



# Agenda

North Clackamas School Board  
Thursday, May 9, 2024 - 6:30 PM  
Board Room/YouTube  
12400 SE Freeman Way  
Milwaukie, OR 97222

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

## OPEN SESSION

<b>6:30</b>	<b>Call to Order</b>	
	<b>Community Comments</b>	
	<b>Native Land Acknowledgement</b>	<b>3</b>
	<b>Flag Salute</b>	<b>4</b>
	<b>Minutes - April 11, 2024</b>	<b>5</b>
	<b>Minutes - April 30, 2024</b>	<b>10</b>
	<b>Consent Agenda</b>	
	<b>A. Employment Changes</b>	
	<b>B. 2024-2025 Board Meeting Calendar</b>	<b>11</b>
	<b>C. 2024-2025 Middle School and High School Student Fees/Student</b>	<b>13</b>
	<b>Chromebook Insurance Program</b>	
	<b>D. Low-Income Housing Property Tax Abatement</b>	<b>18</b>
	<b>E. Oregon School Employees Association Chapter #71, Collective Bargaining Agreement 2024-2027</b>	
	<b>F. Travel Request - Adrienne C. Nelson High School Speech and Debate</b>	<b>21</b>
	<b>G. Travel Request - Clackamas High School Speech and Debate</b>	<b>28</b>
	<b>H. Travel Request - Clackamas High School Football</b>	<b>34</b>
	<b>I. Travel Request - Sabin-Schellenberg Professional Technical Center</b>	<b>40</b>
	<b>SkillsUSA</b>	
<b>7:05</b>	<b>1. North Clackamas Education Association (NCEA) Featured Educator</b>	
<b>7:15</b>	<b>2. Oregon Trail Elementary School - Presentation</b>	<b>49</b>
	Presenter: Patricia Ahrens	
<b>7:40</b>	<b>3. Board Reports</b>	

<b>7:50</b>	<b>4. Quarterly Financial Report</b>	<b>69</b>
	Presenter: Matt Makara	
<b>7:55</b>	<b>5. Education Equity Advisory Committee - Report</b>	<b>79</b>
	Presenter: Khaliyah Williams-Rodriguez	
<b>8:35</b>	<b>6. (CARE) Community After-School Relationship Enrichment Program Update</b>	<b>110</b>
<b>&amp; Fees - Discussion</b>		
	Presenter: Cindy Detchon	
<b>8:50</b>	<b>7. Long-Range Facility Plan for Capital Improvements - Discussion</b>	<b>125</b>
	Presenter: Cindy Detchon	
<b>8:55</b>	<b>8. Math Adoption Grades K-12 - Action</b>	<b>127</b>
	Presenter: Tammy O'Neill	
<b>9:00</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.



## Flag Salute

I pledge allegiance to the Flag of the United States of  
America, and to the Republic for which it stands, one Nation  
under God, indivisible, with liberty and justice for all.

**NORTH CLACKAMAS SCHOOL DISTRICT 12  
CLACKAMAS COUNTY, OREGON  
MINUTES — BOARD OF DIRECTORS MEETING  
April 11, 2024  
Board Room/YouTube**

**Executive Session** With due notice having been given and a quorum present, Chair Jena Benologa convened executive session under ORS 192.660(2)(e), at 5:45 p.m. with the following members present:

Jena Benologa	—	Chair
Mitzi Bauer	—	Director
April Dobson	—	Director
Paul Kemp	—	Director
Glenn Wachter	—	Director (virtual)
Donna Collingwood	—	Board Secretary
Shay James	—	Superintendent

Real Estate Transaction - The Board consulted with NCSD staff to conduct deliberations related to real property transactions.

Also present were Ron Stewart, Michelle Riddell, Matt Makara and Tiffany Shireman (on conference phone).

Executive Session adjourned at 6:14 p.m.

**Open Session** Chair Jena Benologa convened open session at 6:30 p.m.

Present, in addition to those in the executive session were Petra Callin, Patricia Ahrens, and Khaliyah Williams-Rodriguez.

Community Comments -

- Michael Corbus (on behalf of Kylie Corbus), Oak Grove, spoke regarding school culture.
- Christy Woodruff, Portland, spoke regarding Speech-Language Pathologists caseloads.
- Sue Boyes, Oak Grove, spoke regarding class sizes.
- Anna Shepherd, Portland, spoke regarding class sizes.
- Molly Walter, Portland, spoke regarding class sizes.
- Sheryl Sargent, Sandy, spoke regarding class sizes.

- Sam Runckel, Portland, spoke regarding class sizes and Counselors caseloads.
- Elizabeth Maxwell, Damascus, spoke regarding class sizes.
- Brandon Germany, Damascus, spoke regarding school culture.
- Gretchen Rowland-Horrigan, Oregon City, spoke regarding class sizes.
- Catherine Franke, Portland, spoke regarding class sizes.

April Dobson read the Native Land Acknowledgement. Glenn Wachter led the Pledge of Allegiance.

R23/24-60 **Minutes** – Glenn Wachter moved, April Dobson seconded the motion to approve the minutes of the regular Board Meeting held March 7, 2024.

Motion passed unanimously, 5-0.

R23/24-61 **Minutes** – Mitzi Bauer moved, April Dobson seconded the motion to approve the minutes of the Governance Board Meeting held March 21, 2024.

Motion passed unanimously, 5-0.

R23/24-62 **Consent Agenda** – April Dobson moved, Mitzi Bauer 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:

- Administrator appointments
- Licensed appointments, transfers, and terminations

**2024-2025 Interdistrict Transfers** - Approve the following interdistrict transfer slots for the 2024-2025 school year:

- 101 Interdistrict transfer slots into North Clackamas School District
- An unlimited number of interdistrict transfer slots out of North Clackamas School District

**Travel Permission Request -**

- Grant permission for 24 students from Adrienne C. Nelson High School to travel to New York City, NY, May 22-26, 2024.

**Travel Permission Request -**

- Grant permission for 26 students from Clackamas High School to travel to New York City, NY, May 22-26, 2024.

**Travel Permission Request -**

- Grant permission for 12 students from Sabin-Schellenberg Professional Technical Center to travel to Anaheim, CA, April 26 - May 1, 2024.

**Travel Permission Request -**

- Grant permission for 61 students from Milwaukie High School to travel to Anaheim, CA, May 2-5, 2024.

**Travel Permission Request -**

- Grant permission for 22 students from Rex Putnam High School to travel to Dayton, OH, April 17-21, 2024.

Motion passed unanimously, 5-0.

R23/24-63

**Volunteer Appreciation Week Proclamation** - Glenn Wachter moved, Paul Kemp seconded the motion to adopt the proclamation declaring April 15-19, 2024 as Volunteer Appreciation Week in North Clackamas School District.

Motion passed unanimously, 5-0.

R23/24-64

**Licensed Staff Appreciation Week Proclamation** - Mitzi Bauer moved, April Dobson seconded the motion to adopt the proclamation declaring May 6-10, 2024 as Licensed Staff Appreciation Week in North Clackamas School District.

Motion passed unanimously, 5-0.

R23/24-65

**Asian & Pacific Islander American Heritage Month Proclamation** - Glenn Wachter moved, Mitzi Bauer seconded the motion to adopt the proclamation recognizing May 2024 as Asian & Pacific islander American Heritage Month in North Clackamas School District.

Motion passed unanimously, 5-0.

**Riverside Elementary School - Presentation**- Executive Director of Elementary Programs Patricia Ahrens, Principal of Riverside Elementary Teresa Jaramillo, Counselor Everett Barr, and Instructional Coach Deena Nakata gave a presentation on Riverside Elementary School. The presentation included mission and vision statements, Dual Language Program, student voices, recognitions, professional development and partnership with families and community. Questions and comments from the Board were addressed.

**2024-2025 Middle School and High School Fees/Student Chromebook Insurance Program - Discussion**- Executive Director of Secondary Programs Petra Callin and Director of Technology & Information Services Leigh Anne Scherer presented information to the Board on the 2024-2025 Middle School and High School Fee

Schedule and Student Chromebook Insurance Program. Questions and comments from the Board were addressed.

**2024-2025 Board Meeting Calendar - Discussion** – The Board discussed the 2024-2025 Board Meeting Calendar.

**Superintendent Contract - Discussion** – The Board discussed and came to a consensus to delegate Jena Benologa and Kathy Wai to work with board legal counsel to evaluate updates to the Superintendent’s contract.

**Low-Income Housing Property Tax Abatement - Discussion** - Executive Director of Finance and Business Services discussed the resolution authorizing tax exemption of certain non-profit low-income housing projects under ORS 307.540 to ORS 307.548 in the City of Milwaukie. Questions and comments from the Board were addressed.

R23/24-66

**Lease of Campbell Property to Cascade Heights Public Charter School - Discussion/Action** - Senior Director of Capital Projects Ron Stewart discussed the lease of Campbell Property to Cascade Heights Public Charter School. Questions and comments from the Board were addressed.

Mitzi Bauer moved, Glenn Wachter seconded the motion to grant authority of North Clackamas School District to enter into a five-year lease for portions of the site of the former Campbell Elementary campus to Cascade Heights Public Charter School.

Motion passed unanimously, 5-0.

R23/24-67

**Authorization to Purchase Air Filter: MERV 13 Filters- Discussion/Action** - Senior Director of Capital Projects Ron Stewart discussed the purchase of air filters. Questions and comments from the Board were addressed.

Mitzi Bauer moved, Glenn Wachter seconded the motion to approve of staff recommendations to provide advance authorization for routine and recurring MERV 13 air filter purchases that may exceed \$150,000 when purchased through the required competitive procurement rules.

Motion passed unanimously, 5-0.

R23/24-68

**Teacher Chromebook Lease Agreement - Discussion/Action** - Senior Director of Capital Projects Ron Stewart and Director of Technology & Information Services Leigh Anne Scherer discussed the contract for teacher Chromebooks. Questions and comments from the Board were addressed.

April Dobson moved, Glenn Wachter seconded the motion to award contract in the amount of \$238,488.32 to Insight Financial Services for 250 teacher Chromebooks on a four-year lease.

Motion passed unanimously, 5-0.

There being no further business to come before the Board, the meeting adjourned at 8:16 p.m.

**Unapproved**

Draft

**NORTH CLACKAMAS SCHOOL DISTRICT 12  
CLACKAMAS COUNTY, OREGON  
MINUTES — BOARD OF DIRECTORS MEETING EXECUTIVE SESSION  
April 30, 2024  
Board Room**

**Executive Session** With due notice having been given and a quorum present, Chair Jena Benologa convened executive session under ORS 192.660(2)(e), at 5:45 p.m. with the following members present:

Jena Benologa	—	Chair
Kathy Wai	—	Vice Chair
Mitzi Bauer	—	Director
April Dobson	—	Director
Paul Kemp	—	Director
Tory McVay	—	Director
Glenn Wachter	—	Director (on conference phone)
Donna Collingwood	—	Board Secretary
Shay James	—	Superintendent

Real Estate Transaction - The Board consulted with NCS D staff to conduct deliberations related to real property transactions.

Also present were Cindy Detchon, Tiffany Shireman, Matt Makara, and Michelle Riddell.

There being no further business to come before the Board, the meeting adjourned at 6:14 p.m.

**Unapproved**

**2024-2025 BOARD MEETING CALENDAR**

**CONSENT B**  
May 9, 2024

**ORIGINATED BY:**

This is an annual agenda item.

**BACKGROUND:**

Oregon law, ORS 332.045, requires that the Board establish the dates, time, and locations for regular meetings.

This time is set aside for the Board to discuss the Board meeting calendar for the 2024-2025 school year.

**ATTACHMENTS:**

2024-2025 Board meeting calendar

**PRESENTER:**

Jena Benologa, Board Chair

# North Clackamas School Board

## 2024-2025 Meeting Calendar

Meetings typically held at NCSB Administration Building or online, starting at 6:30 p.m.

July 2024						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



Regular Board Meeting



Regular/Governance Meeting



Governance Meeting



School Closed/Holiday



Hold for Special Meeting/Governance



OSBA Conferences (tentative)



NSBA Conferences (tentative)

Historically the OSBA's Annual Convention falls on the second Friday-Sunday in November

Board Adopted 5/9/24

This calendar is subject to change.

Any modifications to date, time, or location will be properly noticed per Oregon state law.

**2024-2025 MIDDLE SCHOOL AND HIGH SCHOOL FEES/  
STUDENT CHROMEBOOK INSURANCE PROGRAM**

**CONSENT C**  
May 9, 2024

**SUPERINTENDENT’S RECOMMENDATION:**

Approval of the 2024-2025 Middle School and High School Fee Schedule and Student Chromebook Insurance Program.

**ORIGINATED BY:**

Approval of the Middle School and High School Student Fee Schedules is an annual agenda item.

**REASON FOR BOARD CONSIDERATION:**

Per board policy JN, the Board must review and approve student fees annually.

**BACKGROUND:**

North Clackamas School District strives to keep school-associated costs and fees as low for students and families as possible. Fees have been reduced or eliminated where possible. There were no changes to the fee schedule from the 22/23 to 23/24 school years.

The implementation of a 1:1 student Chromebook program has resulted in a large increase in the cost associated with repairing damage to student devices. Middle school students have been required to pay a \$20 annual fee, and high school students have a \$20 annual deposit. These required fees/deposits have been used to supplement device damage repair costs to the district.

**PROPOSED CHANGES:**

The proposal is to maintain the current Middle School and High School Fee Schedules with the exception of technology. We recommend changing the mandatory \$20 per year technology fee (MS) or deposit (HS) to an optional annual \$25 insurance fee. A family can choose to participate in the insurance program, which will cover accidental damage to their student’s device, or reimburse the district for the actual cost of repair or replacement if they do not participate in the optional annual \$25 insurance fee.

**ATTACHMENTS:**

- [2024-2025 North Clackamas Middle School Fee Schedule](#)
- [2024-2025 North Clackamas High School Fee Schedule](#)
- [North Clackamas School District Chromebook Insurance Program](#)

**PRESENTER / STAFF CONTACT:**

Petra Callin, Executive Director of Secondary Programs



**NORTH CLACKAMAS SCHOOL DISTRICT  
2024-25 MIDDLE SCHOOL FEE SCHEDULE**

All student fees and charges will be published annually per Policy JN: Student Fees, Fines, and Charges. Students who are unable to pay may consult with the appropriate teacher or advisor for scholarships. Fees for athletics and classes will continue to be waived for students who qualify for Free and Reduced Meals.

<b>Art Classes*</b>	<b>\$20 per Semester</b>
<b>After School Athletics (Cross Country and/or Track &amp; Field)</b>	<b>\$50 per Sport</b>
<b>Drama/Theater</b>	<b>\$20 per Semester</b>
<b>FACS/Foods (all classes)</b>	<b>\$20 per Semester</b>
<b>Technology/Engineering Arts</b>	<b>\$20 per Semester</b>
<b>Intramurals</b>	<b>\$15 per Sport</b>
<b>Music (Band, Choir, Orchestra) rental fee</b>	<b>Cost varies depending on instrument rental</b>
<b>PE/Music - Uniforms (shirt/short)</b>	<b>\$15-\$30</b>
<b>Planner/Binder Materials</b>	<b>\$5</b>
<b>Student Body Activity Fee</b>	<b>\$5</b>
<b>Student Body Card Replacement</b>	<b>\$5</b>
<b>Yearbook</b>	<b>\$20</b>
<b>Field Trips</b>	<b>Actual Cost</b>
<b>Chromebook Insurance Program</b> (Optional) or pay actual cost for damaged/lost/stolen device - \$20-\$450 each instance	<b>\$25</b>

\*Class fees may be charged for products produced in class that students take home.



**NORTH CLACKAMAS SCHOOL DISTRICT  
2024-25 HIGH SCHOOL FEE SCHEDULE**

All student fees and charges will be published annually per Policy JN: Student Fees, Fines and Charges. Students who are unable to pay may consult with the appropriate teacher or advisor for scholarships. Fees for athletics and classes will continue to be waived for students who qualify for Free and Reduced Meals.

<b>North Clackamas High Schools</b> Preparing graduates who are inspired and empowered to strengthen the quality of life in our local and global communities			<b>Sabin Schellenberg</b> Educating passionate leaders through creative and relevant professional experiences		
Courses	Semester Course Fees	Year Long Fees	Courses	Semester Course Fees	Year Long Fees
Drama <i>Play Participation with after-school requirement</i>		\$25	Agriculture <i>Animal Science: 1,2,3, Adv &amp; Research</i>		\$15
Field Trips	Actual Cost		Automotives Services: 1, 2, & 3	\$20	\$40
Home High School Parking	\$35	\$70	Architecture & Design	\$5	
Photography, Ceramics & Art	\$20		Business Construction 2		\$25
Speech and Debate- Team		\$25	Cosmetology: Concepts, 1, 2, & 3	\$15	\$40
Student Body Activity Fee		\$30	Crime Scene Investigation	\$30	
Student Body Card-replacement		\$5	Culinary Arts: Intro, 1, 2, & 3	\$15	\$30
Textbook Deposit <i>refundable at graduation</i>		\$20	DECA: <i>Association for Marketing</i>		\$30
Yearbook		\$55	Diesel Technology & Maintenance		\$40
Athletics (Per sport- \$425 ind/\$700 family max)		\$175	Digital Design: Basic & Development	\$10	
Chromebook Insurance Program (Optional) or pay actual cost of damage/lost/stolen device - \$20-\$450 each instance		\$25	Electronics: Intro, Exploring 1, 2, & 3	\$15	\$30
			Engineering Robotics 1		\$20
			Engineering Robotics 2		\$30
			Fire Science & Protection: 1 & 2		\$20
			Forestry: 1, 2,& 3		\$15
			Food Handler's Card <i>Required for some courses</i>		\$10
			Health Services: CareTrends, Survey, 1 & 2	\$10	\$20
			Japanese National Honor Society		\$8
			SSC Parking <i>District Transportation provided , parking optional</i>	\$25	\$50
			Manufacturing & Engineering: Intro, 1 ,2, 3, & 4	\$20	\$40
			SkillsUSA-state and national dues		\$20
			SkillsUSA-state competition		\$50

# North Clackamas School District Chromebook Insurance Program

Students assigned a district device are responsible for all intentional or accidental damages. It is strongly recommended that every student's device be insured by the NCSD insurance plan. Responsibility for hardware malfunction will be determined/covered by the North Clackamas School District Technology Department. Please note that this coverage does not carry over from year to year if it goes unused.

## Enrollment Information

The Chromebook Insurance Program is **optional** and provides an inexpensive solution for families to reduce the financial burden if an accident or theft occurs.

Families may decline to participate in the Chromebook Insurance Program but would be fully responsible for any associated cost for damage or theft. The Chromebook Insurance Program covers one school year (September to August) and is non-refundable. Students receiving a device after February 1st of each calendar year will be eligible for prorated coverage. This coverage covers 2 incidents (claims) per school year.

## Pricing Guidelines for Repairs and Replacements

The following list of approximate repair costs is provided as a reference to families to assist in making a decision on insurance coverage.

Power Cord	\$30 OR 1 insurance incident
Keyboard Replacement	\$40 OR 1 insurance incident
Screen Replacement	\$250 OR 1 insurance incident
Full Chromebook Replacement	\$400 OR 1 insurance incident + \$50 (\$100 for second incident)

For repairs not listed above, cost and applicable insurance claims will be determined by the cost of replacement parts to the district at the time of repair. If insurance coverage is not purchased and the Chromebook is damaged, the family will be invoiced for the actual cost of repairs.

*Prior to receiving a Chromebook, families must:*

1. Complete the North Clackamas School District Chromebook Insurance Program enrollment form to select a plan or decline coverage.
2. If coverage is selected, pay the \$25 annual insurance fee in full.

<p><b>Annual Cost - \$25</b></p> <ul style="list-style-type: none"> <li>September - August</li> </ul> <p><b>Cost after Feb 1st - \$15</b></p> <ul style="list-style-type: none"> <li>February - August</li> </ul>	<p><b>Damage With Program Enrollment:</b></p> <ul style="list-style-type: none"> <li>1st Incident: \$0</li> <li>2nd Incident: \$0</li> <li>3rd Incident: Full Cost</li> </ul>	<p><b>Stolen/Lost/Total Damage Beyond Repair with Program Enrollment:</b></p> <ul style="list-style-type: none"> <li>1st Incident: \$50</li> <li>2nd Incident: \$100</li> <li>3rd Incident: Full Cost</li> </ul>
<p><b>Examples of Costs Without Program Enrollment:</b></p> <ul style="list-style-type: none"> <li>Keyboard Damage \$40</li> <li>Broken Hinges \$ 30</li> <li>Power Cord - \$30</li> <li>Camera - \$20</li> <li>Stolen/Lost/Damage Beyond Repair - \$400</li> </ul>		<p><b>Not Covered:</b></p> <ul style="list-style-type: none"> <li>Case</li> <li>Intentional damage (Determined by NCSD Technology Dept., School Officials, and/or Clackamas ESD Repair Center)</li> </ul>

- If the lost or stolen device is later recovered in working condition, the fine will be refunded.
- If a student leaves the District, but does not return the device, they will be fined for the full replacement cost, and standard rules for the restriction of records and transcripts will apply.
- If families choose not to enroll in the North Clackamas School District Chromebook Insurance Program, they will be financially responsible for the full cost for the repair or replacement of the Chromebook.

## Procedures for Damages

1. Individual Insurance Plan purchased
  - a. Family/Student will complete a Repair Request Form and turn it into the school's technology office.
  - b. The Technology Department will assess damage and process repair.
    - i. Upon completion of the repair, Family/Student will receive an email outlining the cost of the repair and a description of the damage.
    - ii. Family/Student will pay for the repair, as presented, or opt to utilize one of their insurance claims.
    - iii. The repaired device will be released back to the student.
2. Individual Insurance Plan purchased, but repair is not covered or insufficient claims remaining
  - a. Family/Student will complete a Repair Request Form and turn in to the school's technology office.
  - b. The Technology Department will assess damage and process repair.
  - c. Family/Student will receive an email outlining a description of the damage, an explanation of why the damage was deemed not to be covered, and the cost to perform the repair.
  - d. Family/Student will pay for the actual repair costs presented.
  - e. The repaired device will be released back to the student.
3. Individual Insurance Plan not purchased
  - a. Family/Student will complete a Repair Request Form and turn it into the school's technology office.
  - b. The Technology Department will assess damage and process repair.
  - c. Family/Student will receive an email outlining a description of the damage, an explanation and the cost to perform the repair.
  - d. Family/Student will pay for the actual repair costs presented.
  - e. The repaired device will be released back to the student.

**LOW-INCOME HOUSING**  
**PROPERTY TAX ABATEMENT**

**CONSENT D**  
May 9, 2024

**SUPERINTENDENT’S RECOMMENDATION:**

Board approval of resolution authorizing tax exemption of certain non-profit low-income housing projects under ORS 307.540 to ORS 307.548 in the City of Milwaukie.

**REASON FOR BOARD CONSIDERATION:**

Continuation of previous Board discussion on February 7, 2024 at the joint meeting with Milwaukie City Council.

**BACKGROUND:**

The Milwaukie City Council declared a housing emergency in 2020 and adopted a multi-year action plan with strategies to develop new affordable units, prevent displacement and keep units affordable and connect our residents to existing affordable housing. One element of this action plan was centered around providing incentives to encourage the development of affordable housing.

On February 7, 2024 the Milwaukie City Council and the NCS D School Board received a presentation and discussed a proposal to make it easier for non-profit developers of affordable housing to make use of a tax incentive program to encourage the development of income-restricted housing in Milwaukie.

Following that discussion, NCS D staff worked with legal council and City of Milwaukie staff to develop a resolution focused on the particulars of a tax abatement agreement.

The proposed resolution is drafted for a ten year term and reflects these specifics from the discussion held on February 7, 2024:

- Annual reports from City of Milwaukie to North Clackamas School District
- Opportunity to end the exemption program with the City of Milwaukie at any time with 30 days notice

**ATTACHMENTS:**

- Resolution

**PRESENTER:**

Matt Makara, Executive Director of Finance and Business Services

**NORTH CLACKAMAS SCHOOL DISTRICT NO. 12**

**RESOLUTION \_\_\_\_\_**

**A RESOLUTION OF THE BOARD OF DIRECTORS OF NORTH CLACKAMAS SCHOOL DISTRICT NO. 12, CLACKAMAS COUNTY, OREGON, AGREEING TO THE POLICY OF EXEMPTION OF CERTAIN NONPROFIT LOW-INCOME-HOUSING PROJECTS UNDER ORS 307.540 TO 307.548 AT THE REQUEST OF THE CITY COUNCIL OF THE CITY OF MILWAUKIE.**

WHEREAS, affordable housing provides permanent, stable housing options for low-income families; and

WHEREAS, affordable housing provides school-age children experiencing homelessness with transitional housing, through eviction prevention and rapid re-housing services; and

WHEREAS, stable housing reduces student mobility, improves school effectiveness, addresses attendance challenges, and inhibits malnutrition; and

WHEREAS, the City Council of the City of Milwaukie, Oregon, has adopted the provisions of ORS 307.540 to 307.548, which authorize the City to approve an exemption from city property taxation for certain low-income housing owned and operated by a nonprofit corporation under ORS 501(c)(3) or 501(c)(4); and

WHEREAS, ORS 307.543 authorizes the City of Milwaukie to request other taxing districts to approve the policy of exemption under ORS 307.540 to 307.548 and thereby extend the exemption to the tax levies of all taxing districts if the rate of taxation of the taxing district plus the rate of taxation of the City equal 51 percent or more of the total combined rate of taxation on the property granted exemption; and

WHEREAS, the City Council of City of Milwaukie has requested that the Board of Directors (the “Board”) of North Clackamas School District No. 12 (the “District”) to agree to the policy of exemption under ORS 307.540 to 307.548 and thereby extend the exemption to the property taxes levied by the District; and

WHEREAS, for the reasons stated above, the Board finds that encouraging and supporting the development of affordable housing in the District will further the District’s educational mission and improve student outcomes; and

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board agrees to and approves the policy of exemption under ORS 307.540 to 307.548, as adopted and administered by the City of Milwaukie.

2. The term of this approval shall commence upon approval of this resolution by the Board and shall continue until June 30, 2034, which date may be extended by resolution of the Board at the Board’s pleasure. The Board reserves the right to repeal this resolution of approval

prior to June 30, 2034, and upon 30 days' written notice to the City of Milwaukie, if, in the Board's sole discretion, the law or circumstances have changed and the policy of exemption under ORS 307.540 to 307.548 is no longer in the best interests of the District, or if the City fails to comply with sections 3 or 4 of this resolution.

3. If the City of Milwaukie adopts additional provisions relating to the exemption under ORS 307.453(3) following the effective date of this resolution, the City must seek reauthorization of the resolution from the Board.

4. Approval of this resolution is contingent on the City of Milwaukie providing an annual written report no later than May 1 of each year of eligible developments approved in the prior 12-month period.

5. All projects approved for a tax exemption by the City of Milwaukie during the term of this resolution shall continue to be exempt as provided in ORS 307.543(2) after expiration of this resolution, unless or until the exemption is terminated as provided in ORS 307.548.

DATED this \_\_\_\_ day of \_\_\_\_\_, 2024.

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School Board Chair

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District Superintendent / Clerk

**TRAVEL PERMISSION REQUEST**

Adrienne C. Nelson High School Speech and Debate

**CONSENT F**

May 9, 2024

**SUPERINTENDENT'S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

Adrienne C. Nelson High School is requesting permission for 3 students and 3 chaperones to travel to the National Speech and Debate tournament, June 15-22, 2024 in Des Moines, Iowa. This trip will cost approximately \$69.65 per student with the remainder of the cost paid by fundraising activities. Students will have the opportunity to compete in the National Speech and Debate tournament hosted by the National Speech and Debate Association.

**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 Secondary Programs



2023-2024 Application for Permission to Travel

Received 4/16/24 (RW)

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: Adrienne C. Nelson HS Name of group: Speech & Debate Team
Dates of travel: 6/15/24 - 6/22/24 Initiator: Jennifer LeSieur
Destination: Des Moines, IA Application date: 4/11/24
Number of nights of overnight stay: 7 Time of departure: 6:30am, 6/15/24
Number of school days students will miss: 1

Rationale for missed school days:

Students will compete in the National Speech & Debate Tournament, where they can earn scholarship money. This tournament is for the top Speech & Debate competitors in the country.

Number of students: 0 male 3 female Number of chaperones: 2 male 1 female

Background checks will be completed and verified on all chaperones. Background checks must be submitted every three years. Gender ratio of students should be reflected in chaperones.

Person verifying background checks will be: Chris Riewald Initial here when completed: CR

Purpose of travel:

Students will compete in the National Speech & Debate Association's (NSDA) National Tournament. The NSDA is an honor society, and the tournament is only open to students who have qualified at the district level. Students who perform well can earn scholarship money from the NSDA. This is an annual event for students who qualify each year.

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

Students will miss one day of school. Since this falls during Finals Week, students will take the final exam(s) they will miss one week early. I will work with teachers and students to ensure work is completed in advance. All qualifying students are Honor Roll students. The prestigious nature of this trip helps us justify these students missing one day of Finals.

What specific responsibilities have been assigned to the chaperones?

Chaperones will supervise on the airplane, drive rental vehicles to and from event venues, and judge competition rounds as assigned. Additionally, we will supervise students at the hotel and other tournament events such as registration, dinners, and the hotel. We will also work with students to coach them on their events and provide feedback as needed.

Chaperone Larry Burke is paying for his own travel and trip expenses, so he is not included in the budget information section as a chaperone.

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

**Expenses (per student)**

- 1. Transportation \$ 434
- 2. Lodging (no home stays) \$ 400
- 3. Meals \$ 200
- 4. Fees/Event Expense \$ 263
- 5. Other \$ 0

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

6. **Total cost per student (total lines 1 through 5):** \$ 1,297

7. # of chaperones 2

8. # of students 3

9. **Total # of students + chaperones** 5

10. **Total cost of participation (Line 6 x Line 9):** \$ 6,485

11. Substitute Teachers: (rates are effective 2023-2024)

a. # Full-Day Substitute(s) x # of Days @ \$302.95 = \$ 0

b. 2 # Half-Day Substitute(s) x 1 # of Days @ \$151.48 = \$ 302.96

c. **Total Sub Cost** \$ \$302.96

**TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.):** \$ \$6,787.96

**Funding**

1. Current school account balance: \$ 1,500

2. Amount of fund balance allocated for this trip: \$ 790

3. Projected fundraising income\*: \$ 2,500

4. Projected contributions (donations)\*: \$ 3,289

5. OUT OF POCKET (per student): \$ 69.65

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ \$6,787.96

\*Describe projected fund-raising activities and contributions:

We are receiving a \$2,500 donation from Country Financial Insurance. We will also be completing other fundraisers to help with the costs of the trip. We have discussed the costs involved with this event to parents, who are committed to providing financial support for their students to compete at this prestigious event. Scholarships can be made available to students by request.

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

We will not be allocating the entire account balance since we will use the remaining balance to pay for other competitions and tournaments we are competing in before the National Competition.

**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, please identify the NCS D current certified mini-bus drivers:

Name of minibus Driver(s): N/A

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

Number of miles round trip: N/A

\*Drivers of rental vehicles must be approved via the District’s driver certification process. Contact Risk Management to complete the certification process (allowing a minimum of two weeks for processing with the State DMV).

Name of rental vehicle Driver(s): Jennifer LeSieur, Larry Burke  
Bryce Phillips

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

Parents will drive students to the Portland airport. Chaperones will be on the same flight as students. In Des Moines, chaperones will drive students in a rental car to competition venues. The competition venues are various schools in the Des Moines area.

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):

AmericInn Lodge & Suites - 251 Gateway Circle, Grimes, IA 50111

This hotel was selected from the National Speech & Debate Association approved list.

The 3 students will share a room together. The chaperones will have 2 rooms.

**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.

Jennifer L. Sicur  
Trip Leader Signature

4/16/2024  
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 (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

District Level:  Approved  
 Denied

[Signature] 4/16/2024  
Principal Date

[Signature] 4/30/24  
Executive Director of Elementary/Secondary Date

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

## National Speech and Debate National Tournament Itinerary

This is a supplemental itinerary to the national tournament information/schedule.

### Saturday, June 15, 2024

Parents drop students off at Portland International Airport to meet with Jennifer LeSieur (trip leader), Larry Burke, and Bryce Phillips. We will take the following flight to Minneapolis where we will pick up a rental car and drive to Des Moines, IA.

DELTA 2369 Main Cabin (X)	PORTLAND, OR 6:30am	MPLS-ST PAUL 11:53am
------------------------------	------------------------	-------------------------

Once in Des Moines, we will check into the AmericInn Lodge and Suites—Grimes, IA. Please note that this hotel offers free breakfast, which we will eat each morning.

Event: 2024 NSDA - National Speech and Debate Tournament

Hotel: AmericInn Lodge & Suites - Grimes

251 Gateway Circle  
Grimes, Iowa, 50111

We will go to the grocery store on Saturday evening to get supplies, and students will practice for their events.

Sunday, June 16th, we will go to the Iowa Events Center to register and visit the expo. Sunday evening, students will practice for their events.

### Monday & Tuesday: June 17 - 18, 2024

Ms. LeSieur and Mr. Burke will take students to Northwest High School, where they will compete on Monday and Tuesday in US Extemporaneous Speaking.

Mr. Phillips will take students to Hiatt MS, where they will compete in Big Questions Debate.

### Wednesday and Thursday: June 19 - 20, 2024

If the students do well in their main events, they will continue. If not, they will move to their supplemental events.

Students will spend their evenings eating dinner and preparing for their events.

**Friday, June 20, 2024**

Students will watch the final rounds of events that match what they compete in. Coaches will accompany students.

**Saturday, June 21, 2024**

After Breakfast, we will drive to Minneapolis and return on the following flight.

Sat, 22JUN	DEPART	ARRIVE
DELTA 1661		
Main Cabin (K)		
MPLS-ST PAUL		
4:05pm	PORTLAND, OR	
5:42pm		

Parents will pick their students up from the PDX airport.

**TRAVEL PERMISSION REQUEST**  
Clackamas High School Speech and Debate

**CONSENT G**  
May 9, 2024

**SUPERINTENDENT'S RECOMMENDATION:**  
Board approval of the request to travel.

**BACKGROUND:**  
Clackamas High School is requesting permission for 4 students and 2 chaperones to travel to the National Speech and Debate tournament, June 15-22, 2024 in Des Moines, Iowa. This trip will cost approximately \$52.50 per student with the remainder of the cost paid by fundraising activities. Students will have the opportunity to compete in the National Speech and Debate tournament hosted by the National Speech and Debate Association.

**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 Secondary Programs



2023-2024 Application for Permission to Travel

Received 5/1/24 (RW)

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: Clackamas High School Name of group: Speech and Debate Team

Dates of travel: 6/15/24-6/22/24 Initiator: Ameena Amdahl-Mason

Destination: Des Moines, IA Application date: 3/28/24

Number of nights of overnight stay: 7 Time of departure: 10 am on 6/15

Number of school days students will miss: 0 for seniors, 1 for non-seniors

Rationale for missed school days:  
there are no missed school days

Number of students: 2 2 Number of chaperones: 1 1  
male female male female

Background checks will be completed and verified on all chaperones. Background checks must be submitted every three years. Gender ratio of students should be reflected in chaperones.

Person verifying background checks will be: Maksala Bankofier Initial here when completed: MB

Purpose of travel:

The National Speech & Debate Association (NSDA) was created in 1925 to provide recognition and support for high school students participating in speech and debate activities. These four students qualified for the NSDA National tournament out of a field of 23 schools and 196 competitors in the North Oregon NSDA qualifying tournament. At Nationals, they will compete against more than 1,000 schools from across the nation and over 7,000 competitors

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

Non-seniors will arrange to take their finals that would be on June 17 during the week prior.

What specific responsibilities have been assigned to the chaperones?

Chaperones will supervise students, judge debates and speeches, and assist in tournament functions.

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

**Expenses (per student)**

- 1. Transportation \$ 570
- 2. Lodging (no home stays) \$ 585
- 3. Meals \$ 200
- 4. Fees/Event Expense \$ 140
- 5. Other \$ 0

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

**6. Total cost per student (total lines 1 through 5):** \$ 1495

7. # of chaperones 2

8. # of students 4

**9. Total # of students + chaperones** 6

**10. Total cost of participation (Line 6 x Line 9):** \$ 897 0

11. Substitute Teachers: (rates are effective 2023-2024)

a. # Full-Day Substitute(s) x # of Days @ \$302.95 = \$ \_\_\_\_\_

b. # Half-Day Substitute(s) x # of Days @ \$151.48 = \$ \_\_\_\_\_

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

**TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.):** \$ 897 0

**Funding**

1. Current school account balance: 7 00

2. Amount of fund balance allocated for this trip: 7000

3. Projected fundraising income\*: 1000

4. Projected contributions (donations)\*: 7 0

5. OUT OF POCKET (per student): 52.5

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 8970

\*Describe projected fund-raising activities and contributions:

We will be partnering with local organizations and taking donations through the CHS website. We will also be working on adding additional fundraising opportunities.

*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, please identify the NCS D current certified mini-bus drivers:

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

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

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

\*Drivers of rental vehicles must be approved via the District’s driver certification process. Contact Risk Management to complete the certification process (allowing a minimum of two weeks for processing with the State DMV).

Name of rental vehicle Driver(s): Ameena Amdahl-Mason  
Philip Coleman

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

Parents/guardians will drive students to the airport. When in Des Moines, head coach Ameena Amdahl-Mason, or assistant coach Philip Coleman will drive students in a rental car.

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):  
AmericInn Lodge & Suites - Grimes 251 Gateway Circle Grimes, Iowa, 50111

This hotel was selected from the National Speech and Debate Association approved list.

**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.

  
\_\_\_\_\_  
Trip Leader Signature

3/28/24  
\_\_\_\_\_  
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 (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.)**

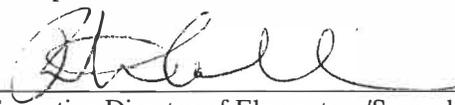
- Detailed itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- List of chaperones and verification of current background check on file.

**Section VI – Approval**

Principal Level:  Approved  
 Denied

District Level:  Approved  
 Denied

  
\_\_\_\_\_  
Principal 4/1/2024  
Date

  
\_\_\_\_\_  
Executive Director of Elementary/Secondary 5/2/24  
Date

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

## Clackamas High School Speech and Debate Team Nationals Itinerary

### Saturday 6/15

- Parents will drive students to the Portland airport
- Fly from Portland to Minneapolis/St. Paul
- Drive from Minneapolis to Des Moines
- Check in at the hotel  
Americinn Lodge & Suites - Grimes  
251 Gateway Circle  
Grimes, Iowa, 50111
- Dinner as a team

### Sunday 6/16

- Head coach Ameena Amdahl-Mason has duties as the chair of Lincoln Douglas debate in the morning
- Assistant coach Philip Coleman and the team will have breakfast at the hotel and prepare/practice for competition
- Ameena, Philip, and the team will have lunch together and then head to the Tournament Expo at the Iowa Events Center
- The team, Ameena, and Philip will have dinner together and then students will have time to rest and practice
- Ameena and Philip will conduct bed checks

### Monday 6/17-Friday 6/21

- The team will be in competition all day (see attached High School Tournament Event Schedules and Venues)
- Ameena will be running Lincoln Douglas debate as co-chair and supervising
- Philip will be judging and supervising
- The team, Ameena, and Philip will eat breakfast at the hotel
- The team may go out to eat together or order food together to eat the hotel
- Ameena and Philip will conduct bed checks

### Friday, 6/21

- Ameena or Philip will drive student to the Des Moines airport to fly to meet his family in Texas

### Saturday 6/22

- Ameena, Philip, and the team will drive to Minneapolis/St. Paul
- Fly from Minneapolis/St. Paul to Portland
- Parents will pick up students at the airport

**TRAVEL PERMISSION REQUEST**  
Clackamas High School Football

**CONSENT H**  
May 9, 2024

**SUPERINTENDENT'S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

Clackamas High School is requesting permission for 90 students and 14 chaperones to travel to McMinnville, Oregon for Linfield University's Youth Football Camp, June 15-18, 2024. The trip will be of no cost to students.

**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 Secondary Programs



2023-2024 Application for Permission to Travel

Received 5/1/24 RW

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: Clackamas High School Name of group: Clackamas Football Team

Dates of travel: Saturday 6/15 - Tuesday 6/18 Initiator: James Holan

Destination: Linfield University (McMinnville) Application date: 4/22/24

Number of nights of overnight stay: 3 Time of departure: 11:30 AM

Number of school days students will miss: 1

Rationale for missed school days: Linfield team camp is a 4 day camp from Saturday - Tuesday. While Monday is an instructional day at school, it is a half day at the camp, and if missed, our students would be impacted.

Number of students: 90 male female Number of chaperones: 14 male female

Background checks will be completed and verified on all chaperones. Background checks must be submitted every three years. Gender ratio of students should be reflected in chaperones.

Person verifying background checks will be: Mekeala Bankofier Initial here when completed: MB

Purpose of travel:

We will be attending the Linfield Football Camp this summer with other high school football teams from around the state. The goal will be improving our football skills at Linfield University with instruction from our Clackamas and Linfield coaches. This camp will provide student athletes with hands-on position work each day. The camp serves as an opportunity to work on team building and leadership skills with our student athletes.

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

Students will miss 1 instructional day of school. Students will need to have a signed permission slip from their 7th/8th period teachers stating that they are taking their finals early and have the teachers consent to participate in the camp instead. This plan was approved by CHS Principal Alyssa Engle.

What specific responsibilities have been assigned to the chaperones?

- Make sure all Student Athletes (SA) are checked in and have chaperones contact information
- Morning / Night time bed checks in dorms, make sure all S/A are in rooms each night
- Set practice schedule, attend/conduct all practices and take attendance for all SA
- Make sure that all SA are present at each session
- Monitor SA during meal times, make sure they are attending at our designated team time
- Complete any duties assigned by the head coach during the stay at Linfield

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

**Expenses (per student)**

- 1. Transportation \$ 1.33
- 2. Lodging (no home stays) \$ 120
- 3. Meals \$ 120
- 4. Fees/Event Expense \$ 40
- 5. Other \$ \_\_\_\_\_

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

**6. Total cost per student (total lines 1 through 5):** \$ 281.33

7. # of chaperones \_\_\_\_\_

8. # of students \_\_\_\_\_

**9. Total # of students + chaperones** 90

**10. Total cost of participation (Line 6 x Line 9):** \$ 25,319.70

11. Substitute Teachers: (rates are effective 2023-2024)

a. # Full-Day Substitute(s) x # of Days @ \$302.95 = \$ \_\_\_\_\_

b. # Half-Day Substitute(s) x # of Days @ \$151.48 = \$ \_\_\_\_\_

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

**TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.):** \$ 25,319.70

**Funding**

1. Current school account balance: \$ 160

2. Amount of fund balance allocated for this trip: 0

3. Projected fundraising income\*: 10,000

4. Projected contributions (donations)\*: 15,319.70

5. OUT OF POCKET (per student): \$ 0

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 25,319.70

\*Describe projected fund-raising activities and contributions:

Sponsored meals, promotions with local businesses. Trivia Night Fundraiser, Silent Auction. Family and corporate 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, please identify the NCS D current certified mini-bus drivers:

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

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

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

\*Drivers of rental vehicles must be approved via the District’s driver certification process. Contact Risk Management to complete the certification process (allowing a minimum of two weeks for processing with the State DMV).

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

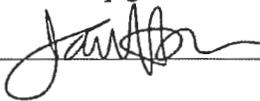
Name the type(s) of non-district transportation to be used (including to and from airport) and company name:

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):

Student Athletes from Clackamas HS will all stay in the same dorm building together on the Linfield Campus. There will be 2 athletes per room and 2 chaperones on each floor in their own rooms.

**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.

Trip Leader Signature  Date 4/22/24

**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 (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.

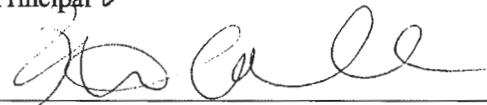
**Section V – Required Attachments to be sent to district level. (All other forms stay at the building.)**

- 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

District Level:  Approved  
 Denied

 5/2/2024  
Principal Date  
 5/2/24  
Executive Director of Elementary/Secondary Date

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

# 2024 Linfield TEAM Camp Schedule

## Session 1- June 17-20

1/2 or Full Pads determined by HS team's scrimmage decision. Oregon teams only can scrimmage once per day. Camp Indy Session at least 1/2 Pads. We want Skelly to have helmets on.

Registration at Dillon Hall at assigned time. Head Coach only for Registration & HC Meetings/Check-Ins

<b>DAY 1</b> <b>Sat 6-15</b>	<b>Day 2</b> <b>Sun 6-16</b>	<b>Day 3</b> <b>Mon 6-17</b>	<b>Day 4</b> <b>Tue 6-18</b>
<p><b>ARRIVAL</b></p> <p><b>10AM - 2PM:</b> Registration. Contact Beth Garcia for Time <i>(Only 1 coach needed)</i></p> <p><b>2:00 PM</b> Head Coaches meet under Stadium. 1 Coach Please!</p> <p><b>2:40 PM</b> Camp Orientation</p> <p><b>MEET in STADIUM</b></p>	<p><b>MORNING</b></p> <p><b>6:45 AM – 8:45AM</b> Strict on Meal Rotation Times</p> <p><b>8:30 AM</b> - HC's Check-In</p> <p><b>8:45 AM-</b> Teams warm up on own (Find space)</p> <p><b>9:00 AM</b> - Camp Indy Session 9:00- 40 min O/D 9:40- 10 min break 9:50- 40 min O/D</p> <p><b>10:30 AM</b> - Team Option Time Scrimmage/Skelly/Practice</p> <p><b>11:30 - 1:30 Lunch</b> Strict on Meal Rotation Times</p>	<p><b>MORNING</b></p> <p><b>6:45 AM – 8:45AM</b> Strict on Meal Rotation Times</p> <p><b>8:30 AM</b> - HC's Check-In</p> <p><b>8:45 AM-</b> Teams warm up on own (Find space)</p> <p><b>9:00 AM</b> - Camp Indy Session 9:00- 40 min O/D 9:40- 10 min break 9:50- 40 min O/D</p> <p><b>10:30 AM</b> - Team Option Time Scrimmage/Skelly/Practice</p> <p><b>11:30 - 1:30 Lunch</b> Strict on Meal Rotation Times</p>	<p><b>MORNING</b></p> <p><b>6:45 AM – 8:45AM</b> Strict on Meal Rotation Times</p> <p><b>FULL PADS</b></p> <p><b>9:00 AM-</b> Teams warm up on own (Find space)</p> <p><b>9:15 AM</b> - Final Scrimmages *See Scrimmage Schedule*</p> <p><b>11:00 AM</b> - Closing ceremony Teams Seated in Stadium</p> <p><b>11:30 AM</b> Check-Out &amp; Depart</p>
<p><b>AFTERNOON</b></p> <p><b>3:00 PM</b> - Teams warm up on own (Find space)</p> <p><b>3:15 PM</b> - Camp Indy Session 3:15 - 40 min O/D 3:55 - 5 min break 4:00 - 40 min O/D</p> <p><b>4:40 PM</b> Short Practice or Dinner dependent upon dinner rotation</p> <p><b>5:00 – 7:00 Dinner</b> Strict on Meal Rotation Times</p>	<p><b>AFTERNOON</b></p> <p><b>2:00 PM</b> - Announcements on L</p> <p><b>2:05 PM</b> - Teams warm up on own (Find space)</p> <p><b>2:20 PM</b> - Camp Indy Session 2:20- 40 min O/D 3:00- 10 min break 3:10- 40 min O/D</p> <p><b>3:50 PM</b> - Team Option Time Scrimmage/Skelly/Practice</p> <p><b>5:15- 7:15 Dinner</b> Strict on Meal Rotation Times</p>	<p><b>AFTERNOON</b></p> <p><b>1/2 or Full Pads- HS determined</b> <b>Announcements- meet on L</b></p> <p>2:00- Announcements on L 2:05- Team Warm up 2:20- Individual Positional drills 40 min, 10 break, 40 min</p> <p>3:50- Team Option Time (scrimmage, 7 on 7)</p> <p>5:15- 7:15 Dinner- on rotations</p>	
<p><b>EVENING</b></p> <p><b>7:15 PM</b> - Teams warm up on own (Find space)</p> <p><b>7:30 PM</b> - Team Option Time Scrimmage/Skelly/Practice *See Scrimmage Schedule*</p> <p><b>9:30 PM</b> Wildcat Challenge- SUMO *1 Participant per team* Helmet with mouthpiece <b>Teams Cheering in Stadium</b></p>	<p><b>EVENING</b></p> <p><b>7:30 PM</b> - Guest Speaker/Stadium *Be On Time</p> <p><b>7:45 PM</b> - Teams warm up on own (Find space)</p> <p><b>8:00 PM</b> - Team Option Time Scrimmage/Skelly/Practice</p> <p><b>9:30 PM</b> Wildcat Challenge- TUG O' WAR *6 participants- can use 1 coach* <b>Teams Cheering in Stadium</b></p>	<p><b>EVENING</b></p> <p><b>7:30 PM</b> - Guest Speaker/Stadium *Be On Time</p> <p><b>7:45 PM</b> - Teams warm up on own (Find space)</p> <p><b>8:00 PM</b> – Skelly Tourney/OL &amp; DL Pass Rush Clinic</p> <p><b>9:30 PM</b> Wildcat Challenge – HIGH JUMP *10 participants* <b>Teams Cheering in Stadium</b></p>	

**TRAVEL PERMISSION REQUEST**

Sabin- Schellenberg Technical Center SkillsUSA

**CONSENT I**

May 9, 2024

**SUPERINTENDENT'S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

Sabin-Schellenberg Professional Technical Center is requesting permission for 8 students and 2 chaperones to travel to the SkillsUSA Nationals, June 23-29, 2024 in Atlanta, Georgia. This trip will cost approximately \$250.00 per student. Scholarships will be available to each student with remaining funds provided by SkillsUSA fundraising. Students will have the opportunity to compete in Automotive and Cosmetology competitions.

**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 Secondary Programs



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

**Expenses (per student)**

- 1. Transportation \$ 655.00
- 2. Lodging (no home stays) \$ 700.00
- 3. Meals \$ 200.00
- 4. Fees/Event Expense \$ 275.00
- 5. Other \$ 50.00

Description of other expenses: Airport shuttle

6. **Total cost per student (total lines 1 through 5):** \$ 1,880.00

7. # of chaperones 2

8. # of students 8

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

10. **Total cost of participation (Line 6 x Line 9):** \$ 18,800.00

11. Substitute Teachers: (rates are effective 2023-2024)

a. 0 # Full-Day Substitute(s) x 0 # of Days @ \$302.95 = \$ 0

b. 0 # Half-Day Substitute(s) x 0 # of Days @ \$151.48 = \$ 0

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

**TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.):** \$ 18,800.00

**Funding**

1. Current school account balance: \$ 10,000.00

2. Amount of fund balance allocated for this trip: \$ 9,000.00

3. Projected fundraising income\*: \$ 2,600.00

4. Projected contributions (donations)\*: \$ 5,200.00

5. OUT OF POCKET (per student): \$ 250.00

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 18,800.00

\*Describe projected fund-raising activities and contributions:

Cosmetology Salon Client Days, Shear and Gears (joint) auto shop & salon fundraiser.

*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, please identify the NCSD current certified mini-bus drivers:

Name of minibus Driver(s): N/A

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

Number of miles round trip: N/A

\*Drivers of rental vehicles must be approved via the District’s driver certification process. Contact Risk Management to complete the certification process (allowing a minimum of two weeks for processing with the State DMV).

Name of rental vehicle Driver(s): N/A

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

Dart Airport shuttle

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):

Embassy Hotel and Suites  
267 Marietta St. NW  
Atlanta, Georgia 30313

All students are female and will share three rooms. Each advisor will have their own room.

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.

Jen Davis - Paltto  
Trip Leader Signature

4/28/24  
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 (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

District Level:  Approved  
 Denied

[Signature]  
Principal 04/30/2024  
Date

[Signature]  
Executive Director of Elementary/Secondary 5/1/24  
Date

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



**Agenda Activities:**

<b>Day:</b> Monday	<b>Date:</b> 6/24/24
<b>Time</b> 9am	<b>Activity</b> Breakfast
<b>Time</b> 10am	<b>Activity</b> Meeting with students & advisors
<b>Time</b> 11am-4pm	<b>Activity</b> Techsbo at Convention Center & lunch
<b>Time</b> 4pm	<b>Activity</b> Back to hotel
<b>Time</b> 5pm	<b>Activity</b> Dinner
<b>Time</b> 7pm	<b>Activity</b> State Delegation Meeting
<b>Time</b> 9pm	<b>Activity</b> Kit Checks
<b>Time</b> 10pm	<b>Activity</b> Advisor/student check in before bedtime
<b>Time</b>	<b>Activity</b>

Agenda Activites:	
<b>Day:</b> Tuesday	<b>Date:</b> 6/25/24
<b>Time</b> 6:30am	<b>Activity</b> Breakfast
<b>Time</b> 7:30am-5pm	<b>Activity</b> Skills USA Store
<b>Time</b> 10am-5:30pm	<b>Activity</b> Skills Orientations & Contests
<b>Time</b> 10-4pm	<b>Activity</b> Academy of Excellence
<b>Time</b> 10:30am-3:30pm	<b>Activity</b> SkillsUSA University
<b>Time</b> 5pm	<b>Activity</b> Dinner
<b>Time</b> 7pm	<b>Activity</b> Opening Ceremony
<b>Time</b> 9pm	<b>Activity</b> Advisor/Student Meeting
<b>Time</b> 10pm	<b>Activity</b> Bedtime
<b>Time</b>	<b>Activity</b>
<b>Time</b>	<b>Activity</b>

**Notes/Additional Items**

Condensed Conference Agenda is attached for remainder.



## 2024 NLSC Condensed Conference Agenda

### Monday, June 24

1 p.m. – 6 p.m. SkillsUSA Store Grand Opening

### Tuesday, June 25

7:30 a.m. – 5 p.m. SkillsUSA Store Open  
 9 a.m. – 12 p.m. Advisor of the Year Interviews  
 9:30 a.m. – 4:30 p.m. Academy of Excellence  
 9:30 a.m. – 3:30 p.m. SkillsUSA University  
 10 a.m. – 5 p.m. SkillsUSA Championships  
 10 a.m. – 5:30 p.m. SkillsUSA TECHSPO  
 7 p.m. Opening Session

### Wednesday, June 26

7:30 a.m. – 5 p.m. SkillsUSA Store Open  
 8 a.m. – 5 p.m. SkillsUSA Championships  
 8 a.m. – 5:30 p.m. SkillsUSA TECHSPO  
 9 a.m. – 5 p.m. Models of Excellence Interviews  
 9:30 a.m. – 4:30 p.m. Academy of Excellence  
 9:30 a.m. – 3:30 p.m. SkillsUSA University  
 1:30 p.m. – 3:30 p.m. Annual Meeting of SkillsUSA, Inc.  
 6 p.m. – 9:30 p.m. Champions Festival

### Thursday, June 27

7:30 a.m. – 2 p.m. SkillsUSA Store Open  
 8 a.m. – 5 p.m. SkillsUSA Championships  
 8 a.m. – 5 p.m. SkillsUSA TECHSPO  
 9:30 a.m. – 4:30 p.m. Academy of Excellence  
 9:30 a.m. – 3:30 p.m. SkillsUSA University

### Friday, June 28

9 a.m. – Noon Community Service Project  
 5 p.m. Awards Session

**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.

Oregon Trail Elementary School is committed to its mission and goals, emphasizing our continuous pursuit of school improvement and excellence. Oregon Trail Elementary takes immense pride in the aspects that make us truly unique and will showcase focus on tier 1-universal instruction, responding to student needs, and community engagement. We believe in a culture of care, striving to create a safe and welcoming learning environment for all students. Our engagement with families is a cornerstone of our success, as we believe that strong partnerships with parents and guardians are crucial to a student's holistic development.

**ATTACHMENTS:**

- A. [Oregon At-A-Glance School Profile 22-23](#)
- B. [Oregon At-A-Glance School Profile 21-22](#)
- C. [OTE Board Presentation Slides](#)

**PRESENTERS / STAFF CONTACT:**

Patricia Ahrens, Executive Director of Elementary Programs  
Kari Montgomery, Principal of Oregon Trail Elementary School  
Courtney Burling, Vice-President Oregon Trail PTO  
Stacy Coogan, Instructional Coach  
Gretchen Rowland-Horrigan, Teacher



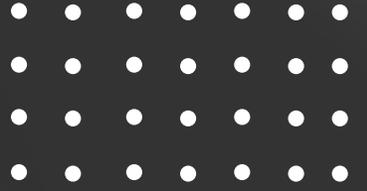
# Oregon Trail Elementary Home of the Wildcats





Kari Montgomery - Principal  
Courtney Burling - PTO Vice-President  
Stacy Coogan - Instructional Coach  
Gretchen Rowland-Horrigan - Teacher

**BE YOU  
BELIEVE  
BELONG**



## Oregon Trail Elementary MISSION:

The students, staff, families and community of Oregon Trail are committed to developing lifelong learners who value themselves and others, and are contributing members in a changing world.



# Who We Are

## 475 Wildcat Students

Race	Percent
American Indian/ Alaskan Native	2%
Asian	23%
Black/ African American	4%
Hispanic	11%
Two More	10%
White	50%

**14 different home languages** - Amharic, Arabic, Cambodian, Cantonese, English, Lao, Korean, Mandarin, Russian, Slovenian, Spanish, Tagalog, Ukrainian, Vietnamese

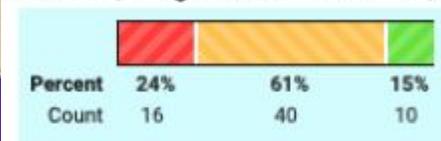
# At Oregon Trail We Have a Prioritized Focus On:



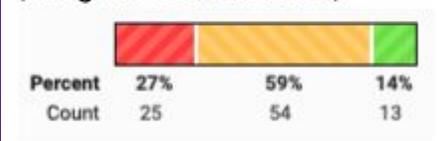
- **Writing Goals:**

- ALL teachers have created Student Growth Goals around writing organization or ideas and content
- Professional Learning Communities Cycles focused on writing
- Deconstruction of writing standards

2022-23 - 3rd Grade Writing Scores (4th grade cohort 23-24)

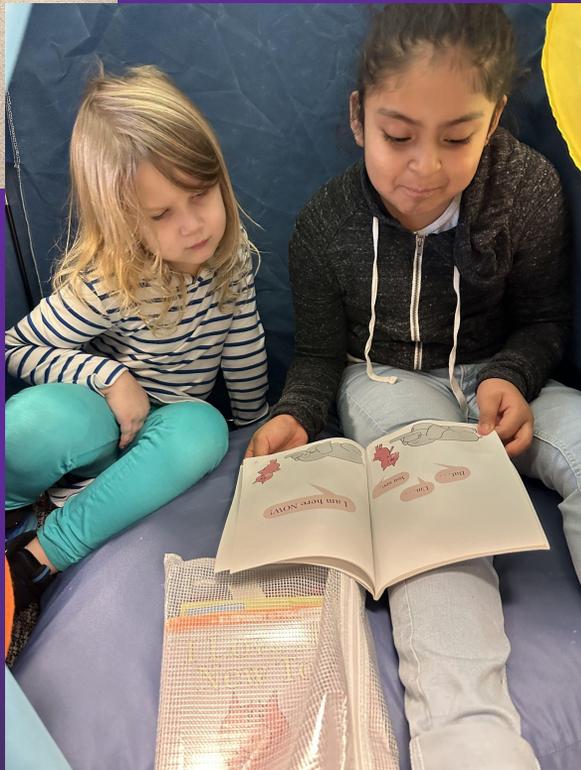


2022-23 - 4th Grade Writing Scores (5th grade cohort 23-24)



Elaboration of evidence and citing evidence scores show less than 10% of students are proficient.

# At Oregon Trail We Have a Prioritized Focus On:



- **Reading Goals:**
  - ALL teachers participate in lesson studies
  - Refining our foundational reading skills

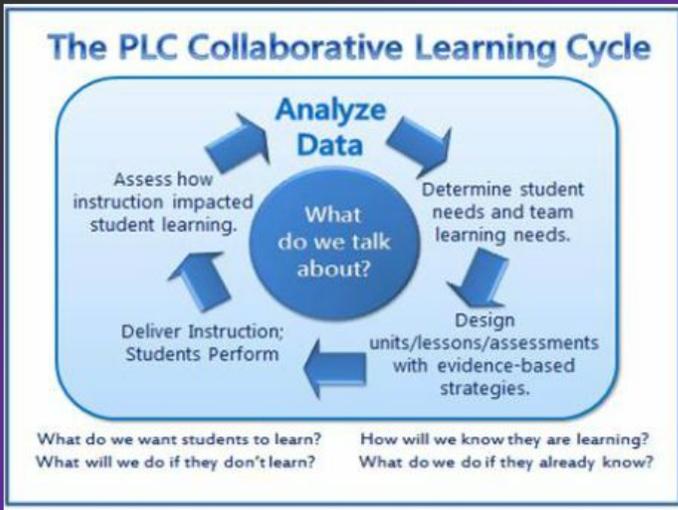


# At Oregon Trail We Have a Prioritized Focus On:

- **Culture of Belonging:**
  - Social Emotional Learning
  - Community events
  - Family partnerships



# At Oregon Trail We Work Toward Our Academic Goals by:



## Our Commitment to Professional Learning:

- Professional Learning Communities across all grade levels and content areas
- 100% of classroom teachers participate in Lesson Studies
- 78% of our paraeducators are trained in Restorative Practices
- Hi 5 Instructional Strategies
  - Collaborative Learning
  - Feedback





# At Oregon Trail We Work Toward Our Culture of Belonging Goals by:

## Our Commitment to Creating a Safe and Welcoming Learning Environment:



- Social and Emotional Learning
  - Caring School Communities
  - Cross Grade Buddies
  - Classroom Calming Spaces
  - Zones of Regulation
- School Counselor
  - Kelso and Second Steps
  - Small group counseling
  - Student Affinity Group
  - Partnership with Stronger Oregon



# At Oregon Trail We Work Toward Our Culture of Belonging Goals by:

## Our Commitment to Creating Family Partnerships:

- **Community Outreach**
  - Literacy Night
  - Little Free Library
  - Volunteer Appreciation
- **Parent Teacher Organization Partnerships**
  - Winterfest
  - Jogathon
  - Park Days



# Home-School Partnership:



- Our volunteers have logged over 1,700 volunteer hours!
- Our Parent Teacher Organization ensures every child received a free book of their choice
- Our Parent Teacher Organization ensures every child and staff member receives a free t-shirt
- Frequent communication from Parent Teacher Organization and school with ParentSquare





# A few Words From Our Families:





# In Their Own Words:

\*Anonymous Student Responses from Youth Truth Survey 2023-24

- “I like how you can NEVER have enough friends and support. How you can just say hello then BOOM a friend.”
  - “I like the way it's taught because it's taught in a way where it's easy but challenging, fast but not rushed, and there are different levels of learning for everyone.”
  - “I like how all the teachers care about the students and are not just focused on learning.”
  - “When we do math and I don't know how to solve the problem my teacher helps me with the problem. If I have a problem with my friends and classmates, my teacher helps solve that problem. If we don't solve the problem, my teacher still makes me feel safe.”
- 

# What Our Students Have to Say:





# Questions?





# OREGON AT-A-GLANCE SCHOOL PROFILE

## Oregon Trail Elementary School

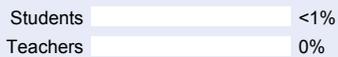
PRINCIPAL: Kari Montgomery | GRADES: K-5 | 13895 SE 152nd Dr, Clackamas 97015 | 503-353-5540

### Students We Serve

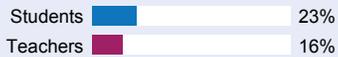


### DEMOGRAPHICS

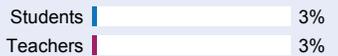
#### American Indian/Alaska Native



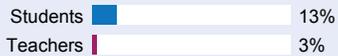
#### Asian



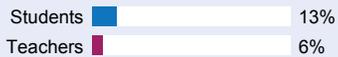
#### Black/African American



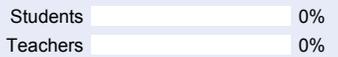
#### Hispanic/Latino



#### Multiracial



#### Native Hawaiian/Pacific Islander



#### White



**26%**

Ever English Learners



**12**

Languages Spoken

**20%**

Students with Disabilities

**94%**

Required Childhood Vaccinations

**34%**

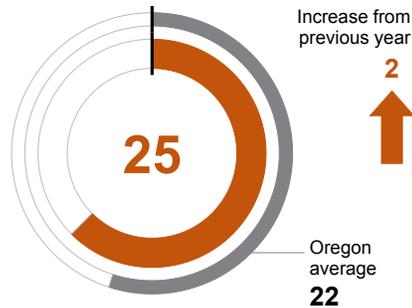
Free/Reduced Price Lunch

\*<10 students or data unavailable

### School Environment

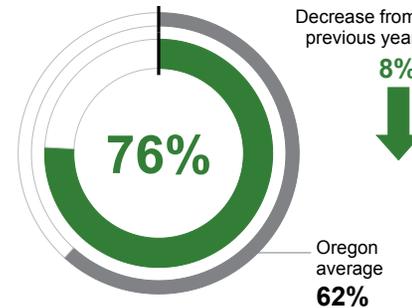
#### CLASS SIZE

Median class size.



#### REGULAR ATTENDERS

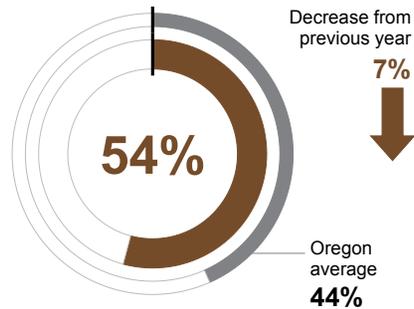
Students who attended more than 90% of their enrolled school days.



### Academic Success

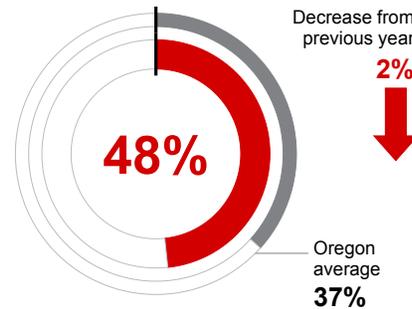
#### ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



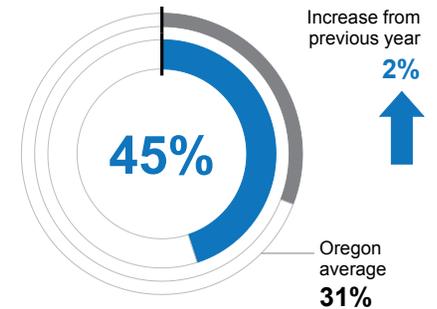
#### MATHEMATICS

Students meeting state grade-level expectations.



#### SCIENCE

Students meeting state grade-level expectations.



### School Goals

As NSCD elementary school students enter one of our vibrant neighborhood, magnet, or charter schools, NCSD fosters a joy of learning, nurtures a positive vision for their future, and cultivates a school environment where all cultural heritages are valued. NCSD's elementary schools are striving to achieve this vision by focusing on the whole child and ensuring social, emotional, physical, and academic needs are met.

### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

### Safe & Welcoming Environment

NCSD believes the physical, social, and emotional safety of all students is a priority no matter their demographics or identities. Therefore, NCSD has an obligation to each student, family, staff member, and community member to provide environments that hold a fundamental sense of safety and respect. NCSD values all people regardless of background, race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, disability, or familial status.



### Outcomes

#### Our Staff (rounded FTE)



**28**

Teachers



**13**

Educational assistants



**1**

Counselors/  
Psychologists/  
Social Workers



**96%**

Average teacher retention rate over the past three years



**93%**

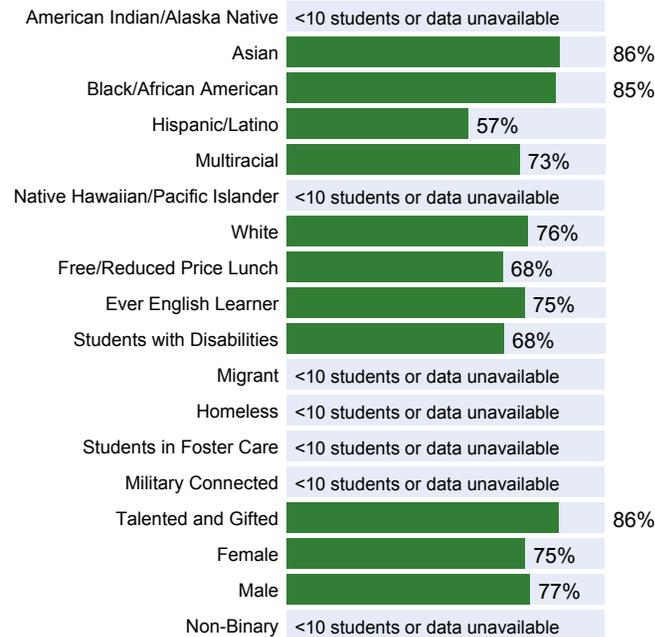
% of licensed teachers with more than 3 years of experience



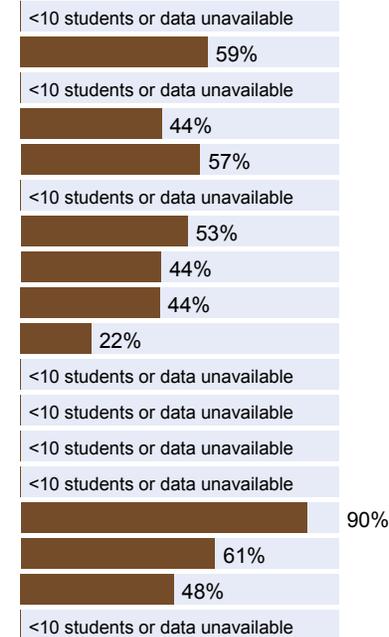
**No**

Same principal in the last 3 years

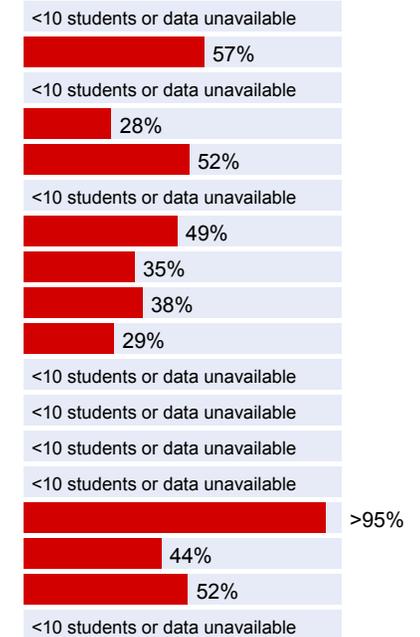
#### REGULAR ATTENDERS



#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS



### About Our School

#### BULLYING, HARASSMENT, AND SAFETY POLICIES

NCSD believes that in order for all students, families, and staff members to feel important and welcome as members of the school community, they must feel safe - physically, emotionally, and psychologically. For this reason, NCSD has a comprehensive set of policies that prohibit bullying and harassment, and NCSD has established multiple reporting and accountability measures designed to assist NCSD to respond quickly to these incidents. Information about NCSD's policies can be found at [bit.ly/2CrTbnk](http://bit.ly/2CrTbnk).

#### EXTRACURRICULAR ACTIVITIES

North Clackamas School District offers a range of extracurricular activities for our elementary-aged students. Some examples may include: morning/after school CARE program, PTA/PTO-sponsored events, music and arts education, and partnerships with local, community-based organizations.

#### PARENT ENGAGEMENT

Engaged families are a key component in the academic success of students. NCSD provides multiple forums for families to become invested in their child's education, their schools, and the larger NCSD community. Whether their students are striving or thriving, NCSD believes it is essential for families to actively participate in their children's education, and NCSD's schools know this is a key responsibility.

#### COMMUNITY ENGAGEMENT

North Clackamas Schools welcomes and values the contributions of its community partners. Local businesses, social service organizations, and numerous individual volunteers add to the richness of the NCSD experience, both inside and outside of classrooms. Volunteers are welcome at our schools, and are a valued source of knowledge and expertise benefiting students and staff.



# OREGON AT-A-GLANCE SCHOOL PROFILE

## Oregon Trail Elementary School



PRINCIPAL: Kari Montgomery | GRADES: K-5 | 13895 SE 152nd Dr, Clackamas 97015 | 503-353-5540

### Students We Serve



### DEMOGRAPHICS

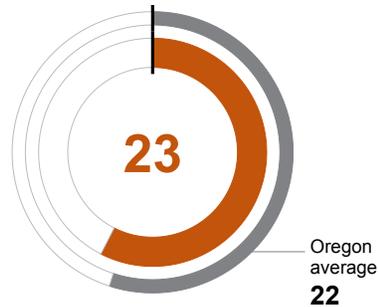
American Indian/Alaska Native	
Students	<1%
Teachers	0%
Asian	
Students	20%
Teachers	16%
Black/African American	
Students	2%
Teachers	6%
Hispanic/Latino	
Students	11%
Teachers	0%
Multiracial	
Students	13%
Teachers	3%
Native Hawaiian/Pacific Islander	
Students	0%
Teachers	0%
White	
Students	53%
Teachers	74%

<b>20%</b> Ever English Learners		<b>12</b> Languages Spoken
<b>21%</b> Students with Disabilities	<b>95%</b> Required Childhood Vaccinations	<b>&gt;95%</b> Free/Reduced Price Lunch

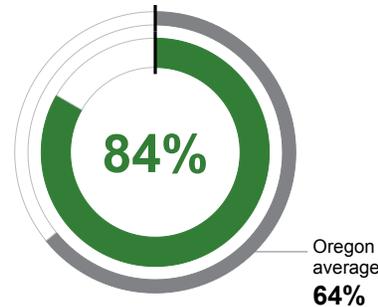
\*<10 students or data unavailable

### School Environment

**CLASS SIZE**  
Median class size.

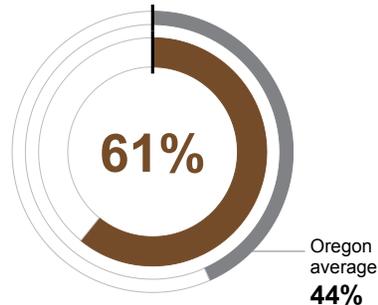


**REGULAR ATTENDERS**  
Students who attended more than 90% of their enrolled school days.

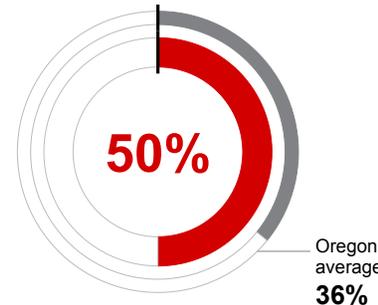


### Academic Success

**ENGLISH LANGUAGE ARTS**  
Students meeting state grade-level expectations.



**MATHEMATICS**  
Students meeting state grade-level expectations.

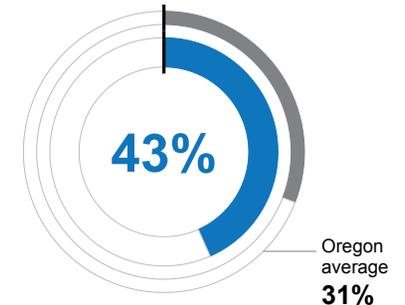


### Academic Progress

**INDIVIDUAL STUDENT PROGRESS**  
Year-to-year progress in English language arts and mathematics.

Data not available in 2021-22

**SCIENCE**  
Students meeting state grade-level expectations.



### School Goals

As NCSD elementary school students enter one of our vibrant neighborhood, magnet, or charter schools, NCSD fosters a joy of learning, nurtures a positive vision for their future, and cultivates a school environment where all cultural heritages are valued. NCSD's elementary schools are striving to achieve this vision by focusing on the whole child and ensuring social, emotional, physical, and academic needs are met.

### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

### Safe & Welcoming Environment

NCSD believes the physical, social, and emotional safety of all students is a priority no matter their demographics or identities. Therefore, NCSD has an obligation to each student, family, staff member, and community member to provide environments that hold a fundamental sense of safety and respect. NCSD values all people regardless of background, race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, disability, or familial status.



### Outcomes

#### Our Staff (rounded FTE)



**27**

Teachers



**13**

Educational assistants



**1**

Counselors/  
Psychologists



**95%**

Average teacher retention rate



**96%**

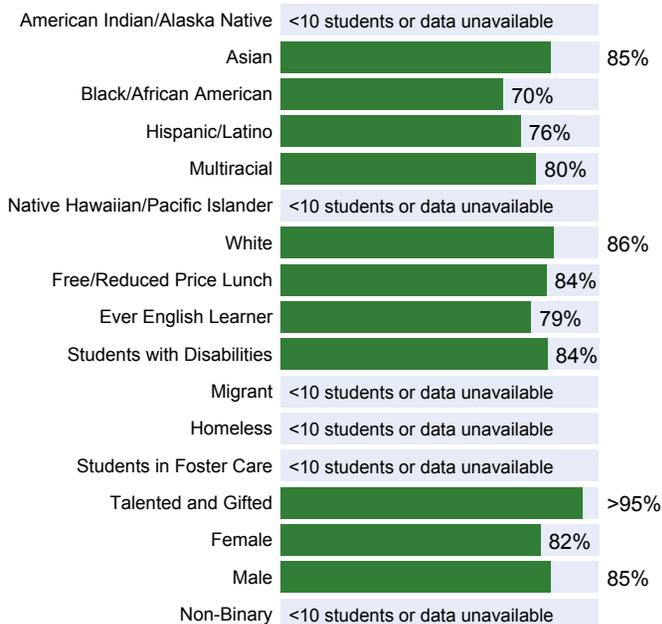
% of licensed teachers with more than 3 years of experience



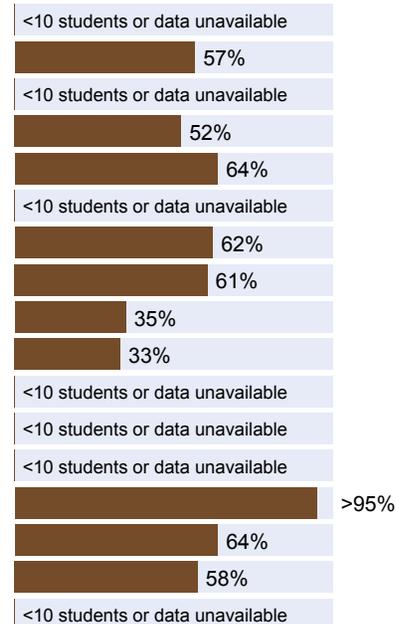
**No**

Same principal in the last 3 years

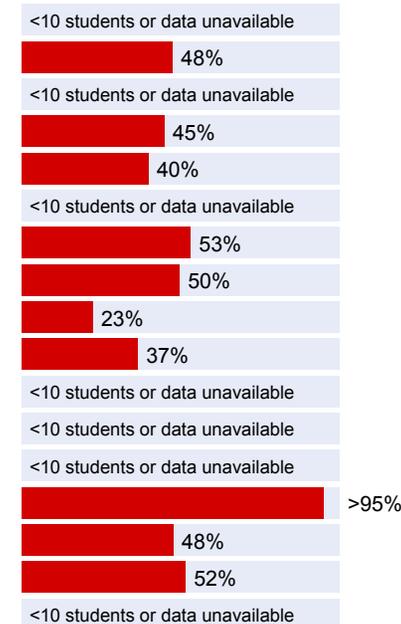
#### REGULAR ATTENDERS



#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS



#### About Our School

##### BULLYING, HARASSMENT, AND SAFETY POLICIES

NCSD believes that in order for all students, families, and staff members to feel important and welcome as members of the school community, they must feel safe - physically, emotionally, and psychologically. For this reason, NCSD has a comprehensive set of policies that prohibit bullying and harassment, and NCSD has established multiple reporting and accountability measures designed to assist NCSD to respond quickly to these incidents. Information about NCSD's policies can be found at [bit.ly/2CrTbnk](http://bit.ly/2CrTbnk).

##### EXTRACURRICULAR ACTIVITIES

North Clackamas School District offers a range of extracurricular activities for our elementary-aged students. Some examples may include: morning/after school CARE program, PTA/PTO-sponsored events, music and arts education, and partnerships with local, community-based organizations.

##### PARENT ENGAGEMENT

Engaged families are a key component in the academic success of students. NCSD provides multiple forums for families to become invested in their child's education, their schools, and the larger NCSD community. Whether their students are striving or thriving, NCSD believes it is essential for families to actively participate in their children's education, and NCSD's schools know this is a key responsibility.

##### COMMUNITY ENGAGEMENT

North Clackamas Schools welcomes and values the contributions of its community partners. Local businesses, social service organizations, and numerous individual volunteers add to the richness of the NCSD experience, both inside and outside of classrooms. Volunteers are welcome at our schools, and are a valued source of knowledge and expertise benefiting students and staff.

## **QUARTERLY FINANCIAL REPORT**

**REPORT**  
Agenda Item #4  
May 9, 2024

### **SUPERINTENDENT’S RECOMMENDATION:**

Information presented for review and discussion. In accordance with NCSD Policy DFA and DFA-AR Investment of Funds, attached is the quarterly report containing information about the investment portfolio as of March 31, 2024.

### **BACKGROUND:**

#### **Financial Highlights:**

The 2023-24 General Fund ending balance is projected to be approximately \$67.7 million, or 21.17% of revenues and \$1.2 million more than the prior year. The district is currently in a stable financial position as it continues this fiscal year due to current state funding levels, the modest increase in student enrollment, and healthy financial reserves.

The 2022-23 ending fund balance becomes the 2023-24 beginning fund balance. The beginning fund balance on the attached Quarterly Financial Report has been adjusted to reflect the fund balance changes between the Budget, which was the best estimate during the budget development process in the spring, and the Activity columns. The projected ending fund balance for 2023-24 continues to be above the Board required minimum.

#### **Notes:**

Forecasted revenue from the State School Fund (SSF) has been increased by \$10.2 million, which reflects the increase in SSF that came after the current budget was completed, as well as the impact of the student enrollment increase combined with an increase in NCSD’s Teacher Experience factor.

Forecasted Salary & Benefit expenses have been reduced by \$5.3 and \$3.1 million, respectively, based on current trends. Purchased Services has been increased by \$6.1 million, as a result of several factors, primarily Licensed Substitute costs, which have increased over the prior year, and are now recorded as a purchased service.

#### **Investment Report:**

Investment of Funds is outlined in NCSD Policy DFA, requiring quarterly investment information reporting to the Board. The Local Government Investment Pool (LGIP) is one of the primary institutions used for district investments, producing the highest interest rate for short-term investments at this time. The current interest rate is .55% as of March 31, 2024.

In accordance with NCSD Policy DFA and DFA-AR Investment of Funds, attached is the quarterly report containing information about the investment portfolio as of March 31, 2024.

The Investment Portfolio Summary report is a summary of all fixed income investments, the LGIP, bank checking accounts and bank “money market” account balances. The combined portfolio contained \$214.6 million at a weighted average nominal rate of return of 0.33%. This report recaps the percentage of the portfolio invested in each category (i.e. US Government

Treasury investments, US Government Agency investments, Corporate Notes) and compares to policy percentage restrictions. As of March 31, 2024 all categories were in compliance with Board Policy. This report also provides the weighted average yield by issuer.

The Investments by Fund and Maturity Date attachment lists the details on each fixed income investment subtotaled by Fund as required by Board Policy.

**ATTACHMENTS:**

Quarterly Financial Report

Investment Portfolio Summary

Investments by Fund and Maturity Date

[Board Policy DFA - Investment of Funds](#)

[Board Policy DFA-AR - Investment of Funds](#)

**PRESENTER / STAFF CONTACT:**

Matt Makara, Executive Director of Finance and Business Services

**North Clackamas School District No. 12**  
**Quarterly Financial Report**  
**General Fund**  
**For the Period Ended March 31, 2024**

	Budget	2023 - 2024 Activity			
	Adopted Budget 2023-24	YTD Actuals Through 3-31-2024	Encumbrances Through 3-31-2024	Actuals Including Encumbrances	Forecast Through 6-30-2024
<b>REVENUES:</b>					
Beginning Fund Balance (BFB)	\$ 36,684,649	\$ 66,576,553	\$ -	\$ 66,576,553	\$ 66,576,553
State School Fund:					
State Funds	123,826,396	106,294,582	-	106,294,582	134,073,816
Property Taxes	82,762,436	76,777,843	-	76,777,843	82,762,436
Local Option Levy	23,171,329	23,237,772	-	23,237,772	23,171,329
Common School Fund	1,931,694	1,099,135	-	1,099,135	1,931,694
High Cost Disability Grant	2,000,000	-	-	-	2,000,000
Investment Earnings	375,000	1,517,091	-	1,517,091	2,000,000
Intermediate Sources-CESD	2,808,000	82,946	-	82,946	2,808,000
Other Services and Fees	4,586,596	1,187,974	-	1,187,974	4,586,596
Transfers-in	-	-	-	-	-
Subtotal Revenues excluding BFB	\$ 241,461,451	\$ 210,197,343	\$ -	\$ 210,197,343	\$ 253,333,871
Total Revenues including BFB	\$ 278,146,100	\$ 276,773,896	\$ -	\$ 276,773,896	\$ 319,910,424
<b>EXPENDITURES:</b>					
Salaries	\$ 131,271,292	\$ 78,038,766	\$ 45,285,348	\$ 123,324,114	\$ 126,020,440
Benefits	77,019,588	44,130,753	26,487,201	70,617,954	73,938,804
Purchased Services	28,333,040	23,631,407	9,245,485	32,876,892	34,876,892
Supplies & Materials	9,298,875	4,710,865	1,831,374	6,542,239	9,298,875
Capital Outlay	355,000	104,332	7,975	112,307	355,000
Dues and Fees	2,008,745	1,656,196	29,216	1,685,412	2,008,745
Transfers-out	5,674,380	-	5,674,380	5,674,380	5,674,380
Subtotal Expenditures	\$ 253,960,920	\$ 152,272,319	\$ 88,560,979	\$ 240,833,298	\$ 252,173,137
<b>CONTINGENCY:</b>	\$ 24,185,180	\$ -	\$ -	\$ -	\$ -
Total Expenditures	\$ 278,146,100	\$ 152,272,319	\$ 88,560,979	\$ 240,833,298	\$ 252,173,137
<b>*Projected Ending Fund Balance on 6-30-24</b>					\$ 67,737,287
<b>Projected Ending Fund Balance as a Percentage of Forecasted Revenue at 6-30-2024</b>					<b>21.17%</b>



Investment Portfolio Summary

3/31/2024

Issuer	Book Value	Percentage of Portfolio	Maximum allowed per Policy	Over	Weighted Ave Yield
<b>US Gov't Treasuries</b>					
US Gov't Treasury	\$ 93,303,283.40	43.48%	100%		0.33%
Sub Total	\$ 93,303,283.40	43.48%	100%		
<b>Municipalities</b>					
	\$ -	0.00%	25%	N/A	
Sub Total	\$ -	0.00%	25%		
<b>US Gov't Agencies</b>					
Federal Home Loan Mortgage	\$ -	0.00%	25%	N/A	0.00%
Sub Total	\$ -	0.00%	100%	N/A	0.00%
<b>Corporate Notes</b>					
	\$ -	0.00%	5%	N/A	0.00%
Sub Total	\$ -	0.00%	35%	N/A	0.00%
<b>Total Investment Portfolio</b>					
	\$ 93,303,283.40	43.48%			0.33%
<b>Banks/Money Market</b>					
US Bank - Bond Checking	\$ 3,438,385.90	1.60%			
Washington Federal MMKT - Fund 100	\$ 20,433,865.85	9.52%			0.15%
US Bank - General Checking	\$ 28,810,912.97	13.43%			
Sub Total - banks	\$ 52,683,164.72				
			<b>LGIP Limit</b>	<b>Under/Over</b>	
LGIP 3581 Bond Fund 420	\$ 6,377,019.40				0.55%
LGIP 4904 General Fund 100	\$ 62,215,876.40				0.55%
Total Cash and Equivalents	\$ 68,592,895.80	31.97%	\$ 59,847,000	(8,745,896)	
<b>Grand Total</b>					
	\$ 214,579,343.92				0.33%



Investment By Fund and Maturity Date  
3/31/2024

Fund	Type	Settlement	Maturity Date	Total days held	Coupon	Purchase Price	Yield	Original Cost	Remaining balance	Par Amount	Amortized Cost
100	US Treas	12/19/2023	4/16/2024	119	0.000%		5.348%	14,743,654.17	-193,874.90	15,000,000.00	14,806,125.10
100	US Treas	12/18/2023	5/9/2024	143	0.000%		5.282%	34,292,348.61	-564,141.70	35,000,000.00	34,435,858.30
100	US Treas	12/18/2023	6/13/2024	178	0.000%		5.255%	43,878,600.00	-938,700.00	45,000,000.00	44,061,300.00
Total General Fund										95,000,000.00	93,303,283.40
Grand Total										95,000,000.00	93,303,283.40



Code: DFA  
Adopted: 10/16/08  
Readopted: 3/17/11; 7/01/22  
Orig. Code: DFA

## **Investment of Funds**

At certain times during the course of the fiscal year, there will be available funds that are in excess of immediate operational needs of the district. The Board directs that the district invest such excess funds in accordance with applicable Oregon Revised Statutes.

### **Authority**

The Board delegates to the executive director of finance and business services or designee, the responsibility of investment portfolio manager. The portfolio manager is responsible for investment decisions and activities under the direction of the custodian of district funds. The portfolio manager will maintain written administrative procedures for the operation of the investment program consistent with related policies.

### **Objectives**

Three objectives will guide the portfolio manager in implementation of this policy:

1. The primary objective of the district's investment activities is the preservation of capital and the protection of investment principal. In investing public funds, the district will not assume unreasonable investment risk to obtain investment income. In all investment activities, the portfolio manager will follow the Prudent Investor Rule, which states, "Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived."
2. Adequate liquidity to meet daily funds needed for payment of district operating requirements which might be reasonably anticipated will be the second objective of the portfolio manager.
3. The third objective of the portfolio manager will be optimization of investment earnings consistent with adherence to the objectives.

### **Reporting Requirements**

The portfolio manager shall prepare monthly reports for management purposes. Additionally, the Board will be provided quarterly reports which will include data providing information such as dealer name, type of investment, issue date, maturity date, rate of interest and principal invested as well as any further data or narrative explaining the basis of the investment decision.

END OF POLICY

**Legal Reference(s):**

[ORS 294.033](#)  
[ORS 294.035](#)

[ORS 294.125](#)  
[ORS 294.135](#)

[ORS 294.145](#)  
[ORS 294.155](#)



Code: DFA-AR  
Revised/Reviewed: 10/16/08; 3/17/11; 7/01/22;  
12/15/23  
Orig. Code: DFA SP

## **Investment of Funds**

Funds will be invested in accordance with ORS 293.726, ORS 294.033, ORS 294.035, ORS 294.135 and ORS 294.155. Responsibility for the investment program is delegated to the executive director of finance and business services, who will establish written procedures for the operation of the investment program. With Board approval, an investment management service may be utilized.

These regulations are issued for the guidance of the portfolio manager in the day-to-day operation of the investment program.

These regulations apply to activities of the portfolio manager with regard to investing the financial assets of all excess funds of the district including the General Fund, Special Revenue Funds, Capital Project Funds, Internal Services Funds and any and all Trust and Agency Funds under the control and direction of the district.

The portfolio manager will routinely and actively monitor the contents of the investment portfolio, the available markets, and the relative values of competing investments, and will adjust the portfolio accordingly. The portfolio manager, acting in accordance with these procedures and exercising due diligence, shall not be held personally responsible for a specific security's credit risk or market price changes, provided that these deviations are reported as soon as practical and that appropriate action is taken to control adverse developments.

All investments will be carried at cost. Gains or losses from investments will be credited or charged to investment income at the time of sale. Premiums or discounts on securities may be amortized or accreted over the life of the security.

### **Diversification of Maturity**

1. The district shall attempt, to the maximum extent possible, to match investment maturity schedules with anticipated cash flow requirements. In no event, unless specifically matched to specific requirements such as bond sinking funds or reserves or bonds issued as part of a capital construction program, will the district invest in securities having a maturity more than 18 months from the date of purchase. Investments which exceed 18 months, shall be limited to 36 months and restricted to investments in US Treasury Obligations and US Government Agency Securities and Instrumentalities of Government Sponsored Corporations.
2. Investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs.

3. In determining the amount of excess funds available for investment purposes, the portfolio manager will maintain cash flow projections and schedules as well as a historical record of expenditures and receipts.

These forecasts and schedules will be reviewed and updated as required to reflect actual conditions as they exist.

### **Qualified Institutions for Investment Purchases**

1. The district shall evaluate each financial institution (as used herein, the term is meant to include brokers/dealers) from whom it purchases investments as to financial soundness at least once annually. Investigation may include review of the most recent Consolidated Report of Condition (“call” report), rating reports, financial statements, as well as analysis of the particular institution’s management, profitability, capitalization and asset quality.
2. Any financial institution with whom the district wishes to do business shall provide financial data at the request of the portfolio manager. The information will be reviewed by the portfolio manager who will decide on the soundness of the institution before adding that institution to those that are on the approved qualified institution list for the district.

The district reserves the right to be selective and to add or delete institutions from the approved list at will.

1. The portfolio manager will maintain a qualified institution list. A financial institution must be on this approved list prior to transacting any business with the district.
2. All approved financial institutions must be a qualified financial institution in Oregon.
3. Brokers or dealers not affiliated with a bank shall have offices located in Oregon, and be required to meet regulatory capital adequacy requirements.
4. Unless an investment management service is utilized, a minimum of three interest quotations should be requested before a commitment is made to a financial institution with the following exceptions- excess funds less than \$300,000 or to be invested for less than seven days will be invested with a qualified institution at the discretion of the executive director of finance and business services. Records will be maintained of the quotations offered and the quotations accepted.

### **Diversification of Instrument of Investment**

1. The portfolio manager will diversify the investment portfolio to avoid incurring unreasonable risks inherent in over investing in specific instruments, individual institutions or maturities.
2. Time certificates of deposit: In purchasing a time certificate of deposit (TCD), the portfolio manager will not invest an amount which is more than 25 percent of the total deposits of any single institution. The district will always require full collateralization on all TCD investments as per ORS 294.
3. Banker’s acceptances: All banker’s acceptances (BA’s) will be purchased from an Oregon qualified financial institution.

4. Repurchase Agreements: All repurchase agreements will be collateralized by U.S. Government or Agency obligations. All collateral will be held by third party safekeeping. A signed repurchase agreement will be obtained from the issuing institution.
5. U.S. Treasury Obligations: No limits on purchase.
6. U.S. Government Agency Securities: No limits on purchases other than limit on concentration of 25 percent at the time of purchase in any one type issue as published by the state treasurer.
7. Local Government Investment Pool: The LGIP limits investment to accounts not to exceed the inflation-adjusted maximum under ORS 294.810. Other than this limitation, there is no limit to the amount that can be invested in the pool, although the pool does not collateralize or deliver investment instruments.
8. Diversification Guidelines: Investments will be consistent with statutory requirements under ORS 294.035 and Oregon Short Term Fund rules and recommendations.

Any modifications to this administrative regulation will be submitted for Board information prior to implementation.

## **EDUCATIONAL EQUITY ADVISORY COMMITTEE**

**REPORT**  
Agenda Item #5  
May 9, 2024

### **ORIGINATED BY:**

This is an informational update presented to the School Board.

### **BACKGROUND:**

At the direction of Senate Bill 732, the North Clackamas School District initiated an Educational Equity Advisory Committee at the beginning of the 2022 - 2023 school year. The committee was developed to provide bi-directional communication and learning between community members, students, staff and school district leaders. This collaborative committee provides district leadership with a deeper understanding of the community's voice and experience, and ensures community members know that they are having a substantial impact on a large organization.

The committee's specific goals include:

- Identify or examine an opportunity or a concern related to educational equity that exists within our school district. Of particular interest will be to highlight voices and/or experiences that have been historically marginalized within a public school system.
- Allow space for students, staff, and community voices related to racial equity. As a result, this will advise members of the School Board, Budget Committee, and Superintendent about policies and practices within the North Clackamas School District.
- Center our work around the four points of our strategic plan: 1) Student Experience and Success, 2) People and Culture, 3) Family and Community Collaboration, and 4) Resources and Service.

Community members, students, and staff within the school district hold membership on the Educational Equity Advisory Committee. Board of Directors Jena Benologa, Mitzi Bauer, and Glenn Wachter currently serve as the Board's liaisons to the committee.

### **ATTACHMENTS:**

[Educational Equity Advisory Committee.School Board Presentation.May 2024](#)

### **PRESENTER/STAFF CONTACT:**

Khaliyah Williams-Rodríguez, Senior Director - Equity, Engagement, and Enrollment  
Artigas Bonifacio, New Teacher Retention and Success Mentor



# **Educational Equity Advisory Committee**

**May 9, 2024**

# Our Committee

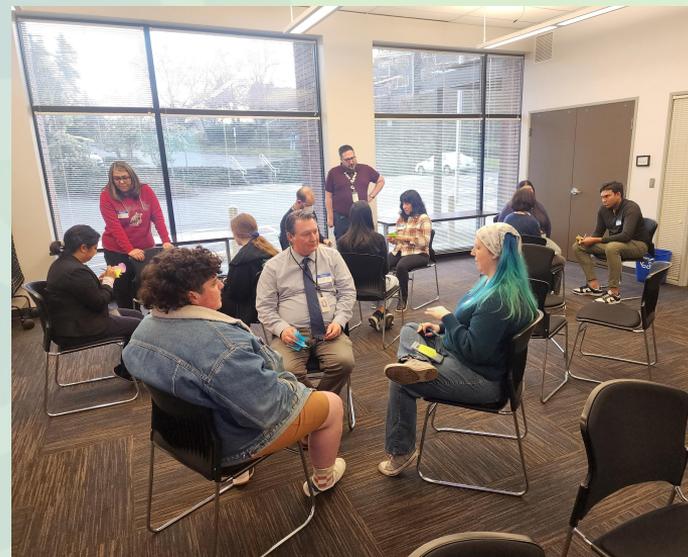
## Artigas Bonifacio

*New Teacher Retention and Success Mentor  
Secondary World Language Support*

## Khaliyah Williams-Rodríguez

*Senior Director: Equity, Engagement, and Enrollment*

<b>Community Members</b>	<b>Students</b>	<b>Staff</b>
<ul style="list-style-type: none"><li>● Blair Stenvick</li><li>● Blanca Johnson</li><li>● Christina Woff</li><li>● Glenn Wachter</li><li>● Jena Benaloga</li><li>● Mitzi Bauer</li></ul>	<ul style="list-style-type: none"><li>● Helen Lay</li><li>● Jaiden Patel</li><li>● Lydia Munzer</li><li>● Mercy Yourshaw</li><li>● Sabrina Bankhead</li></ul>	<ul style="list-style-type: none"><li>● Alma Morales Galicia</li><li>● Catriona Dahlke</li><li>● Theresa Just</li></ul> <p data-bbox="952 926 979 952">81</p>



# NCS D Strategic Points



The logo for NCS D Core Values is located on the left side of the slide. It features a white compass rose icon to the left of the text. The text is arranged in three lines: "NCS D" in a smaller font, "Core" in a medium font, and "Values" in a large, bold font. All text is white and set against a dark blue background.

**NCS D**  
**Core**  
**Values**

**Equity**  
**Relationships**  
**Integrity**  
**Empowerment**  
**Care**

# Anticipated Outcomes

- Identify or examine an opportunity or a concern related to educational equity that exists within our school district. Of particular interest will be to highlight voices and/or experiences that have been historically marginalized within a public school system.
- Allow space for students, staff, and community voices related to racial equity. As a result, this will advise members of the School Board, Budget Committee, and Superintendent about policies and practices within the North Clackamas School District.
- Center our work around the four points of our strategic plan: 1) Student Experience and Success, 2) People and Culture, 3) Family and Community Collaboration, and 4) Resources and Service.

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# NCSD Equity Lens

- ❑ 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?

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## IN LAK'ECH: YOU ARE MY OTHER ME

***Tú eres mi otro yo.***

You are my other me.

***Si te hago daño a ti,***

If I do harm to you,

***Me hago daño a mi mismo.***

I do harm to myself.

***Si te amo y respeto,***

If I love and respect you,

***Me amo y respeto yo.***

I love and respect myself.

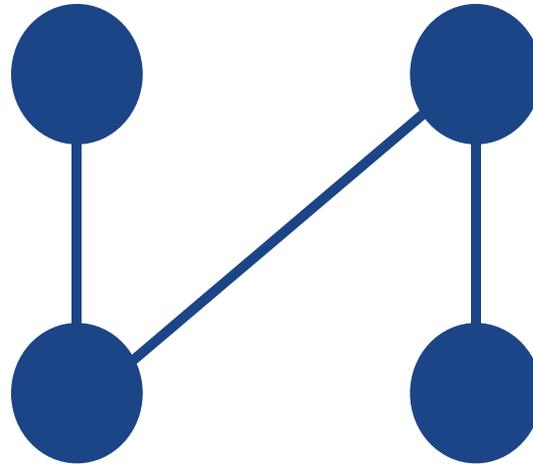
# 2023 - 2024 Timeline

**November 1, 2023**

Strategic Plan  
Equity Response Framework

**January 9, 2024**

Grading for Equity  
Parent Organizations/Associations



**March 13, 2024**

Special Education  
Behavior as communication

**April 10, 2024**

Special Education  
Attendance Framework  
Preparing for School Board Presentation

**May 9,  
2024**

School Board Presentation

- 
- **Successes**
  - **Opportunities**
  - **Recommendations**

# Equity Response Framework

## Essential Question

- How does this framework help or hinder the student experience and success?
- How can we help to address equity-related incidents in our schools and restore relationships?

# NORTH CLACKAMAS SCHOOL DISTRICT EQUITY RESPONSE FRAMEWORK



The North Clackamas School District Equity Response Framework is designed for educators to examine personal awareness and system readiness while promoting a deeper level of understanding of the complexities and actions needed to address equity related incidents in our schools and restore relationships. The framework is an ongoing cycle of equity-focused planning, action, and reflection.

## Build BUILD TRUST AND CREATE SAFE AND CARING ENVIRONMENTS

- Establish, foster and maintain a climate of safety and respect
- District and site documents support the NCSDEquity Stance
- Decision making is equity-focused
- Staff are trained and supported
- Students are trained and supported

## Restore RESTORATION AFTER AN INCIDENT IS ESSENTIAL IN THE HEALING PROCESS

- Evaluate the response to the incident
- Design and implement restoration plans, including new practice
- Ongoing support is provided to impacted stakeholders

## Address INCIDENTS SHOULD BE TREATED SERIOUSLY AND WITH IMMEDIATE ATTENTION

- Establish immediate support and safety
- Investigate and document actions
- Communicate and follow up with stakeholders



## Preventing incidents starts with building trust and creating caring environments

**Establish, foster and maintain a climate of safety and respect** by building strong relationships between staff and students and staff and staff and families. Regularly assess school climate by eliciting stakeholder input and by systematically using data to track incidents and trends and share the climate expectations with students and families.

**District and site documents clearly state the district equity stance.** Stakeholders receive consistent and accessible communication about policies and avenues for reporting issues and for seeking support.

**Decision making is transparent and done with an equity lens** that assists in removing barriers and interrupting inequitable practices.

**Train all staff** to recognize and respond to incidents of bias, hate, and discrimination.

**Train all students** in school expectations for a safe and respectable school climate and provided avenues for students to safely share their experiences and report incidents.





## Incidents should be treated seriously and with immediate attention

**Establish Immediate physical and emotional support and safety** for persons impacted. This includes denouncing the act and make plans for restoration.

**Investigate and Document Actions.** Start by designating a lead and determining the scope of the incident. Get all of the facts and record actions taken. Make decisions and act with a lens of equity while caretaking and maintaining safety for the person(s) impacted. Seek support as needed, (or as directed by district policy as applicable), for the investigation.

**Communicate** the timeline and point persons for the follow up with each stakeholder group. Frequent and accurate communication lets stakeholders know the incident is being treated seriously. This helps maintain trust.





## Restoration after an incident is essential in the healing process

**Evaluate the response to the incident** using an equity-focused protocol. Evaluation and reflection help assure the needs of stakeholders have been met and the organization learns from strengths and vulnerabilities within the response process.

**Restoration plans** assure the needs of those impacted are being met. This includes a reentry strategy for the person(s) who caused the hurt.

**Plan for implementing new practices** by using an equity lens to vet decisions. Communicate decisions and actions to stakeholders groups and include the timeline of implementation.

**Plan for ongoing support** for the person(s) impacted, the one(s) who caused the hurt, and the school staff. Establish persons responsible, timelines, funding for restoration activities, and long term follow up communication plans.



# Equity Response Framework

## Successes

- Students are at the center of the conversation.
- Equity lens is at the center of the cycle.
- Building trust is the foundation of this work.

## Opportunities

- What information is/is not communicated with families (e.g., harm, consequences, action steps)?
- What is currently being done in schools to support school climate?
- How do we build trust with families? That is missing.

## Recommendations

- Families would like to be involved and have access to similar training opportunities at the school(s).
- Restoration: what does this look like for students, staff, and families? This is unclear and inconsistent.
- Whose voice is missing from this framework (e.g., elementary, middle, high school students)?

# Feedback from November 1, 2023

## What are your hopes and dreams for our work together going forward?

- Make a real impact on district policy.
- I hope that we can fix systemic issues that our students of color face in our district.
- The continuation of building our community and making a positive impact on our school communities as it relates to the DEI work we are doing.
- My hope is that we can come together, and create a good plan on how to handle instances that break equity guidelines. I also hope we can reduce the amount of issues happening in our school district centered on the topic of race.

# Grading for Equity

## Essential Question

How can our grading practices move to become motivational, accurate, and free of marginalization and bias within our middle and high schools?

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### NCSDE Equitable Grading Guidance

#### We believe grading should represent an ongoing learning process that fosters a growth mindset. (motivational)

Therefore, we will emphasize:

- providing feedback on practice tasks and/or formative assessments.
- using summative assessments to calculate grades.
- offering retake or revision opportunities on summative assessments.
- providing multiple opportunities to demonstrate learning of a specific standard.

Therefore, we will minimize:

- including practice tasks and/or formative assignments as part of the final grade.
- penalizing for late work.
- using a traditional 100 point scale with zeros.

#### We believe grading should be consistent and clear so that each student and their family understand learning. (accurate)

Therefore, we will emphasize:

- attaching clearly communicated rubrics to assignments and assessments.
- providing feedback on practice tasks and/or formative assessments.
- providing student choice in assessments when possible.
- communicating how assignments and assessments connect to standards.
- having common grading policies with subject PLC and grade-level teams

Therefore we will minimize

- basing grades on behaviors such as participation or compliance.
- basing grades on practice tasks such as homework assignments, warm-ups, or exit tickets.

#### We believe grading should support multiple ways to demonstrate learning. (accurate and motivational)

Therefore, we will emphasize:

- giving options for how learning is demonstrated such as multiple types of assessments (quizzes, tests, projects, or tasks).
- giving options for assessment products (oral, written, verbal, or visual).
- using standards and assessment criteria.
- valuing demonstration of learning on a flexible timeline

Therefore, we will minimize:

- giving a single opportunity assessment.

#### We believe the grading system should be bias resistant. (bias-resistant)

Therefore, we will emphasize:

- basing grades on evidence (during or after learning) from standard based assessments.
- basing grades on rubrics and clear criteria.
- basing grades on a student's individual demonstration of knowledge and skill.

Therefore we will minimize:

- basing grades on completion of tasks such as homework, practice assignments, participation, and extra credit.

# Grading for Equity

## Successes

- Late work policy: all work is accepted prior to finals week.
- Accommodations are made for students who cannot demonstrate their work in the same way: the goal is to show the skills that are listed on the rubric.
- Technology resources available for students who have difficulty with executive functioning or a learning disability.

## Opportunities

- Late assignment: docking points. This does not indicate whether or not a student knows an assignment.
- Challenging to figure out: ParentVue, Google Classroom, NA · NE. What is the grade? Sometimes the grade is there and it is not. Too hard to find.
- Teachers receiving professional learning with differentiating instruction (newcomers, 5th grade teachers who are teaching phonics).

## Recommendations

- Check in on milestones: in lieu of an arbitrary timeline, check in on the process and make adjustments. Little assignments help toward the bigger picture and knowledge.
- This guidance document might need to be a “tell” vs highly recommended.
- Encourage speech to text, in order to write a beautiful essay. Change the mindset of how this is beneficial vs. “cheating” and providing access.

# Parent Teacher Organizations and Associations

## Essential Question

Are there systemic barriers within Parent Teacher Organizations (PTOs) and Parent Teacher Associations (PTAs) that inadvertently perpetuate disparities in funding allocation, and how can these barriers be dismantled to promote equity?

# Parent Teacher Organizations and Associations

## Successes

- Fundraising creates leadership opportunities for students.
- Some meetings are bilingual.
- Money that is raised goes back to the school for the needs of the community.

## Opportunities

- Stress of teachers having to consider fundraising when there are other classroom constraints.
- Who is raising money? Who is not raising money?
- Unknown if PTA or PTO exists within schools.

## Recommendations

- Partner with local businesses and organizations for financial support, in order to decrease stress on students.
- Create guidelines of PTO/PTA about how to spend and/or contribute money to other schools throughout the district (e.g., contribute a range of 5% - 10% to NCEF).
- How are we making sure we are reaching out to families who represent the diversity of our school communities (e.g., race, gender, language, perspectives, structures, etc.)?

# Feedback from January 9, 2024

## What are your hopes and dreams for our work together going forward?

- To make baby steps toward making changes.
- I hope to see positive conversations deeper in the district about some of the topics that we can work to fix.
- We will always be working happily.
- I hope we can make changes not only to policies but the very culture of this education system.
- I would like to determine what we can do as a committee to see real change throughout the district. I would like to explore exactly what type of impact our committee can have on the district, and what that would look like on a building level.
- That our suggestions are seriously considered and that most of them will be implemented. It would be great to come back to the changes made to see what the impacts have been. Were they positive or not for students and families?

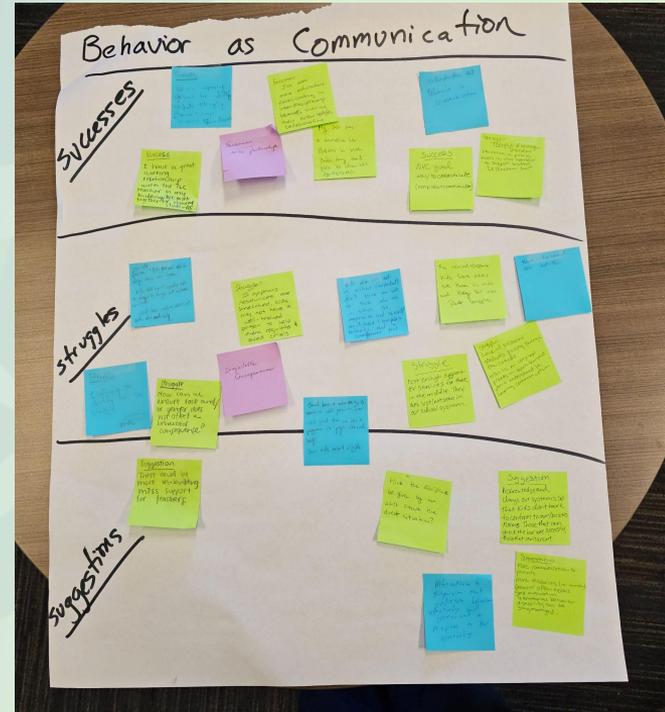
100

# Behavior as Communication

## Essential Question

How can an understanding of behavior as communication be effectively integrated into Multi-Tiered Systems of Support (MTSS) to address the diverse needs of all students and promote equitable access to educational opportunities?

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# Behavior as Communication

## Successes

- We are improving systems for identifying students who may be communicating through their behavior (teacher surveys, increased SEL, diagnostics).
- More educators participating in interdisciplinary teams, sharing their knowledge, and collaborating.
- We have processes/tools in our toolbox to support our students.

## Opportunities

- It is challenging to identify all of the struggles (mental health needs, externalized behavioral patterns, etc.)
- How can we ensure race and/or gender does not affect a behavior consequence?
- Not enough support or services for those “in the middle.” They are often lost/not seen in our school system.

## Recommendations

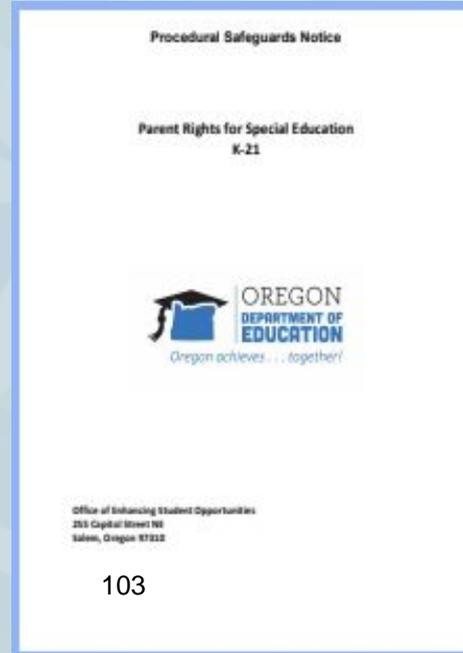
- There could be more in-building MTSS support for teachers (K - 12 inconsistencies with processes).
- Alternatives to suspension that address behavior effectively and communicate a response to the community.
- Have the discipline provided by an adult who is outside of the direct situation (decrease subjectivity).

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# Special Education

## Essential Question

How can special education services in NCSD be optimized to proactively identify and address disparities in access, support, and outcomes for students from historically marginalized or underserved communities?



# Special Education

## Successes

- Teachers feel supported by learning specialists to help serve students who have IEPs.
- According to special education law, families are included in the entire process. Interpreters available, sometimes.
- There are a variety of resources for students with special education needs.

## Opportunities

- The overall inequity of the systems in place that determine eligibility (e.g., state funding limitations = 11%).
- How do we disrupt the mindset and language that is associated with Special Education and IEP services?
- Over identification of students - how can we provide students the resources they need instead of going through the special education identification process?

## Recommendations

- Evaluate the delivery framework for providing special education services. Is it meeting the needs of students? Communication with teachers, CARE teams, and other teams that provide services.
- More state funding for wrap around services for the district.
- Provide (?)/Increase training and support for paraeducators, who often support students with complex needs.

# Attendance Framework

## Essential Question

In what ways can the attendance framework of our school district be adjusted to recognize and accommodate the diverse needs and challenges faced by students from various socioeconomic backgrounds, cultural communities, and individual circumstances, thereby promoting equitable access to education?

# Attendance Framework

## Successes

- There is an attempt to build school-wide systems and structures to support students with attendance (use of a common language, set intentions, campaign of *Everyday matters*, student dashboard).
- Emphasizes the need to adopt proactive and positive behavior management strategies for attendance.
- Identifies ways for educators to implement best practices for student engagement to support attendance.

## Opportunities

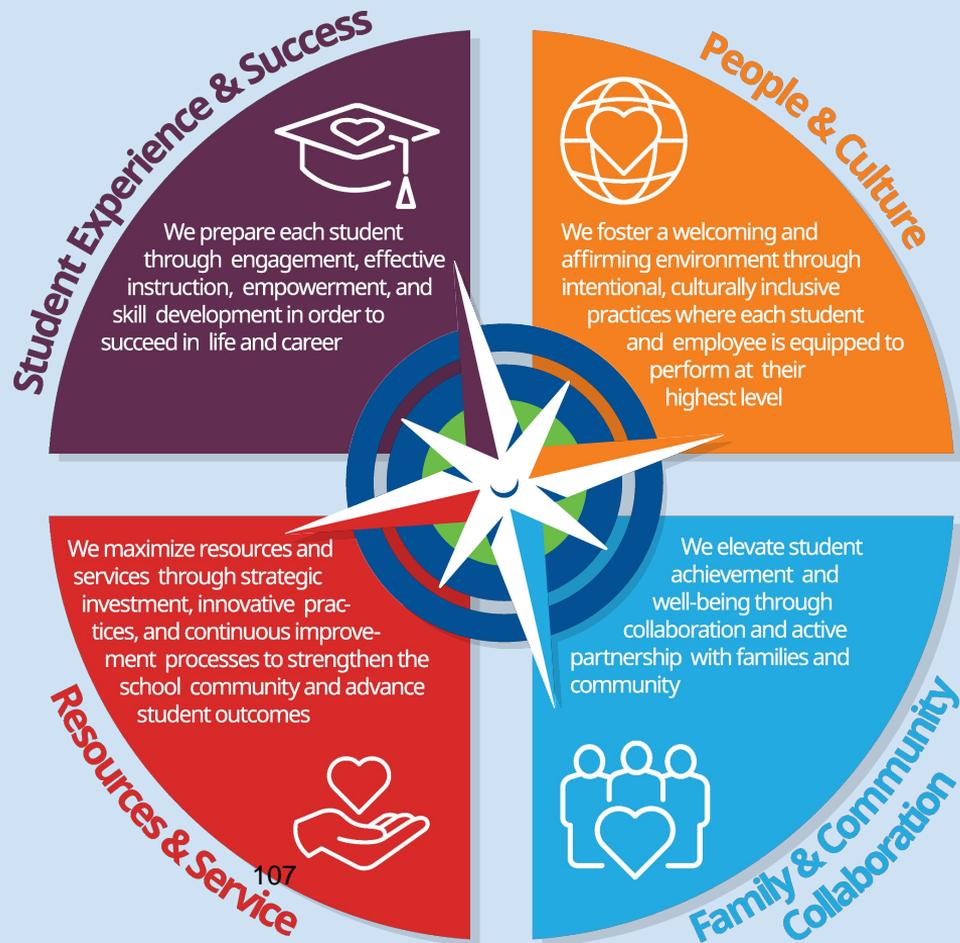
- Parent/guardian communication for any missed class time (e.g., personal calls vs. electronic messages).
- How do students see the value in their learning? What are the adult relationships and connections within the schools?
- Passing between classroom periods and distance between classes creates anxiety for some students. This is often how we see somatic complaints during the lesson (e.g., increased need to go to the bathroom, disengagement).

## Recommendations

- How can our discipline procedures include restorative justice and repair?
- Give students the option to step out for a quick mental health break without consequences or a stigma.
- Consider social, emotional, academic, community and familial factors and structures. Identify patterns of attendance early and recognize that all efforts are important.
- Conduct student empathy interviews to understand why students may not be attending school consistently.

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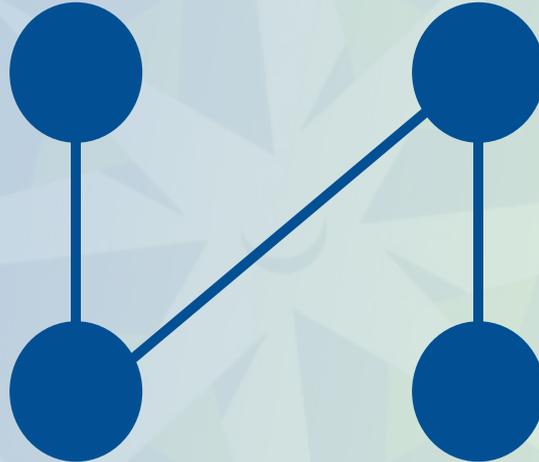
# NCS D Strategic Points



# Future Considerations

**Youth Truth Survey data**  
**Local Community Partnerships**  
**School Meals (Breakfast and Lunch)**

**Technology Access for Families**  
(ParentVue, Google Classroom, etc.)  
**Student fines and fees: K - 12**



**Student Calendar(s)**  
**Other \_\_\_\_\_**

**To be determined**



# Discussion

**(CARE) COMMUNITY AFTER-SCHOOL RELATIONSHIP  
ENRICHMENT PROGRAM UPDATE & FEES**

**DISCUSSION**  
Agenda Item #6  
May 9, 2024

**SUPERINTENDENT’S RECOMMENDATION:**

Approve fee increases as per Attachment A

**REASON FOR BOARD CONSIDERATION:**

Community After-School Relationship Enrichment (CARE) update and consideration of an increase in fees.

**BACKGROUND:**

The CARE program provides out-of-school-time fee-based care and enrichment activities for North Clackamas School District students in grades K-5.

Since 2021, the CARE program has expanded rapidly due to high demand and the lack of available community providers. In 2022-2023, the CARE program added a new site with 90 additional student seats. In 2023-2024, the CARE program added classroom groups at two sites, adding 40 additional student seats. In the fall of 2024, CARE will add an eighth program location at Verne Duncan Elementary.

- Increase program fee rates by approximately 9% percent
- No changes to registration or incidental fees
- All changes take effect September 1, 2024

**Rate Increase:** Rate increases for the CARE program were last approved on May 12, 2022. This year, the program anticipates breaking even on costs. Next year, the program anticipates a staffing cost increase of about ten percent. It is recommended that CARE fees be increased by approximately 9% as shown in Attachment A.

**ATTACHMENTS:**

- A. Proposed CARE Fee Schedule
- B. Fee Structure Market Comparison
- C. Program Slides

**PRESENTER / STAFF CONTACT:**

Cindy Detchon, Assistant Superintendent of Operations  
Natalie Whisler, Director of Community Services

**NORTH CLACKAMAS SCHOOL DISTRICT  
CARE PROGRAM  
FEES EFFECTIVE FOR THE 2024-2025 SCHOOL YEAR**

**REGISTRATION FEES**

Family (annual registration)	\$70
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**MONTHLY FEES**

After School	<del>\$330</del> <b>\$360</b>
Before School	<del>\$235</del> <b>\$255</b>
Before and After School	<del>\$470</del> <b>\$510</b>

**DAILY FEES**

After School	<del>\$28</del> <b>\$30</b>
Before School	<del>\$21</del> <b>\$23</b>
Before and After School	<del>\$36</del> <b>\$39</b>
Non-School Days	<del>\$45</del> <b>\$50</b>

**SUMMER FEES**

Weekly	<del>\$200</del> <b>\$220</b>
Daily	<del>\$50</del> <b>\$50</b>
Extended Hours- Weekly	<del>\$40</del> <b>\$44</b>
Extended Hours- Daily	<del>\$10</del> <b>\$11</b>

**DISCOUNTS**

Family Discount: 10% off total charges for family of 2 or more children

**ADDITIONAL FEES**

No Show Fee	\$5
Past Due Fee	\$15
Late Pick-Up Fee	\$1/minute
Return Check Fee	\$25
Summer Program Tshirt Fee	\$15

## NORTH CLACKAMAS SCHOOL DISTRICT CARE PROGRAM

### Fee Structure Market Comparison

	NCS D CARE Proposed Fees	Oak Grove Day Care	Kindercare- Sunnyside	Learning Tree Oak Grove	Oregon City School District	Goddard Happy Valley	Happy Valley Child's Kingdom
<b>Monthly Fees</b>							
After School	360	490	Discontinued	510	330.00	957	457
Before School	255	275	N/A	340	N/A	N/A	457
Before and After School	510	575	N/A	590	N/A	N/A	588
<b>Daily Fees</b>							
After School	30	40	N/A	60	N/A	N/A	N/A
Before School	23	25	N/A	32	N/A	N/A	N/A
Before and After School	39	50	N/A	60	N/A	N/A	N/A
Non-School Days	50	50		37 if reg mo			35 if reg mo
<b>Summer Fees</b>							
Monthly	N/A	1190		*1050	N/A	(K-1 only) 1775	1277
Weekly	220	300	N/A	N/A	350	N/A	N/A
Daily	50	85	N/A	N/A	N/A	N/A	N/A
<b>Registration</b>	70	50		40	85	325	200
*Monthly fees based on 4 week period; NSD rates are in addition to monthly program							



# NCS D CARE Program



# CARE Programs



*Community, After-School, Relationship, Enrichment*

When school is out, CARE offers...

- Academic enrichment
- Daily physical activity
- Meals and snacks
- Intentional time for mindfulness, community building and social skills
- Homework & literacy supports
- Transportation from school



# Enrichment Highlights



*Every child attends a one-hour enrichment class each day*

- Clay Creations
- Kids Can Cook
- Leadership Club
- Storm Chasers
- Crazy 8's Math
- Green Energy
- Soccer Skills
- Cultural Art
- Yearbook
- Backyard Biology
- CARE-a-thon (running club)
- Chess
- Optical Illusions



# CARE 2023-24 Enrollment & Waitlist



CARE Site	September Enrollment	September Waitlist	May Enrollment	May Waitlist
Ardenwald	94	44	90	64
Happy Valley	93	0	90	5
Linwood- Sojourner	64	39	59	25
Oak Grove	93	17	86	18
Scouters Mountain	97	60	86	89
Spring Mountain	96	7	83	13
Sunnyside	82	4	75	0
<b>Total</b>	<b>619</b>	<b>171</b> <sub>116</sub>	<b>569</b>	<b>214</b>

# CARE Growth Timeline



- Scouters Mountain CARE Site added 2018
- Spring Mountain CARE Site added 2022
- Linwood- Sojourner CARE Site added 2023
- Expansion at Sunnyside and Spring Mountain 2024
- Verne Duncan site coming fall 2024
- Future expansion.. Milwaukie high school feeder area



# 2023 Summer CARE



- Full day camp- 9:00am-5:00pm
- Additional morning option- 7am-9am
- Three locations, Ardenwald, Sunnyside and Happy Valley
- Served 445 elementary students in 2023
- Weekly themes
- Daily art, STEM (Science, Technology, Engineering and Math), physical activity, literacy building activities, adaptive math



# Weikert Youth Program Quality Instrument

- 1 quality assessment
- 2 improvement planning
- 3 coaching by site leaders to support staff practice
- 4 staff attendance at targeted trainings for professional skill building

In the 2022-2023 school year, each site set team based goals based on site data. All seven sites saw measured improvement in their goal areas.

Spring 2024 Average CARE Site Scores (1-5)

Engaging Environment- 3.98  
Interactive Environment- 3.86  
Supportive Environment- 4.21  
Safe Environment- 4.7



# Student Worker Program



- The student worker program provides NCSD high school students with work experience and the opportunity to earn work study credit.
- Offered in partnership with the Sabin Schellenberg child development program.
- Since the start of the student worker program in 2021, four former students have moved into permanent staff positions after graduation.



# Challenges



- Re-building the CARE workforce after losing the majority of part time staff during the pandemic. Hiring and retaining part-time classified staff.
- Substitute shortage for staff absences.
- Statewide- Lack of private school age care providers.
- Clackamas County was identified as a “child care desert” pre-pandemic. Many providers have closed.
- Increasing need for scholarship funds.



# CARE Program

## Financial Overview & Outlook

- The CARE program is entirely funded by student fees.
- This year, the CARE program expects to break even financially.
- In 2024-2025 staff costs are projected to increase by about 10%.
- CARE provided school year program scholarships to 53 students, totaling \$152,000. This was a 36% increase from last school year.
- Without a fee increase, the program will need to cut the scholarship program and would likely still operate at a loss in 2024-2025.

# Fee Structure Overview

**Recommendation: 9% increase in CARE program fees, effective September 1, with no increase to registration fees. The family/sibling discount will remain at 10%**

- The last fee increase for CARE was approved by the board in May 2022.
- A market comparison study shows other comparable programs have increased fees an average of 9% 2022. One of the programs surveyed in 2022 is no longer serving school age children.
- CARE is priced well below most comparable options in our district.
- Staffing costs for CARE will increase by almost 10% in the next fiscal year.

	After-School	Before & After School	Non-School Day	Weekly-Summer
Fees approved in 2022	330	470	45	200
Recommended for 2024-2025	360	510 <sup>123</sup>	50	220

# Questions...



**SUPERINTENDENT’S RECOMMENDATION:**

Approve Long-Range Facility Plan for capital improvements.

**BACKGROUND:**

State Statute (ORS 195.110) requires large school districts in the State of Oregon to have a Facilities Plan document to help guide future planning efforts for facilities in school districts. Guidance from the State advises that Facility Plans should be reviewed and updated every seven to ten years. In 2016, the North Clackamas School District Board adopted a Long Range Facility Plan, which guided the capital projects identified in the 2016 Capital Bond program, which was approved by voters.

In the Spring of 2023, NCSO commissioned BRIC Architecture, Inc., to collaborate with a district committee to complete a new Long-Range Facility Plan. That plan was completed in April 2023. To complete the plan, an accessibility study of all district facilities was needed. The addendum was completed in March 2024.

The plan incorporates enrollment projections completed by FLO Analytics, coordination with local jurisdictions and planning departments, input from school staff on program needs, and community input as part of the district-adopted Strategic Plan.

Operations staff regularly coordinate with regional and local government entities on matters that may impact the District and its operations. These entities include, but are not limited to, Metro, Clackamas County, Water Environmental Services, North Clackamas Parks and Recreation District, the City of Milwaukie, and the City of Happy Valley.

Oregon Revised Statute 320.170 allows school districts to impose construction excise taxes through intergovernmental agreements with other local governments, by resolution adopted by the School Board. That tax may not be imposed unless the school district develops a long-term facilities plan for capital improvements.

**ATTACHMENTS:**

- A. [Long-Range Facility Plan](#)
- B. [Accessibility Study](#)
- C. Resolution - Draft

**PRESENTER / STAFF CONTACT:**

Cindy Detchon, Assistant Superintendent of Operations

**RESOLUTION No.**

**RESOLUTION OF THE BOARD OF DIRECTORS OF THE NORTH CLACKAMAS SCHOOL DISTRICT ADOPTING THE LONG-RANGE FACILITIES PLAN FOR MAKING CAPITAL IMPROVEMENTS.**

**WHEREAS**, the district hired BRIC Architecture, Inc. to collaboratively work with a district committee to develop a long-term Facilities Master Plan as outlined in ORS 195.110; and

**WHEREAS**, an updated accessibility study of all facilities was conducted; and

**WHEREAS**, ORS 320.170 allows school districts, by resolution adopted by the School Board, to impose construction excise taxes through intergovernmental agreements with other local government jurisdictions; and

**WHEREAS**, ORS 320.170 states that the construction tax may not be imposed unless the school district develops a long-term facilities plan for capital improvements.

**NOW, THEREFORE, BE IT RESOLVED** that the North Clackamas School Board adopts the April 2023 Long-Range Facility Plan.

Approved this \_\_\_th day of May 2024.

\_\_\_\_\_  
Board of Directors

\_\_\_\_\_  
Dr. Shay James, Superintendent/Clerk

North Clackamas School District

## **MATH ADOPTION GRADES K-12**

**ACTION**  
Agenda Item #8  
May 9, 2024

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

Adopt renewal of math curriculum for grades K-12.

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

Under OAR 581-022-2355, each school district, on a cycle established by the State Board of Education, shall select and provide students with free appropriate instructional and resource materials. These materials shall contribute to the attainment of district, program, and course or grade level goals and reflect knowledge, trends, and technology in the field.

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

Funds for the purchase of K-12 math adoption resources are included in the 2023-2024 and proposed 2024-2025 Teaching, Learning, and Professional Development department budget.

### **BACKGROUND:**

North Clackamas School District last adopted math materials in 2015. The ODE Adoption Cycle identified 2022-23 as the year to adopt math materials. However, before making such a large financial investment, opportunities for training, planning, and data collection were needed to support a robust pilot, something not feasible in the short timeframe between the release of approved materials by the Oregon Department of Education and the original adoption deadline. Therefore, the NCS D Teaching, Learning, and Professional Development department requested and was granted a postponement from the Board in April 2023.

The math adoption process included the following steps:

- Fall 2022: preliminary community interviews conducted.
- December 2022: First committee review of ODE-approved curriculum.
- January-February 2023: Curriculum provider presentations to committee members; curriculums reviewed and selected by community and staff for pilot.
- August 2023: Initial staff training for pilot
- Fall-Winter 2023: Implementation of pilot curriculum supported by ongoing professional development, including studio lessons facilitated by Teachers Development Group.
- Winter 2023: Teachers, students and parent feedback collected.

Representatives from English Language Development and Special Education were included on all committees.

The materials were selected based on several key features:

- Coherence across K-12
- Use of rich mathematically challenging tasks
- Instruction centered on student thinking and collaboration
- Alignment with the development of a mathematical mindset

- Promotion of students of all abilities, racial, ethnic, and class backgrounds in understanding mathematical ideas, participating in discourse, and solving authentic problems.

**ATTACHMENTS and LINKS TO ADDITIONAL INFORMATION:**

- [NCTM Catalyzing Change Key Recommendations](#)
- [Closing the Opportunity Gap: A Call for Detracking Mathematics. A Position Statement from the National Council of Supervisors of Mathematics](#)
- [High School Math Pathways Project Communication Toolkit \(Oregon Math Project, 2023\)](#)

**PRESENTER / STAFF CONTACTS:**

Tammy O’Neill, Executive Director of Teaching and Learning & Professional Development



## Catalyzing Change in School Mathematics Key Recommendations

	Early Childhood and Elementary	Middle School	High School
<b>Broaden the Purposes of Learning Mathematics</b>	Each and every child should develop deep mathematical understanding as confident and capable learners; understand and critique the world through mathematics; and experience the wonder, joy, and beauty of mathematics.	Each and every student should develop deep mathematical understanding, understand and critique the world through mathematics, and experience the wonder, joy, and beauty of mathematics, which all contribute to a positive mathematical identity.	Each and every student should learn the Essential Concepts in order to expand professional opportunities, understand and critique the world, and experience the wonder, joy, and beauty of mathematics.
<b>Create Equitable Structures in Mathematics</b>	Early childhood and elementary mathematics should dismantle inequitable structures, including ability grouping and tracking, and challenge spaces of marginality and privilege.	Middle school mathematics should dismantle inequitable structures, including tracking teachers as well as the practice of ability grouping and tracking students into qualitatively different courses.	High school mathematics should discontinue the practice of tracking teachers as well as the practice of tracking students into qualitatively different or dead-end course pathways.
<b>Implement Equitable Mathematics Instruction</b>	Mathematics instruction should be consistent with research-informed and equitable teaching practices that nurture children’s positive mathematical identities and strong sense of agency.	Mathematics instruction should be consistent with research-informed and equitable teaching practices that foster students’ positive mathematical identities and strong sense of agency.	Classroom instruction should be consistent with research-informed and equitable teaching practices.
<b>Develop Deep Mathematical Understanding</b>	Early childhood settings and elementary schools should build a strong foundation of deep mathematical understanding, emphasize reasoning and sense-making, and ensure the highest-quality mathematics education for each and every child.	Middle schools should offer a common shared pathway grounded in the use of mathematical practices and processes to coherently develop deep mathematical understanding, ensuring the highest-quality mathematics education for each and every student.	High schools should offer continuous four-year mathematics pathways with all students studying mathematics each year, including two to three years of mathematics in a common shared pathway focusing on the Essential Concepts, to ensure the highest-quality mathematics education for all students.



National Council of Teachers of Mathematics. (2020). *Catalyzing Change in Early Childhood and Elementary Mathematics: Initiating Critical Conversations*. Reston, VA: NCTM.

National Council of Teachers of Mathematics. (2020). *Catalyzing Change in Middle School Mathematics: Initiating Critical Conversations*. Reston, VA: NCTM.

National Council of Teachers of Mathematics. (2018). *Catalyzing Change in High School Mathematics: Initiating Critical Conversations*. Reston, VA: NCTM.

# Closing the Opportunity Gap: A Call for Detracking Mathematics

*A position statement from NCSM:  
Leadership in Mathematics Education*

## Our Position

NCSM, Leadership in Mathematics Education, believes that all students should have access to high-quality instruction and post-secondary educational opportunities. While we acknowledge that many factors hinder such student access, in this position statement we call for the cessation of one clear, addressable factor: the practice of tracking. As a practice, tracking too often leads to segregation, dead-end pathways, and low quality experiences, and disproportionately has a negative impact on minority and low-socioeconomic students. Additionally, placement into tracks too often lacks transparency and accountability. Overall, tracking does not improve achievement but it does increase educational inequality. In light of this, NCSM calls instead for detracked, heterogeneous mathematics instruction through early high school, after which students may be well-served by separate curricular pathways that all lead to viable, post-secondary options.

## Tracking: Policies and Practices Widening the Opportunity Gap

“Tracking is the practice of dividing students into separate classes for high-, average-, and low-achievers.”<sup>1</sup> In practice, these might be considered low or high tracks, or some other, similar categorization, and students might be placed into these tracks based on questionable methods using grades and placement exams, perceived ability through teacher recommendation, or non-academic expectations adults have for the students. Much of the research on tracking policies demonstrates the negative effects on certain subgroups of students by denying them access to rigorous coursework.<sup>2</sup>

More generally, a number of studies point to the influence course-taking patterns have on academic outcomes.<sup>3</sup> This influence is true for student subgroups like emergent bilingual students<sup>4</sup> and students from low income backgrounds, different racial and ethnic groups, and different genders.<sup>5</sup> It may disable students from pursuing whatever course of study interests them when they get to high school, college, career or beyond. Tracking becomes worse for students year-over-year, as each consecutive year in a track makes it more difficult to move out of that track.

<sup>1</sup> Oakes, 2005

<sup>2</sup> Lee & Bryk, 1988; Gamoran, et al, 1997; Cogan, et al. 2001

<sup>3</sup> Lee, et al, 1997; Gamoran, 1997; Wang & Goldschmidt, 2003; Riegle-Crumb, 2006; Riegle-Crumb & Grodsky, 2010; Gottfried et al., 2014

<sup>4</sup> Umansky, 2016; Thompson, 2017

<sup>5</sup> Oakes et al., 1990; Riegle-Crumb, 2006; Long, et al., 2012; Palarady, et al., 2015

Tracking is a form of de facto segregation as students in higher tracks have historically been predominantly White or Asian American from affluent families, whereas students in lower tracks have been primarily students of color and students who are economically disadvantaged. Research studies show that minority students are often denied access to high level mathematics through discriminatory [whether intentional or not] tracking and course placement.<sup>6</sup> Additionally, students in lower tracks usually “experience instruction that focuses on memorization and rote procedures.”<sup>7</sup>

It is important to separate this position statement from the current pathways (or branching) conversations currently focused on re-thinking mathematics in the later years of high school. Examples of these include the Charles A. Dana Center’s Launch Years Initiative at the University of Texas at Austin; NCTM’s Catalyzing Change; Just Equation’s Branching Out; and the Math Pathways report by the Center for American Progress. Such pathways are about equally rigorous mathematical experiences that are relevant to students’ desired post-secondary experiences and also provide students opportunity to move between each pathway of courses when appropriate. NCSM supports work in this direction.

Because tracking often begins as ability grouping in the elementary school, there is a need to address tracking as well as the appropriate use of early acceleration in the elementary school. However, the focus of this first position statement in a series focused on closing the opportunity gap is on detracking mathematics in middle and high school.

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## Policies and Practices Reducing the Opportunity Gap: Detracking

Detracking is the intentional practice of placing students into heterogeneous classrooms usually in an effort to reduce the opportunity gap and allow all students to learn mathematics at high levels. Detracking requires the interruption of policies that have led to the inequitable sorting of students into mathematics courses. If detracking is to happen, school districts and states must go through the difficult process of establishing a new vision for mathematics teaching and learning that dispels the culture of “low” and “high” students as well as “faster means smarter.” This will undoubtedly involve a change in educators’ beliefs about who can and cannot do mathematics. School districts must be aware that teachers, coaches and leaders will need intense professional development before and during the process of detracking as well as continued support throughout. In addition, districts will need to communicate to parents and community stakeholders to assure them that students that have traditionally been in the “higher” levels of tracking will remain competitive with detracking.

The detracked mathematics courses will need differentiated instructional materials and approaches that support heterogeneous classrooms with students of varying levels, learning experiences and demographic backgrounds. This type of instruction will provide opportunities for students to demonstrate a balance of conceptual understanding of mathematical concepts, procedural fluency of mathematics skills and the ability to apply mathematical knowledge to solve problems. Research shows that often the students who participate less and are positioned as not smart are African American students and students whose primary language is not English.<sup>8</sup> Teachers’ use of culturally responsive pedagogies and complex instruction have been found to provide more equitable participation in mathematics because both

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<sup>6</sup> Boaler, 2016

<sup>7</sup> Huinker, 2019

<sup>8</sup> Martin, 2009; Zavala, 2014

provide opportunities for mathematical discourse and increased contributions from students traditionally left out. Research also suggests that mathematics tasks which are group worthy and rich with detail are best suited for engaging students of all ability levels<sup>9</sup> and hence are well suited for use in heterogeneous classrooms.

As stated earlier, we acknowledge that the detracking of math courses alone will not create equitable math instruction. There is a myriad of variables contributing to the opportunity and achievement gaps and interacting with detracking policies.<sup>10</sup> Issues like systemic racism and stereotype threat<sup>11</sup>, challenges with teacher recruitment, training, and retention<sup>12</sup>, and other factors interact with the opportunity and achievement gaps as well. Detracking continues to be “tied to larger social inequities and racial injustice.”<sup>13</sup> Therefore, the goal of detracking will not be realized without working to dismantle the various social, political, and cultural reasons tracking persists.<sup>14</sup> Those that have been privileged by the current system must be willing to give up that privilege for more equitable schooling.

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## Recent Evidence from Research and Practice that Supports our Position

There are promising studies about schools and school systems which detracked their courses with positive effects, including specific advancements in students’ opportunities to learn, teaching practices, and student achievement.<sup>15</sup> For example, Garrity found evidence to suggest that removing tracking and teaching all students as if they were high achievers did not “drag down” high achievers, but rather pulled up the performance of average students when math classes were detracked in Rockville Centre, New York starting in 2001.<sup>16</sup> Even more recently in her 2016 AERA Presidential Address, Oakes, reported on research that found previously successful students seemed to do every bit as well in detracked settings as they had in tracked settings, as did previously struggling students.<sup>17</sup>

Additionally, there have been some successful examples of educational achievement outside the United States where students are taught in heterogeneous groups until sometime in high school.<sup>18</sup> NCTM (2019) has highlighted several case studies of school districts and state departments of education that are making bold moves toward more equitable mathematics programs that benefit all students (see [www.nctm.org](http://www.nctm.org)) including the work unfolding in San Francisco, California. In 2014, San Francisco’s Board of Education unanimously passed the Math Course Sequence Policy, which established heterogeneous math courses through the end of tenth

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<sup>9</sup> Cohen, 1994

<sup>10</sup> Oakes & Guiton, 1995; Welner & Carter, 2013

<sup>11</sup> Steele, 2011; Carter, 2012

<sup>12</sup> Moore Johnson, 2003; Ladson-Billings, 2009; Carver-Thomas & Darling-Hammond, 2017

<sup>13</sup> Rubin & Noguera, 2010

<sup>14</sup> Oakes, Wells, & Associates, 1996

<sup>15</sup> Rubin, 2010

<sup>16</sup> Garrity, 2004

<sup>17</sup> Oakes, 2018

<sup>18</sup> Hiebert, et al., 2005; Provasnik, et al., 2016

grade while still offering acceleration for students who wish to pursue advanced math coursework later in high school. With San Francisco's graduating class of 2019 as the first group of students to experience this mathematics course pathway, starting with a full year of grade 8 CCSSM in heterogeneous classrooms, there is some early evidence of greater access to mathematics courses to students and more diverse students accessing higher levels of mathematics courses.

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## How All Stakeholders Can Implement Our Position

In Support of this position statement, NCSM offers the following recommendations:

- Leaders and policymakers should:
  - Adopt policies in mathematics which detrack courses with appropriate prerequisites and supports
    - Detrack students' mathematics courses at the middle and high school
    - Detrack teachers at the middle and high school levels ensuring balanced teaching assignments so that more experienced teachers have both upper-level and entry-level mathematics courses
  - Create a systemic plan that includes a shared vision and purpose for mathematics including:
    - Broadening the purposes for teaching mathematics
- Teachers of mathematics should:
  - Teach according to equity-based instructional practices (i.e., standards-based mathematics instruction, complex instruction, culturally relevant teaching, and teaching mathematics for social justice, etc.)<sup>19</sup>
  - Adopt a mindset needed to support the development of students from different levels of skill and knowledge in mathematics, and examine bias towards students who traditionally have been excluded from opportunities to take higher level math courses
  - Teach from a non-deficit perspective (planning instruction based on students' strengths not their deficits) in order to develop students mathematical identities, increase their agency toward doing mathematics and improve their disposition of mathematics<sup>20</sup>
- Sustained professional learning and coaching for teachers and leaders to develop the conditions needed for heterogeneity in mathematics courses and equitable teaching practices (i.e., diversity of thinking, growth mindset, student math identity development, etc.)
- Providing teachers time for collaboration about new instructional strategies to assist with differentiated teaching of rigorous mathematics that prepares students with a set of skills that centers on the communication and use of mathematical language
- Providing parental outreach to communicate to parents and the community on the needs for and benefits of detracking

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<sup>19</sup> Rubel, 2017

<sup>20</sup> Aguirre et al., 2013

- Program and curriculum developers should:
  - Adopt existing or develop new content materials that support heterogeneous classrooms (i.e., group-worthy mathematics tasks, cognitively demanding mathematics tasks, etc.)
  - Develop a curriculum that is accessible to all students and addresses students' mathematics identity and agency (i.e., culturally relevant mathematics tasks, mathematics tasks with multiple entry points, etc.)
- Informal educators (all adults outside of the classroom including parents, after school programs, summer educational camps, museums, etc.) should:
  - Assist with developing positive math identities in all students through engaging students in mathematical experiences that draw on community knowledge
  - Provide enrichment activities that connect mathematics to familiar everyday activities
  - Provide diverse role models in STEM-related fields for students
- Institutions of Higher Education
  - Universities, colleges, and community colleges should continue to refine admissions language to better align with standards that address appropriate mathematical rigor rather than a listing of course completion (i.e., rethinking course requirements other than Calculus)
  - Work together with K-12 systems to ensure academic continuity in mathematics

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