring and inclusive learning environment where the success of each student is not be predicted by race, ethnicity, language, gender, gender identity, country of origin, disability, sexual orientation, socio economics, religion, marital status, or initial proficiencies.

**Outcome 2:** Attract, hire and retain high-quality staff that reflect the student demographics of the school district while elevating the professional capacity of our workforce to meet the needs of today’s learners.

**Outcome 3:** Each adult in the system addresses and responds to each student’s academic, social, emotional, and physical needs.

**Outcome 4:** Support student learning with rigorous, culturally relevant, consistent curriculum and clear expectations for teaching and learning while providing instructional supports and systems to meet the needs of students.

**Outcome 5:** Strengthen connections between our students, our schools, and our community.

The North Clackamas School District Student Investment allocation for 2021-22 and its eligible charter schools was \$ 12,588,139.01.

## **Graph of Expenditures:**

<b>Line Item Budgeted</b>	<b>Budget</b>
<b>Strategy 1:</b> Invest in targeted class size reduction/case load in secondary English Language Arts, science, and math classes, special education, English Language Development and elementary schools with an emphasis on grades K-2.	\$5,500,000.00
<b>Strategy 2:</b> Expand and invest in teams of professionals to support the behavioral health and wellness needs of students and families.	\$2,600,000.00
<b>Strategy 3:</b> Develop and support collaborative partnerships with families and community organizations using culturally relevant and linguistically specific practices.	\$605,000.00
<b>Strategy 4:</b> Invest in job embedded and periodic professional learning aimed at relevant practices and effective instructional techniques and hiring practices.	\$2,545,000.00
<b>Strategy 5:</b> Reduce barriers for accessing academic interventions and supports.	\$520,000.00
Charter Schools – (Cascade Heights & Clackamas Middle College)	\$315,000.00
Indirect	\$500,000.00

The following supplemental questions are required by the Oregon Department of Education for the annual report.

**1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?**

The North Clackamas School District builds relationships with students to honor their cultural heritage, foster their physical, social, and emotional well-being, cultivate joy in learning, and engage each student to reach their full potential. We create environments where students are inspired to be creative and critical thinkers as they prepare for success in life, college, and career. The support of the Student Investment Account funds has contributed to our efforts in moving our vision forward.

For the third time in the past four years, the North Clackamas School District (NCSD) set a new district record for graduation rate, as 88.2 percent earned a diploma in four years. The previous high of 87.2 percent was set in 2019.

The steady improvement reflects the district's commitment to educating the whole child, fostering an inclusive learning environment, providing a wide range of career-technical education opportunities, maintaining high academic standards, and offering a variety of educational pathways in the district.

Several student groups also made significant strides in their graduation rate, including students with disabilities at 78 percent (up 6.4 percent), students in homeless situations at 71.4 (up 8.4 percent), and students who were English Language Learners at any time in high school at 86.2 (up 12.9 percent).

The North Clackamas School District utilized the Student Investment Account resources to lower case load and class sizes in targeted areas, address mental and behavioral health needs, provide focused professional learning, ensure students had necessary resources in the classroom to be successful, as well as provided additional academic supports.

Overall, the additional resources provided through the Student Investment Account funding were critical to supporting equitable learning opportunities during a unique and challenging two year period of time during a worldwide pandemic. We recognize the importance of balancing mental and behavioral supports with academic supports, and find that our approach is improving student learning.

**2. What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustment, if any, did you make to your SIA plan as a result of these challenges?**

The continued impact of COVID-19 and its repercussions continued to bring challenges and hardships. The main challenges were:

- **Barrier 1- Changing Regulations/Guidance:** The continued regulations and guidance often changed on a daily basis, requiring North Clackamas to create new systems quickly to meet the needs of students, families, and staff while prioritizing safety.
- **Barrier 2- A shortage of teacher substitutes:** When teachers and support staff are absent due to illness, COVID-19 exposure or other routine reasons, administrators had difficulty in finding substitutes. These shortages in critical areas have a direct impact on educational opportunity for each of our students, and research shows that educator shortages disproportionately impact students of color, students from low-income backgrounds, and students with disabilities.
- **Barrier 3 - Professional Development:** The lack of substitutes meant many professional development efforts were curtailed mid-stream or at the last minute due to the need for all educators to be in the classrooms. This meant some professional development efforts were eliminated, others shortened and others yet offered to a smaller group of people than the original plan was designed for.
- **Barrier 4 - Hiring:** Challenge in hiring an adequate number of staff for the positions available due to staffing shortages statewide.

All four of these barriers promote time and energy being spent on “reacting” to changes and obstacles to provide a safe learning environment for each of the students. In addition to this, anxiety and depression appear to have increased in children and staff as a result of COVID-19 itself and as a consequence of school changes.

**3. SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout the academic year?**

We have continued to engage our students, staff and community through the use of surveys, focus groups, and personal connection. We continue to engage the defined focal populations as well as the broader community through interviews, small group gatherings, one on one conversations, and surveys. Our continued efforts to reach out have created a more diverse collection of perceptions and beliefs from our students and parents. We have worked at creating conditions that families feel supported and able to comfortably express their perspectives and participate in the design process.

Survey results confirm there was high interest in providing feedback. This feedback is used to help determine if NCSD’s day-to-day actions and programs through the funding of the Student

Investment Account is aligned with what we hear from our community on the definition of success in school.

Some of those details adopted by the school board and employed districtwide include:

- Ensure that modes and delivery of teaching and learning are varied and responsive to students' learning needs.
- Support the mental health and well-being of each student.
- Strengthen and improve instructional and assessment practices that lead to meaningful academic and experiential learning for each student.
- Recruit, hire, and retain exceptional employees with a strong sense of commitment to the district's mission, vision, and core values.
- Build trusting relationships with students, families, and community.
- Improve family engagement through a variety of relevant, accessible and meaningful opportunities.
- Strengthen and develop partnerships that remove barriers to learning and advance the school district's vision and goals.
- Foster inclusive spaces that build community with families and students through culturally relevant practices.
- Create impactful and sustainable systems that are adaptable to changing needs.
- Strengthen practices that lead to a workforce that reflects the diversity of the North Clackamas Community.

**4. As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?**

What stands out in guiding our choices is our commitment to equity that supports fostering an inclusive and barrier-free environment in which everyone will fully benefit. The North Clackamas Equity Lens was developed to assist our district when making decisions. The questions that stand out for this year are:

- Question 2: What systems of oppression might exist within this situation?

This question asks the decision-maker(s) to examine the norms and culture of the organization and look intentionally for systems of oppressions that may be influencing how this situation came to be, how it affects people based on components of their identity, and how those systems influence the decision-maker(s) ability/ willingness to act. Traditional dominant culture gender and sexuality roles, rank, and positional power of the decision-maker(s) are examples of systems that may be adding to the experienced oppression of individuals or for whom the organization has traditionally marginalized or excluded.

- Question 3: Whom does this decision affect both positively and negatively?

This question asks decision maker to analyze which groups will be affected by the decision or action. This includes groups in the dominant culture and those who are not as well as students in the highest achieving groups and the lowest achieving groups.

- Question 5: Are those being affected by the decision included in the process?

This question asks the decision maker to consider the voices of those being impacted by the decision or action, including those who traditionally are not represented in decision-making processes and those who are traditionally underserved by decisions and actions.

The Equity Lens is intended to cause individuals and groups making decisions to check assumptions, biases, and barriers in order to eliminate practices that lead to perpetuating disproportionate educational results an injustice based on the identifying characteristics of a student or group who are not members of the majority culture.

A key strategy for the district in navigating the current and coming years is to ensure continuity of services through a braiding of one-time or limited duration federal funds (ESSER), Student Investment Account funds, federal formula grants, and basic support from the State School Fund. Considering these all as cascading funding sources, such that, as one-time federal funds are reduced or eliminated in the coming years the district is not forced to eliminate critical programs. This requires discipline in understanding programmatic prioritization and placing the highest priority items for long-term support into the general fund, down to the lowest priority and limited duration programs into the federal funding bucket.

The key learning from the second year of SIA implementation, coupled with the challenge of navigating a global pandemic in its second year, is the class size/case load investments in classroom support, focused professional development and strategic investments in student behavioral and mental health and wellness remain the top priority for SIA funding.

### Student Investment Account Budget Detail 2021-22

The North Clackamas School District Student Investment allocation for 2021-22 and its eligible charter schools was \$12,588,139.01.

Line Item Budgeted	Budget	Strategy
<b>Class Size/Case Load –</b> Elementary Teachers (16 FTE) Middle School & High School Teachers (17 FTE) Special Education Staff (14.2 FTE) English Language Development Staff (5.17 FTE) <b>Total: 52.37 FTE</b>	\$5,500,000.00	One
<b>Behavioral Health/Wellness</b> Counselors (5.0 FTE) Elementary Wellness Teachers (8.7 FTE) Social Workers (4.0 FTE) Family Advocates (3.0 FTE) Nurses (3.2 FTE) Wichita Family Support Center (1.0 FTE) Contracted Mental Health Services Social Emotional Learning Professional Development Student Based Health Center Start Up <b>Total: 24.9 FTE</b>	\$2,600,000.00	Two
<b>Partnerships with Families and Community Organizations</b> Community Outreach Facilitators (3.0 FTE) Ready, Set, Go Program Parent Square, Youth Truth, and Thought Exchange Community Engagement	\$605,000.00	Three

Equity, Student Connections and Enrollment Options Administrator (1.0 FTE) <b>Total: 4.0 FTE</b>		
<b>Professional Learning/Relevant Practices and Effective Instructional Practices</b> Development and Visioning of Preschool-2 <sup>nd</sup> Grade K-2 Classroom Libraries, Decodable Books and Developmentally Appropriate Learning Environments Benchmark Specialist and Support Staff (Pilot) 3.0 FTE District Professional Development (Literacy, Grading Practices, Hiring, Equity) Student Health Centers (Clackamas High School/Adrienne C. Nelson High School) Learning Programs (Technology) Social Emotional Learning Curriculum (K-5) Early Learning Coordinator (1.0 FTE) Summer Literacy Institute (K-5) <b>Total: 4.0 FTE</b>	\$2,545,000.00	Four
<b>Reduce Barriers for Accessing Academic Interventions and Supports</b> Multi-Systems of Support Coach (1.0 FTE) Technology Help Desk Bilingual – (2.0 FTE) REAP Program @ MHS/MAA Academic Supports @ MHS Middle School After School Program Educational Programs/Curriculum (Lexia, Dream Box, SPED Assessments) <b>Total: 3.0 FTE</b>	\$520,000.00	Five
Charter Schools – (Cascade Heights & Clackamas Middle College)	\$315,000.00	Charter
Indirect Cost (5% or \$500,000 – whichever is smaller)	\$500,000.00	Indirect

**POLICY REVISIONS**

**DISCUSSION**  
Agenda Item #7  
October 13, 2022

**REASON FOR BOARD CONSIDERATION:**

First reading of the attached revised policies.

**RECOMMENDATION:**

The Superintendent’s Policy Review Team, with representation of both staff and Board, reviewed and supports the following policy revisions.

**BUDGET IMPACT/SOURCE OF FUNDS:**

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

**ATTACHMENTS:**

Drafts of the following policies to review:

<b>Policy</b>	<b>Title</b>	<b>Reason</b>
BBA	Board Member Qualifications	OSBA August 2022 Update, to better align with the criteria stated in statute and in the Oregon Constitution to be an elector for a member of a school board.
CB	Board-Superintendent Relationship	OSBA August 2022 Update, with passage of Senate Bill 1521 (2022), there are new provisions in law to consider when issuing a superintendent’s contract and when district school boards are making decisions related to operation of the district.
CBC	Superintendent’s Contract	OSBA August 2022 Update, with passage of Senate Bill 1521 (2022), there are new provisions in law to consider when issuing a superintendent’s contract and when district school boards are making decisions related to operation of the district.

**PRESENTER / STAFF CONTACT:**

Tiffany Shireman, Chief of Staff



Code: BBBA  
 Adopted: 6/19/86  
 Readopted: 1/20/11  
 Orig. Code: BBBA

### Board Member Qualifications

~~A person is~~ ~~Persons will be~~ eligible to serve as ~~a~~ ~~members of the~~ Board ~~member~~ if the person is ~~at~~ ~~they are~~ qualified elector<sup>1</sup> (sometimes referred to as a “voter”) ~~voters~~ of the district and ~~has~~ ~~have been~~ a resident~~residents~~ within the district for one year immediately preceding the election or appointment. ~~The individual must be 18 years of age or older, registered to vote at least 20 calendar days immediately preceding any election in the manner provided by law.~~

~~A~~ ~~No~~ person who is an employee of the district ~~is not~~ ~~will be~~ eligible to serve as a ~~member of the~~ Board member while so employed. A person who is an employee of a public charter school may not serve as a member of the Board of the district in which the public charter school that employs the person is located.

END OF POLICY

**Legal Reference(s):**

- |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|
| <a href="#">ORS 247.002</a> | <a href="#">ORS 332.016</a> | <a href="#">ORS 332.124</a> |
| <a href="#">ORS 247.035</a> | <a href="#">ORS 332.018</a> | <a href="#">ORS 332.126</a> |
| <a href="#">ORS 249.013</a> | <a href="#">ORS 332.030</a> |                             |

OREGON CONSTITUTION, ARTICLE II, Section 2.

**Cross Reference(s):**

BBE - Vacancies on the Board

<sup>1</sup> “Elector” means an individual qualified to vote under Article II, section 2, [Oregon Constitution](#).



Code: CB  
Adopted: 6/19/86  
Readopted: 3/17/11  
Orig. Code: CB

## Board-Superintendent Relationship

The superintendent<sup>1</sup> is designated as the district's chief executive officer. Under of the Board's district and has, under the direction, of the superintendent exercises Board, general supervision of all district schools, personnel and departments of the district. The superintendent is responsible for managing the schools under the Board's policies and is accountable to the Board for that management. The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law<sup>2</sup> that applies to school districts<sup>3</sup>. Additionally, the Board may not take an adverse employment action against the superintendent for complying with such laws.

The superintendent may delegate to other districts school personnel the exercise of any powers and the discharge of any duties imposed upon the superintendent by Board these policies or by vote of the Board. Delegation of power or duty, however, will not relieve the superintendent of responsibility for action taken under such delegation.

The Board expects the superintendent is professionally able and possesses outstanding qualities of leadership, vision and administrative skill, and will implement all policies of the Board in good faith.

The superintendent can expect that the Board will respect the superintendent's professional competence and extend to him or her full responsibility for implementation of Board policy decisions. The superintendent can expect the Board to support the superintendent's decisions and administration of the district.

The Board holds the superintendent responsible for carrying out its policies within established guidelines and for keeping the Board informed about district operation.

END OF POLICY

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### Legal Reference(s):

<sup>1</sup> The term "superintendent" includes an interim superintendent.

<sup>2</sup> "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

<sup>3</sup> Also includes taking any action that conflicts with law that applies to education service districts.

[ORS 332.505](#)  
[ORS 332.515](#)

[OAR 581-022-2405](#)  
[OAR 584-005-0005\(51\)](#)

Senate Bill 1521 (2022)



Code: CBC  
Adopted: 6/19/86  
Readopted: 3/17/11  
Orig. Code: CBC

## Superintendent's Contract

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment such as ~~appointment~~, compensation, benefits, and other conditions. The Board may not issue a ~~of appointment and will include requirements for renewal, retirement, or termination of the~~ contract that includes terms which direct the superintendent<sup>1</sup> to take any action that conflicts with a local, state or federal law<sup>2</sup> that applies to the district<sup>3</sup>, or which allows the Board to take an adverse employment action against the superintendent for complying with such laws. Contracts shall not be issued for more than three years ~~in duration at a time~~. The contract shall automatically expire at the end of its term. The Board may, ~~however~~, elect to issue a subsequent contract ~~at any time for up to not more than an additional~~ three years ~~at any time~~.

The compensation and benefits for the position of superintendent will be ~~established~~ set by the Board and, based upon the responsibilities required of the superintendent in performing their ~~his/her~~ duties. The Board may not enter into an employment contract that contains provisions that expressly ~~obligate~~ obligates the district to compensate the superintendent for work that is not performed.

Provisions for termination of the superintendent's employment, either by the Board or the superintendent, will also be set forth in the superintendent's employment contract. The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision.

The district may provide health benefits for a superintendent that is no longer employed by the district until the superintendent:

1. Reaches 65 years of age; or
2. Finds new employment that provides health benefits.

For a period of one year after termination of the contract, the superintendent may not:

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<sup>1</sup> The term "superintendent" includes an interim superintendent.

<sup>2</sup> "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

<sup>3</sup> Also includes taking any action that conflicts with law that applies to education services districts.

1. Purchase property or surplus property owned by the district or public charter school; or
2. Use property owned by the district or public charter school in a manner other than the manner permitted for the general public.

~~The contract will meet any requirements of state law and will be mutually acceptable to the Board and superintendent.~~

END OF POLICY

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**Legal Reference(s):**

[ORS 332.432](#)  
[ORS 332.505](#)

[ORS 342.549](#)  
[ORS 342.815](#)

[OAR 584-005-0005\(51\)](#)

Senate Bill 1521 (2022)