



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

Agenda

North Clackamas School Board
 Thursday, March 13, 2025 6:00 PM
 Board Room/YouTube
 12400 SE Freeman Way
 Milwaukie, OR 97222

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

EXECUTIVE SESSION

Convened under Oregon Laws ORS 192.660 (2)(i).

NOTICE TO MEDIA: (4) Representatives of the news media shall be allowed to attend executive sessions other than those held under subsection (2)(d) of this section relating to labor negotiations or executive session held pursuant to ORS 332.061 (2). Representatives of the news media who are permitted to attend executive sessions are specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced.

6:00 Open Executive Session

6:30 Adjourn Executive Session

OPEN SESSION

**6:30 Call to Order
 Community Comments**

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Consent Agenda

A. Employment Changes 9

B. Contract Extensions/Non-Renewals 14

C. Comprehensive Sexuality Education Plan 35

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E. Travel Request - Sabin-Schellenberg Professional Technical Center 35

FFA

7:05 1. Youth Equity Advisory Committee - Report 42
 Presenter: Khaliyah Williams-Rodriguez

7:35 2. North Clackamas Education Association (NCEA) Featured Educator

7:45 3. School Presentation: Milwaukie¹High School 52

Presenter: Petra Callin

8:15 4. Arab American Heritage Month - Proclamation 71
Presenter: Kathy Wai

8:25 5. 2025-2026 Interdistrict Transfers - Discussion 73
Presenter: Khaliyah Williams-Rodriguez

8:35 6. New Course Proposal - Discussion 86
Presenter: Petra Callin

8:50 7. City of Happy Valley Request: Community Recreation Center 95
Legislative Support - Discussion
Presenter: Tiffany Shireman

9:00 8. Contract Award: Camera Systems for Buses - Discussion/Action 106
Presenter: Teresa Neff-Webster

9:05 9. Construction Bid Award: Wichita Center Sectional Boiler Project - 107
Discussion/Action
Presenter: Teresa Neff-Webster

9:10 Adjourn



Native Land Acknowledgment

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



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
February 27, 2025
Board Room/YouTube

Open Session

With due notice having been given and a quorum present, Chair Kathy Wai convened open session at 6:30 p.m. with the following members present:

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

Also present were Ivonne Dibblee, Tiffany Shireman, Khaliyah Williams-Rodriguez, Michelle Riddell, Tammy O'Neill, Patricia Ahrens, Petra Callin, and Matt Makara.

Community Comments - There were no community members signed up to provide comments.

Jena Benologa read the Native Land Acknowledgement. Glenn Wachter led the Pledge of Allegiance.

R24/25-51

Minutes - Tory McVay moved, Glenn Wachter seconded the motion to approve the minutes of the regular Board Meeting held February 13, 2025.

Motion passed 7-0 - Bauer, Benologa, Dobson, Kemp, McVay, Wachter, Wai voted yes.

R24/25-52

Minutes - April Dobson moved, Mitzi Bauer seconded the motion to approve the minutes of the regular Board Meeting held February 22, 2025.

Motion passed 7-0 - Bauer, Benologa, Dobson, Kemp, McVay, Wachter, Wai voted yes.

R24/25-53

Consent Agenda – Glenn Wachter moved, Jena Benologa 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 Chief of Human Resources & Business Services:

- Administrative termination
- Licensed appointments, transfers, and terminations

2025-2026 School Calendars -

- Approval of the 2025-2026 calendar for elementary and middle/high school levels, including approval to use recess, parent/teacher conferences and staff professional development hours toward the annual instructional hours calculation as allowed by Oregon Administrative Rule (OAR) 581-022-2320.

2025-2027 Integrated Grant Application for Student Success -

- Approval of the 2025-2027 Biennium Integrated Application for submission to the Oregon Department of Education.

Travel Permission Request -

- Grant permission for 8 students from Adrienne C. Nelson High School to travel to Long Beach, CA, March 13-17, 2025.

Motion passed 7-0 - Bauer, Benologa, Dobson, Kemp, McVay, Wachter, Wai voted yes.

R24/25-54

Classified Employee Appreciation Week - Proclamation - Jena Benologa moved, April Dobson seconded the motion to adopt the proclamation recognizing March 3-7, 2025 as Classified Employee Appreciation Week in North Clackamas School District.

Motion passed 7-0 - Bauer, Benologa, Dobson, Kemp, McVay, Wachter, Wai voted yes.

R24/25-55

Women’s History Month - Proclamation - Mitzi Bauer moved, Glenn Wachter seconded the motion to adopt the proclamation recognizing March 2025 as Women’s History Month in North Clackamas School District.

Motion passed 7-0 - Bauer, Benologa, Dobson, Kemp, McVay, Wachter, Wai voted yes.

Board Reports – Board members made brief reports on activities and events they had attended.

School Attendance - Report – Chief of Student and Family Services Khaliyah Williams-Rodriguez, Associate Director of Elementary Programs Kelli Rhea, Association Director of Secondary Programs Jeremy Cohen, and Associate Director of Secondary Programs Ryan Richardson presented an overview of current trends, patterns, and the overall student experience of school attendance within the North Clackamas School District. Questions and comments from the Board were addressed.

Quarterly Financial Report – Executive Director of Finance and Business Services Matt Makara discussed the quarterly financial report.

Comprehensive Sexuality Education Plan - Discussion - Executive Director of Teaching, Learning & Professional Development Tammy O'Neill and Associate Director of Teaching, Learning & Professional Development Rob Holloway discussed the District's Comprehensive Sexuality Education Plan. Questions and comments from the Board were discussed.

Policy Revisions - Chief of Staff Tiffany Shireman presented revisions to the following policies:

GCBDA/GDBDA – Family and Medical Leave

IKF - Graduation Requirements

IKFB - Graduation Exercises

JECA - Admission of Resident Students

JHCD - Medications

EBC - Emergency Management

EBCB - Fire, Seismic and Safety Threat Drills and Instruction

R24/25-56

Contract Award: Copier Contract - Discussion/Action - Tory McVay moved, Mitzi Bauer seconded the motion to award contract in the amount of \$1,296,150.00 to Pacific Office Automation (POA) to replace obsolete and no longer supported copier equipment at all locations throughout the District.

Motion passed 7-0 - Bauer, Benologa, Dobson, Kemp, McVay, Wachter, Wai voted yes.

R24/25-57

Capital Bond Refinance Authorization - Action - Tory McVay moved, Glenn Wachter seconded the motion to authorize the refinancing of all or a portion

of the District's outstanding General Obligation Bonds, Series 2017A (Tax-Exempt Deferred Interest Bonds).

Motion passed 7-0 - Bauer, Benologa, Dobson, Kemp, McVay, Wachter, Wai voted yes.

There being no further business, the meeting adjourned at 8:28 p.m.

Unapproved

Draft

SUPERINTENDENT'S RECOMMENDATION:

Approval of the District's Comprehensive Sexuality Education Plan.

REASON FOR BOARD CONSIDERATION:

The Oregon State Board of Education states that: *each school district board shall provide an age- appropriate, comprehensive plan of instruction focusing on human sexuality education, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of the health education.* This Comprehensive Sexuality Education Plan (CSEP) includes the relevant Health legislation and methods NSCD will use to meet all health education requirements.

BUDGET IMPACT/SOURCE OF FUNDS:

No budget impact.

BACKGROUND:

In 2009, the Oregon Legislature passed ORS 336-455 requiring school districts to provide human sexuality education courses in all public elementary and secondary schools as part of health education curriculum. Since that time, Comprehensive Sexuality Education Plans have been required, and subsequently need to be reviewed every two years.

The North Clackamas School District Comprehensive Sexual Education Plan (CSEP) has been developed in accordance with a series of Oregon Senate Bills, Oregon Revised Statutes and Oregon Administrative Rules. This plan primarily encompasses:

- SB 856 (Sex Abuse Prevention Instruction),
- SB 790 (Domestic Violence Education),
- ORS 336.455 (Human Sexuality Education K-12),
- OAR 581-022-1140 (Equal Educational Opportunities),
- OAR 581-022-1440 (Human Sexuality Education),
- OAR 581-022-1210 (District Curriculum, instruction of infectious diseases, including HIV/AIDS and Hepatitis B/C).

There are additional secondary state sources also reflected in this plan, including:

- ORS 339.351-364 (Harassment, Bullying, Cyber-bullying and Intimidation),
- OAR 581-022-0413 (Prevention Education in Drugs and Alcohol),
- OAR 581-022-1510 (Comprehensive Guidance and Counseling),
- SB 79 (CPR Instruction for grades 7-12).
- HB 3294 (The Menstrual Dignity Act, 2021)
- Supporting Gender Expansive Students: Guidance for Schools (2023)

COMPREHENSIVE SEXUALITY EDUCATION PLAN:

Effective health teaching and learning provides opportunities for each student to make sense and deepen their understanding of health, so they can identify, practice and maintain health enhancing behaviors. Content standards, adopted by the State Board of Education, include concepts, accessing information, self management, analyzing influences, interpersonal communication, goal setting, decision making and advocacy.

The Comprehensive Sexuality Education Plan provided here for review emphasizes abstinence, but not to the exclusion of a contraceptive skills-based education. The human sexuality information provided is comprehensive, complete, balanced, medically accurate, age-appropriate, not fear or shame-based, and inclusive as required by Oregon Department of Education (Oregon Administrative Rule 581-022-2050).

The ODE provides content standards addressing human sexuality in grade level bands (Grades K-2, 3-5, 6-8, 9-12). In North Clackamas, we have separated the grade bands into standards per individual grade level. Each grade level includes an introduction summarizing essential information for teachers and parents and includes the opportunity to view materials prior to instruction.

The NCSD Comprehensive Sexuality Education Plan (Draft) follows the previously adopted plan in 2023. Minor revisions were made to reflect the input from our community including clarified course descriptions, the opt out process, and frequently asked questions. The curriculum remains unchanged from its most recent board approval.

ATTACHMENTS:

- A. [NCSD Comprehensive Sexuality Education Plan](#) (2025-27 Draft)
- B. [Crosswalk](#)

PRESENTER / STAFF CONTACT:

Tammy O'Neill, Executive Director of Teaching, Learning & Professional Development
Rob Holloway, Associate Director of Teaching, Learning & Professional Development

NCSD CSEP Crosswalk: **Changes for 2025-2027**

[K-12 Comprehensive Sexuality Education Plan: NCSD 2021-23](#)

<u>NCSD Comprehensive Sexuality Plan 2025-2027</u>	What is this section?	Description of Changes (from the 2023-2025 Plan)
➤ EXECUTIVE SUMMARY	This is the initial summary that lays out the laws (OARS, ORS, Senate Bills...) and ODE standards and the requirement for each district to have a school board adopted Comprehensive Sexuality Education Plan (CSEP). This section connects legislation to content and instruction.	This section remains unchanged from the 2023-25 CSEP.
➤ INTRODUCTION	This section connects the ODE laws, standards, and expectations to the timeline and processes NCSD used to create, expand, and implement our CSEP.	This section remains unchanged from the 2023-25 CSEP.
➤ STATE OF OREGON LEGISLATION REGARDING COMPREHENSIVE SEXUALITY EDUCATION	Resources from ODE outlining the work completed at the state level that supports the Comprehensive Sexuality Education Plan	This section remains unchanged from the 2023-25 CSEP.
➤ NCSD IGAI POLICY: HUMAN SEXUALITY, HIV/AIDS, SEXUALLY TRANSMITTED INFECTIONS, HEALTH EDUCATION GUIDELINES	Here is the list of Board approved plans of instruction, content, and skills for Health Education, specifically the health and sexuality aligned classroom content. Established the focus and intent for the sexuality education program in NCSD.	This section remains unchanged from the 2023-25 CSEP.
➤ NCSD COURSE DESCRIPTIONS AND ODE HEALTH SEXUALITY EDUCATION STANDARDS	Provides a list, by grade level, of the State Standards in Health that are connected to sexuality education. Each grade level course description has an introduction to the standards and a	All standards were updated to the most current Oregon Health Standards . NCSD will continue to review instructional materials for comprehensive sexuality

	<p>description for how NCSD will communicate information with parents and provide access to the materials used for instruction. These course descriptions are available in the CSEP, with materials reviews, and are often paired with the beginning of the year District Letters that are shared with parents/guardians.</p>	<p>education standards in alignment with the Oregon Department of Education’s timeline.</p> <p>We removed website links to curricula from the CSEP. Parents are provided information about lessons and units through communication protocols provided by TLPD.</p>
<p>➤ COMMUNICATION AND GUIDELINES FOR OPT-OUT</p>	<p>This is an example of the Beginning of the Year letter that is translated at the district level and sent home by schools. This communication is often paired with the course descriptions and the standards in the same communication.</p>	<p>Wording was clarified to align more completely with 2023 CSEP standards and NCSD communication practices.</p>
<p>➤ GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT</p>	<p>This section is designed to outline 1) how schools can communicate to parents/guardians/community, and 2) how community members can get information and communicate back to schools.</p>	<p>This section remains unchanged from the 2023-25 CSEP.</p>
<p>➤ GUIDELINES FOR TRAINING INDIVIDUALS WHO WILL BE TEACHING COMPREHENSIVE SEXUALITY EDUCATION</p>	<p>As the title indicates, this section is about who teaches what and how they get the information and training in order to create the best possible learning environments for CSEP lessons.</p>	<p>NCSD will continue to review instructional materials for comprehensive sexuality education standards in alignment with the Oregon Department of Education’s timeline.</p> <p>Revised: The selection of supplemental materials will follow the NCSD instructional materials policy.</p>
<p>→ APPENDIX A: ODE SEXUALITY EDUCATION FREQUENTLY ASKED QUESTIONS</p>	<p>FAQ from ODE</p>	<p>This section remains unchanged from the 2023-25 CSEP.</p>

<p>→ APPENDIX B: NCSD FREQUENTLY ASKED QUESTIONS ABOUT SEXUALITY EDUCATION FOR FAMILIES</p>	<p>FAQ from NCSD</p>	<p>We added a section referring to a new curriculum adoption.</p>
<p>→ APPENDIX C: RENEWAL AND REVISION ADVISORY</p>	<p>This includes participants in the CSEP revision process.</p>	<p>We updated to indicate the new people involved in the current revision process.</p>
<p>→ APPENDIX D: OVERVIEW OF ODE K-12 COMPREHENSIVE HEALTH STANDARDS</p>	<p>These are the standards as shared from the Oregon Department of Education.</p>	<p>This appendix was removed because the standards are included in the course descriptions.</p>

POLICY REVISIONS

CONSENT D
March 13, 2025

REASON FOR BOARD CONSIDERATION:

Approval of the attached revised policies.

RECOMMENDATION:

The Superintendent’s Policy Review Team reviewed and supports the following policy revisions.

BUDGET IMPACT/SOURCE OF FUNDS:

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

ATTACHMENTS:

Drafts of the following policies to review:

Policy	Title	Reason
GCBDA/GDBDA	Family and Medical Leave	OSBA November 2024 Update, Senate Bill 1515 (2024 Legislature) governs what conditions qualify for leave taken through Oregon Family Leave Act and Paid Family and Medical Leave Insurance.
IKF	Graduation Requirements	OSBA November 2024 Update, Senate Bill 992 (2023 Legislature), Senate Bill 3 (2023 Legislature), Senate Bill 513 (2021 Legislature) changes on credit requirements, updated parent notice requirements, and certificate of attendance.
IKFB	Graduation Exercises	
JECA	Admission of Resident Students	
JHCD	Medications <i>(recoded from JHCD/JHCDA)</i>	OSBA November 2024 Update, House Bill 2002 and 2395 (2023 and Legislature) and Senate Bill 1552 (2024 Legislature) changes rules around medication administration to students in a school/district setting.
EBC	Emergency Management	OSBA April 2024 Update, Reassigning content between multiple policies.
EBCB	Fire, Seismic and Safety Threat Drills and Instruction	

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff



Code: GCBDA/GDBDA
Adopted: 12/06/12
Revised/Readopted: 6/22/17; 1/25/24

Family Medical Leave

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA,) the Oregon Family Leave Act (OFLA) the Oregon Military Family Leave Act (OMFLA), Paid Family and Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

In order for an employee to be eligible for the benefits under FMLA, the employee must have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period and works at a worksite that employs 50 or more district employees within 75 miles of the worksite.

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days immediately prior to the first day of the start of the requested leave. Special requirements apply during public health emergencies.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

PFMLI is generally available to district employees who have earned \$1,000 in subject wages or taxable income during the alternate or base years¹, contributed to the PFMLI fund in the alternate or base years and are otherwise eligible.² PFMLI can be taken for family leave, medical leave or safe leave.³ Leave taken under OFLA is in addition to leave taken under PFMLI and cannot be taken concurrently; however, OFLA leave or PFMLI may run concurrently with leave available under ORS 653.601 - 653.661, FMLA, and other types of leave if provided by the district. Any leave taken under PFMLI must be taken concurrently with any leave taken under FMLA when for the same purpose.

The superintendent or designee will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

Legal Reference(s):

[ORS 332.507](#)

[ORS 657B.010](#)

[ORS 657B.025](#)

¹ The wages are not required to have been earned for work in the district.

² See OAR 471-070-1010 for additional information.

³ Time to effectuate the legal process for the placement of a child in foster care or a child being adopted qualifies for PFMLI starting January 1, 2025. Until then, leave is available through OFLA.

[ORS 659A.090](#)
[ORS 659A.093](#)

[ORS 659A.096](#)
[ORS 659A.099](#)

[ORS 659A.150 - 659A.186](#)
[OAR 839-009-0210 - 0460](#)

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).

Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).

Senate Bill 1515 (2024).



Code: IKF
Adopted: 3/19/09
Revised/Readopted: 6/23/11; 5/17/12; 1/14/16;
8/25/16; 10/12/17; 7/03/18;
9/27/18; 7/11/19; 12/12/19;
8/11/22
Orig. Code: IKF

Graduation Requirements**

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care¹;
2. Experiencing houselessness²;
3. An unmarried child under 18 years of age who, without consent of the parent or other person having legal custody of that child, leaves or stays away from the home or other dwelling place provided for the child by that person;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program; or
7. Enrolled in an approved recovery school under ORS 336.680.³

¹ "Foster child" is defined in ORS 30.297.

² See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts⁵ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics⁶ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and ⁷financial literacy);
5. One-half credit of higher education and career path skills; ⁸
6. One-half credit of personal financial education; ⁹
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages¹⁰ (units shall be earned in any one or a combination).

⁴ “Educational program in this state” means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

⁵ “Language arts” includes reading, writing and other communications in any language, including English.

⁶ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁷ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁸ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁹ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹⁰ “World languages” includes sign language, heritage languages and languages other than a student’s primary language.

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;¹¹
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of new or existing evidence and
4. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One-half credit in personal financial education;¹²

¹¹ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

¹² This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

6. One-half credit in higher education and career path skills;¹³
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;¹⁴
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified statewide assessment.

A student's school team (which must include an adult student, parent of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

¹³ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁴ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

For students with a documented history as described above, the district shall annually provide the parents of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills Appeal

The district will establish an appeal process in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language; and

Have a documented history of:

- a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
- b. A medical condition that creates a barrier to achievement; or
- c. A change in the student’s ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Certificate of Attendance

A certificate of attendance¹⁵ will be awarded to students who:

1. Have maintained regular full-time attendance¹⁶ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history¹⁷.

For students with a documented history, the district shall annually provide the parents of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Honors Diploma

¹⁵ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

¹⁶ “Regular full-time attendance” means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism.

“Regular full-time attendance” means not having eight or more absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.

¹⁷ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

A student who exceeds the requirements for a district standard diploma may earn a district honors diploma. To earn a district honors diploma, a student must meet district credit requirements. Five credits of the required credits must be advanced placement, International Baccalaureate and/or approved college credit courses. In addition, students must attain a cumulative grade point average (GPA) of 3.5 or better through the seventh semester, complete the Extended Application expectations and meet district graduation requirements.

Early/Late Graduation

A student may complete requirements for graduation in less than a four-year period of time or take longer than four years. Early or late graduating students must meet the graduation requirements of their entering class. Students desiring to complete the program in less than four years must seek approval for an early completion/graduation plan with the designated building administrator. A student completing requirements early may request a statement attesting to the completion of the district's program. Students may receive diplomas at or following the formal graduation exercise at the end of spring semester.

1. Requirements for Program Completion: General
 - a. Students transferring into the district must meet the state and district requirements for graduation.
 - b. A senior transferring into the district during the eighth semester may be granted a district standard diploma, providing the district and state requirements are met. A senior not able to meet the district requirements may request a diploma from the previous school attended.
 - c. Students may participate in the graduation exercise only if they complete district graduation requirements for the honors diploma, standard diploma, modified diploma, extended diploma or alternative certificate by the graduation date.
 - d. A student withdrawing from school prior to graduation and re-enrolling prior to their 21st birthday will meet the district requirements of their original entering class.

Requirements for Program Completion: Extended Application

- e. Extended Application is the application of knowledge and skills in the context of the student's personal and career post high school goals.
- f. Extended Application will be completed during the junior or senior year.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form¹⁸ and submitting the form to the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student

¹⁸Oregon Department of Education page for: [30-day notice and opt-out form](#)

conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

The district will issue a high school diploma to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

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

END OF POLICY

Legal Reference(s):

[ORS 329.007](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 336.585](#)
[ORS 336.590](#)

[ORS 339.115](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.

Cross Reference(s):

IKFB - Graduation Exercises
IL - Assessment Program



Code: IKFB
Adopted: 6/04/87
Readopted: 9/20/12; 2/25/21; 1/27/22
Orig. Code: IKFB

Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or a certificate of attendance from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the school on the date selected.

The school's valedictorian(s), salutatorian(s) or others, at the discretion of the principal or designee, may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students in good standing¹ who have successfully completed the requirements for a high school diploma, or qualify to receive a modified diploma, an extended diploma or a certificate of attendance, including students participating in a district-sponsored alternative education program and students with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or a certificate of attendance; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear "Native American items of cultural significance"² or other items of cultural significance³.

¹ A student may be denied participation in graduation exercises for conduct that violates board policy, administrative regulation and/or code of conduct provisions.

²"Native American items of cultural significance" means items or objects that are traditionally associated with a Native American or that have religious or cultural significance to a Native American.

³ The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

END OF POLICY

Legal Reference(s):

[ORS 329.451](#)

[ORS 332.107](#)

[ORS 332.112](#)

[ORS 339.505](#)

[ORS 343.295](#)

[ORS 659.850](#)

[OAR 581-021-0050](#)

[OAR 581-021-0055](#)

[OAR 581-021-0060](#)

[OAR 581-022-2000](#)

[OAR 581-022-2010](#)

[OAR 581-022-2015](#)

[OAR 581-022-2020](#)

[OAR 581-022-2505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Kay v. David Douglas Sch. Dist. No. 40, 1987); cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

Cross Reference(s):

IKC - Valedictorian/Salutatorian

IKF - Graduation Requirements



Code: JECA
Adopted: 8/05/04
Revised/Readopted: 2/28/13; 2/26/15; 2/24/18;
9/27/18; 8/27/20
Orig. Code: JECA

Admission of Resident Students**

Resident students may be admitted under the following conditions:

1. A school-age student who lives within the district attendance area between the ages of 5 and 19 shall be allowed to attend school without paying tuition.
2. A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
3. The district may admit an otherwise eligible student who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the student is shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.
4. The district shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:
 - a. Has not yet received a regular high school diploma; or
 - b. Has received a modified diploma, an extended diploma or a certificate of attendance.
5. Students whose parent voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.
6. Students who are military children¹ are considered resident of the district, if the district is the district of military residence² for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.

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

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

7. The district may, based on district criteria, deny regular school admission to a student who has become a resident student and who is under expulsion from another district for reasons other than a weapons policy violation.
8. The district shall deny, for at least one calendar year from the date of the expulsion, regular school admission to a student who has become a resident student and who is under expulsion from another district for a weapons policy violation.
9. The district may, based on district criteria, provide alternative programs of instruction to a student who has become a resident student and who is under expulsion from another district for a weapons policy violation.

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

END OF POLICY

Legal Reference(s):

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

[ORS 339.133](#)
[ORS 339.134](#)
[ORS 339.139](#)

[ORS 433.26](#)



Code: JHCD
Adopted: 8/23/18
Revised/Readopted: 7/02/20

Medications**

The district recognizes administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary to allow the student to attend school. Therefore, the district allows medication, including injectable medications, to be administered to a student by designated personnel and the administration of medication by a student to themselves without assistance from designated personnel, subject to criteria established by the district and in accordance with Oregon law.

The district shall designate personnel authorized to administer medications to students. Medications, including injectable medications, may be administered by designated district personnel as part of a formal delegation by a registered nurse. Annual training shall be provided to designated personnel in accordance with law. The training will align with the ODE Medication Administration Training and include discussion of this policy, procedures and materials, including but not limited to, procedures outlined in administrative regulation JHCD-AR - Medications.

When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon, treatment for adrenal insufficiency, or another medication to a student as prescribed and/or as otherwise allowed by Oregon law.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The district may revoke permission given to a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication, as determined by district personnel.

Medications will be handled, stored, monitored, disposed of and records maintained in accordance with law and established district procedures governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent written request, a backup medication is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on district premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

A non-injectable short-acting opioid antagonist may be administered to any student or other individual by district personnel (whether or not they have received training on administering medications) on district

premises¹ who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an opioid overdose.

A school administrator, teacher or other school employee, may administer a short-acting opioid antagonist to a student who experienced or is experiencing an opioid overdose without written permission and instructions of the student’s parents.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation. The superintendent shall develop administrative regulations to meet the requirements of law and the implementation of this policy.

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

END OF POLICY

Legal Reference(s):

ORS 109	ORS 475.800	OAR 581-021-0037
ORS 332.107	OAR 166-400-0010(17)	OAR 581-022-2220
ORS 339.866 - 339.871	OAR 166-400-0060(29)	OAR 851-047-0000 - 0030
ORS 433.800 - 433.830	OAR 333-055-0000 - 0035	OAR 851

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).
OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.
House Bill 1552 (2024).

¹ For the purpose of this policy, district premises shall include, but not be limited to all facilities, grounds and vehicles owned or leased by the district at district sponsored events.



Code: EBC
 Adopted: 5/07/87
 Revised/Readopted: 6/23/11; 1/14/16
 Orig. Code: EBC

Emergency Plan and First Aid**

The district will maintain a comprehensive safety program for all employees and students. This program will include a plan for responding to emergency situations. The district may consult with community and county agencies while developing this plan.

The district’s emergency plan will meet any requirements of the State Board of Education.

Copies of the emergency plan will be available in every school office and other strategic locations throughout the district. Parents will be informed of the district’s plan.

In each district facility, procedures for handling health emergencies will be established and made known to staff. Each district facility and district vehicle will be equipped with appropriate first-aid supplies and equipment. All employees are expected to know where first-aid supplies and equipment are kept in their work areas.

Each school in the district shall have, at a minimum, at least one staff member with a current first-aid/CPR/AED card for every 60 students enrolled and who are trained annually on the district and building emergency plans. Emergency planning will include the presence of at least one staff member with a current first-aid/CPR/AED card for every 60 students for school-sponsored activities where students are present.

The district shall provide instruction to staff and students in the emergency plan and safety program.

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

END OF POLICY

Legal Reference(s):

[ORS 30.800](#)
[ORS 192.660\(2\)\(k\)](#)
[ORS 332.107](#)
[ORS 433.260](#)
[ORS 433.441](#)

[OAR 437-002-0042](#)
[OAR 437-002-0120 - 0139](#)
[OAR 437-002-0161](#)
[OAR 437-002-0360](#)
[OAR 437-002-0377](#)
[OAR 581-022-2030\(3\)\(c\)](#)

[OAR 581-022-2220](#)
[OAR 581-022-2225](#)
[OAR 581-053-0003\(40\)](#)
[OAR 581-053-0220\(3\)\(e\)\(B\)\(iii\)](#)
[OAR 581-053-0320\(5\)\(b\)](#)
[OAR 581-053-0420\(2\)\(f\)\(B\)](#)

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).
 Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).



Code: EBCB
Adopted: 2/02/95
Revised/Readopted: 6/23/11; 5/14/15; 1/14/16
Orig. Code: EBCB

Emergency Procedure Drills and Instruction

Each administrator will conduct emergency procedure drills in accordance with the provisions of Oregon Revised Statutes (ORS) and the applicable Oregon Fire Code.

All schools are required to instruct and drill students on district emergency procedures so they can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, and safety threats. Instruction on emergency procedures shall be conducted for at least 30 minutes each school month. The first emergency evacuation drill shall be conducted within 10 days of the beginning of classes.

Fire Emergencies

Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

Earthquake Emergencies

At least two drills on earthquakes shall be conducted each year. Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of “drop, cover and hold on” during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

Safety Threats

At least two drills on safety threats shall be conducted each year. Drills and instruction on safety threats shall include procedures related to hold, lockdown, secure, shelter, and evacuate as well as other appropriate actions to take when there is a threat to safety.

Local units of government and state agencies associated with emergency procedures training and planning may be asked to review the emergency procedures and assist the district with the instruction and the conducting of drills for students in these emergency procedures.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)
[ORS 336.071](#)

[ORS 339.324](#)
[ORS 476.030](#)

[OAR 581-022-2225](#)

[OREGON STATE FIRE MARSHAL](#), OREGON FIRE CODE.

Cross Reference(s):

GBE - Staff Health and Safety

TRAVEL PERMISSION REQUEST

Sabin-Schellenberg Professional Technical Center FFA

CONSENT E

March 13, 2025

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the request to travel.

BACKGROUND:

Sabin-Schellenberg Technical Center is requesting permission for 24 students and 3 chaperones to travel to the Oregon FFA State Convention, March 20-23, 2025 in Redmond, Oregon. The trip will cost approximately \$190.00 per person to be funded by a hot dog fundraiser, pie sales, and plant sales. Students will have the opportunity to compete in several career and leadership development events.

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 \$ 0.00
- 2. Lodging (no home stays) \$ 175.00
- 3. Meals \$ 0.00
- 4. Fees/Event Expense \$ 15.00
- 5. Other \$ 0.00

Description of other expenses: _____

6. **Total cost per student (total lines 1 through 5):** \$ 190.00

7. # of chaperones 3

8. # of students 24

9. **Total # of students + chaperones** 27

10. **Total cost of participation (Line 6 x Line 9):** \$ 5,130.00

11. Substitute Teachers: (rates are effective 2024-2025)

a. # Full-Day Substitute(s) x # of Days @ \$302.95 = \$ 605.90

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

c. **Total Sub Cost** \$ 908.86

TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.): \$ 6,038.86

Funding

1. Current school account balance: \$ 40,000.00

2. Amount of fund balance allocated for this trip: \$ 3,750.00

3. Projected fundraising income*: \$ 1,788.86

4. Projected contributions (donations)*: \$ 500.00

5. OUT OF POCKET (per student): \$ 0.00

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 6,038.86

*Describe projected fund-raising activities and contributions:

Hot Dog fundraiser with Wilco Farm Stores: \$900; Pie Sales: \$1000; Plant Sales: \$10,000.

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): Kathy Mayfield
Casey Lunceford

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

Number of miles round trip: 292

*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:
NA

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):
Waypoint Hotel- 1415 NE 3rd St Bend, OR 97701

There will be two rooms for chaperones: Casey Lunceford - Kathy Mayfield & Cindy Ettestad
There will be four rooms for girls
There will be four rooms for boys

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.

Casey Lumsford
Trip Leader Signature

2/15/2025
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

Edna Mar 3/2/25
Principal Date
[Signature] 3/5/25
Executive Director of Elementary/Secondary Date

Date of Board Approval: _____



**AGRI-SCIENCE & TECHNOLOGY
NORTH CLACKAMAS LAND LAB**

13021 SE HUBBARD RD

CLACKAMAS, OREGON 97015

Kathy Mayfield - 503-998-6302 - mayfieldk@nclack.k12.or.us

Casey Lunceford - 406-369-1859 - luncefordc@nclack.k12.or.us

KEEP THIS

PAPER FOR REFERENCE

To: Parents & FFA Members regarding State FFA Convention

Where: Redmond at the Deschutes County Fairgrounds

When: March 20 - 23, 2025

Why: Your son/daughter will have the opportunity to compete in a variety of state-level leadership events, partake in community service, network with students from across the state, meet with college and industry representatives and focus on career and personal development in the area of Agriculture, Natural Resources, Forestry and more. The FFA State Convention is an amazing experience for your students and you. From a college fair to some of the best keynote speakers available to the endless opportunities to grow and make new connections, this convention is one of the highlights of our year. Visit www.oregonffa.com for a more detailed schedule of convention activities.

Student Pack List

- Money for one lunch and one dinner
- Charger for Electronics
- Toiletries
- Sleep Wear
- Casual clothing for motel (school appropriate)
- Jacket (rain, snow, sun, and cold weather)
- Optional-If you require OTC medication or prescriptions, contact teacher
- Official Dress for 4 days: (jackets, ties/scarves can be checked out to borrow by **March 13**)
 - FFA Jacket
 - FFA Tie or scarf
 - Black closed-toed shoes (dress shoes)
 - Black dress slacks or knee-length skirt
 - Black socks or black nylons
 - White, collared button-up shirt

Cost: Motel - \$175. The chapter is paying for registration. If financial help is needed, please contact your instructor.

Meals will be provided by donations.

All forms must be turned in by: March 13th.

Parents: You are welcome to attend the convention. Please visit www.oregonffa.com
Parent registration information can be found at [Oregon FFA Registration](#)

Itinerary

Thursday, March 20	8:00 am	Leave Land Lab
	2:00 pm	Arrive in Bend-stop for lunch on the way Check into motel: Waypoint Hotel 1415 NE 3rd St Bend, OR 97701.
	3:30	Registration/Opening Session-Redmond
	10:30 pm	Return to motel
Friday, March 21	7:00 am	Leave motel for convention
	10:30 pm	Return to motel
Saturday, March 22	9:00 am	Leave for convention
	10:00 pm	Return to motel
Sunday, March 23	6:45 am	Leave for convention; Check out of motel
	3:30 pm	Leave for home
	6:00 pm	Dinner on the way home
	7:00 pm	Return to Land Lab

All students must be picked up from the land lab

YOUTH EQUITY ADVISORY COMMITTEE

REPORT
Agenda Item #1
March 13, 2025

ORIGINATED BY:

This is an informational update presented to the School Board.

BACKGROUND:

At the direction of the School Board of Directors, the Superintendent initiated a Youth Equity Advisory Committee at the beginning of the 2022 - 2023 school year. The committee was developed to provide bi-directional communication and learning between students and school district leaders. This collaborative committee is meant to empower district leadership to move forward with decision-making with a deeper understanding of the student voice, student experience and to ensure students know that they are impacting the school district which is designed to serve them and their peers.

The committee's specific goals include:

- Sharing insight, expertise, and lived experiences directly with district leaders.
- Balancing students' personal lived experiences with broader input from their peers.

Students from each middle school and each high school make up the Youth Equity Advisory Committee. Board of Directors Jena Benologa, April Dobson, and Mitzi Bauer currently serve as the Board's liaisons to the committee.

ATTACHMENTS:

[Youth Equity Advisory Committee School Board Presentation 2025](#)

PRESENTER/STAFF CONTACT:

Khaliyah Williams-Rodríguez, Chief of Student and Family Services
Kim Amador, College and Career Teacher on Special Assignment



School Board Representation

Members of the
Youth Equity Advisory Committee

School Board Student Representatives

Adrienne C. Nelson High School

Clackamas High School

Clackamas Middle College

Milwaukie High School

New Urban High School

Rex Putnam High School



- Share our personal knowledge and lived experiences with educators.
- Provide opportunities for our voice and contributions to feel valued, heard, and seen.
- Allow for decisions to be made and impactful at the school level, that will improve the overall quality of the student experience.
- Focus on the district's strategic plan that highlights Student Experience and Success.

Our Purpose

Our Why

voice

Our Themes For the Year

Learning Environment

Mental Health Support

Student Voice

Accommodations

Cell Phone Experiences with Yondr

Bullying/Harassment

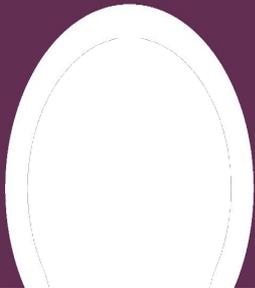
Discrimination/Racism

Community, Repair and Restore

46 Food and Nutrition



**Student Experience
& Success**



What are some recent highlights or accomplishments from our school this month?



**What challenges or concerns
are students at our school
currently facing?**



48



What upcoming events should the School Board know about?

49



What ideas or suggestions do you have for improving the school experience for students?



Thank You

Discussion

SCHOOL PRESENTATION:
MILWAUKIE HIGH SCHOOL

PRESENTATION
Agenda Item #3
March 13, 2025

SUPERINTENDENT'S RECOMMENDATION:

This item is presented for Board Information.

BACKGROUND:

Milwaukie High School remains steadfast in its commitment to continuous improvement and excellence. The presentation will showcase key elements that distinguish Milwaukie High School, including engagement, student voice, and the foundational work of 9th-grade teams. Milwaukie High School is dedicated to ensuring equitable opportunities for all students through its focus on student experience and success. Additionally, the integration of HI-5 strategies and the pilot of restorative practices serve as cornerstones of the school's growth, reflecting the belief that empowering students through engagement, collaboration, and targeted support leads to meaningful academic and personal growth.

ATTACHMENTS:

- A. [Oregon At-A-Glance School Profile 23-24](#)
- B. [Milwaukie High School Board Presentation Slides](#)

PRESENTERS / STAFF CONTACT:

Petra Callin, Executive Director of High School Programs

Kim Kellogg, Principal, Milwaukie High School

Danielle McKay, Assistant Principal, Milwaukie High School

Greg Neuman, Assistant Principal, Milwaukie High School

Adrienne Cohen, 9th Grade Team Coordinator/Teacher, Milwaukie High School



OREGON AT-A-GLANCE SCHOOL PROFILE

Milwaukie High School

PRINCIPAL: Kim Kellogg | GRADES: 9-12 | 2301 SE Willard St., Milwaukie 97222 | 503-353-5830



Students We Serve



DEMOGRAPHICS

American Indian/Alaska Native	
Students	1%
Teachers	0%
Asian	
Students	3%
Teachers	2%
Black/African American	
Students	2%
Teachers	0%
Hispanic/Latino	
Students	37%
Teachers	15%
Multiracial	
Students	8%
Teachers	3%
Native Hawaiian/Pacific Islander	
Students	2%
Teachers	0%
White	
Students	47%
Teachers	81%

31% Ever English Learners

27 Languages Spoken

21% Students with Disabilities

93% Required Childhood Vaccinations

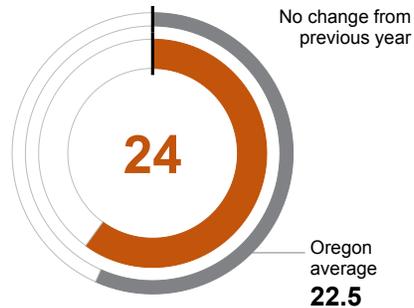
37% Students Experiencing Poverty

*<10 students or data unavailable

School Environment

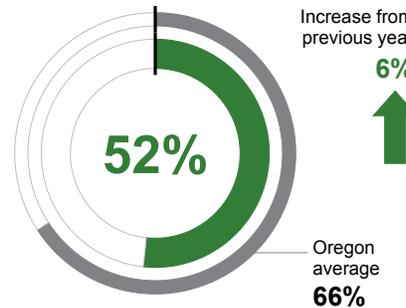
CLASS SIZE

Median size of classes in core subjects.



REGULAR ATTENDERS

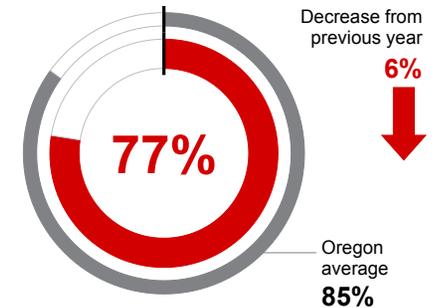
Students who attended more than 90% of their enrolled school days.



Academic Progress

ON-TRACK TO GRADUATE

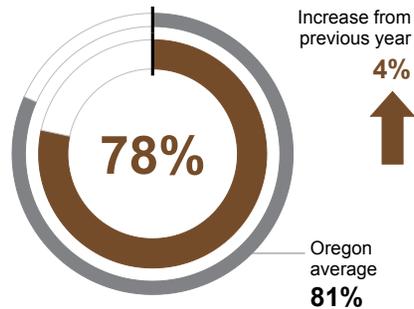
Students earning one-quarter of graduation credits in their 9th grade year.



Academic Success

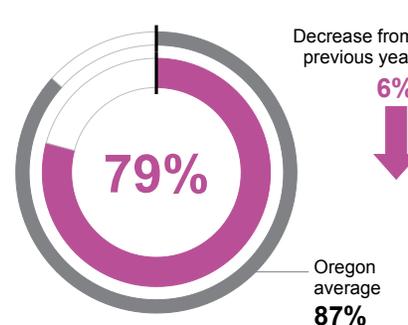
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2019-20 graduating in 2022-23.



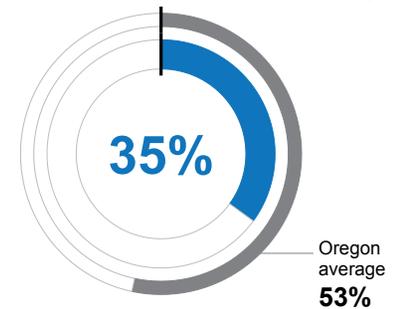
FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2018-19 finishing in 2022-23.



COLLEGE GOING

Students enrolling in a two or four year college within 12 months of completing high school in 2021-22. Data from the National Student Clearinghouse.



School Goals

As NSCD high school students enter one of our vibrant neighborhood 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 high schools are striving to achieve this by providing multiple college-credit opportunities, career-technical courses, and activities for many interests.

State Goals

The Oregon Department of Education is collaborating with school districts and communities across the state to achieve a 90% on-time graduation rate by 2027. Grounded in the pillars of Academic Excellence, Belonging and Wellness, and Reimagined Accountability, ODE prioritizes evidence-based practices to boost early literacy, attendance, and student engagement. We are committed to closing opportunity and achievement gaps for marginalized students and securing long-term success for all of Oregon's learners by investing in culturally responsive practices, fostering inclusive environments and always driving for continuous improvement.

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.



OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

Milwaukie High School



2023-24

Outcomes

Our Staff (rounded FTE)



49

Teachers



7

Educational assistants



5

Counselors/
Psychologists/
Social Workers



90%

Average teacher retention rate over the past three years



85%

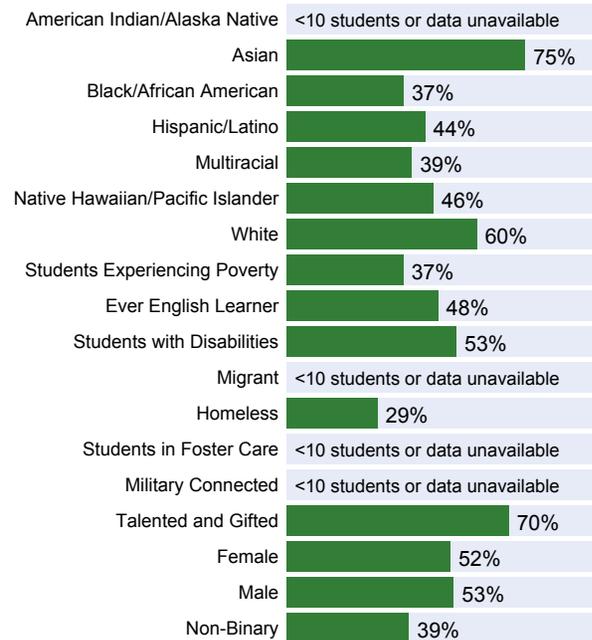
% of licensed teachers with more than 3 years of experience



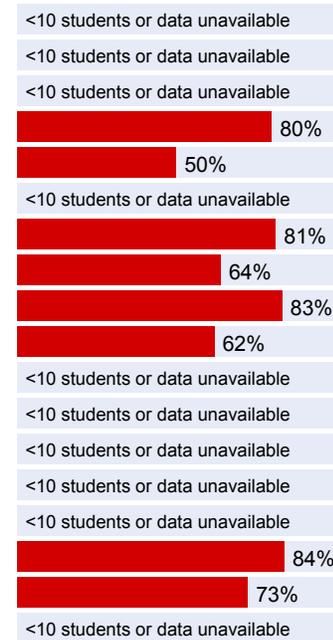
No

Same principal in the last 3 years

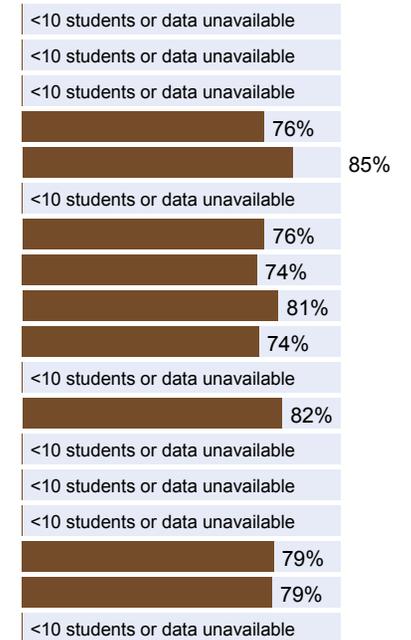
REGULAR ATTENDERS



ON-TRACK TO GRADUATE



ON-TIME GRADUATION



About Our School

ADVANCED COURSEWORK

North Clackamas High Schools offer a range of advanced coursework including International Baccalaureate Courses and Advanced Placement (AP) Courses in subject areas that include but are not limited to: English, Spanish, history, psychology, biology, physics, mathematics, and fine arts.

CAREER & TECHNICAL EDUCATION

Every high school student has the opportunity to explore over 70 Career and Technical courses through our nationally recognized Sabin Schellenberg program. Career studies include: Agriculture, Architecture and Design, Automotive, Broadcasting, Building Construction, Business & Management, Cosmetology, Culinary Arts, Digital Design, Early Learning Education, Electronics, Forestry, Health Services, Law Enforcement, Manufacturing & Engineering, and Programming & Coding. A full list of courses is found here:

EXTRACURRICULAR ACTIVITIES

Our high schools offer a wide variety of extracurricular activities including but not limited to:

- 15 interscholastic and club sports
- 5 interscholastic activities including robust music programs
- A large variety of special interest clubs such as coding or chess
- A wide range of affinity groups
- Academic and service based clubs such as Key Club or National Honors Society
- Competing and performance based theatre programs

PARENT & COMMUNITY ENGAGEMENT

In NCSD, families and community members work together with district employees to support all students. NCSD pursues strong relationships with families and volunteers, and works to form strategic partnerships with local organizations and businesses. Together, we remove barriers to student achievement and form a stronger community.



Milwaukie High School

School Board Presentation

March 13, 2025

Kim Kellogg - Principal

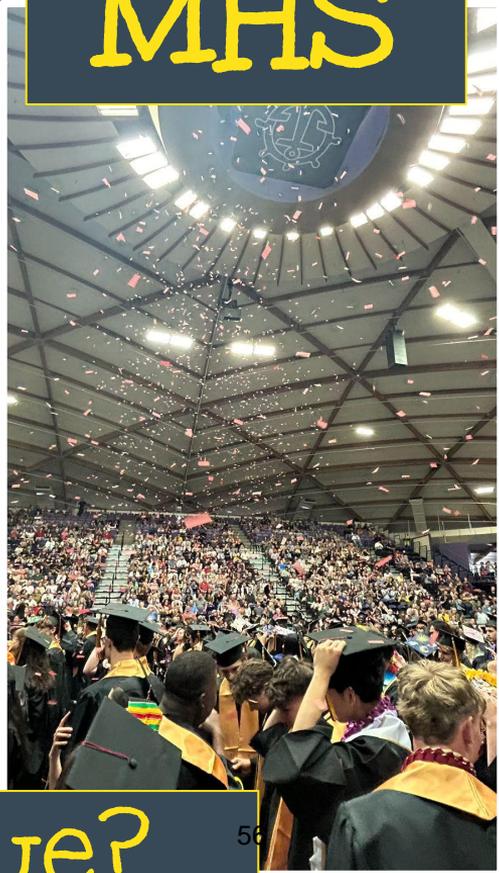
Danielle McKay - Assistant Principal

Greg Neuman - Assistant Principal

Adrienne Cohen - 9th Grade Team Coordinator/Teacher



MHS



Who are we?

Milwaukie High School



Mission

Milwaukie High School is committed to empowering each and every student to reach their potential by fostering an inclusive learning environment that values diversity, cultivates curiosity, and nurtures resilience.

Vision

Academic Excellence:

Develop and implement rigorous and relevant curricula that prepare students for college, career, and life.

Student Engagement and Belonging:

Build inclusive school culture by prioritizing relationships, student voice, and well-being, ensuring **every student feels valued and connected.**

Equity and Access:

Actively work to eliminate barriers and ensuring equitable access to resources and support for each and every student.

MILWAUKIE HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

GOAL 1 - ATTENDANCE

For the 2024-25 school year, Milwaukie High School will reduce chronic absenteeism across all student groups by 10% by addressing attendance barriers through targeted interventions, increased family engagement, and fostering a supportive school environment.

GOAL 2 - ENGAGEMENT

For the 2024-25 school year, Milwaukie High School will increase student engagement, raising key Youth Truth survey indicators from 54% to 70% by implementing high-impact instructional strategies that connect learning to real-world applications.



GOAL 3- 9TH GRADE TEAMS

For the 2024-25 school year, Milwaukie High School will increase the percentage of 9th graders advancing to 10th grade with at least 6 credits, from 77% to 87% ensuring all student groups are equitably represented in meeting this on-track milestone toward graduation.

Highlights



9th Grade Team Structure:

- Our 9th-grade team structure has significantly improved attendance, academic performance, and a sense of community among students.



Instructional Focus - HI-5 Strategies and Restorative Practices

- Integrating HI-5 strategies in classrooms and launching a restorative practices pilot group to incorporate circles into instruction are essential steps to enhancing student engagement, promoting learning, and fostering a supportive, inclusive environment.



Student Voice:

- Prioritization of student voice through various initiatives, including affinity groups, affinity leader meetings, the Principal Council, and the Student Athlete Leadership Team (S.A.L.T.). These platforms empower students to share their perspectives, foster leadership skills, and contribute meaningfully to our school community.

Highlight #1 – 9th Grade Teams



9th Grade Teams Structure & Support

- Schedule
- Team meetings
- Common grading structure, procedures, strategies & supports
- Focus on team community and belonging

Measuring success:

- Student surveys
- Attendance
- 9th grade on track data - Currently 87% of 9th grade is on track.



01

Schedule



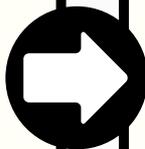
Core classes share same class periods



Allows teams to run alternate schedules



Teams have common prep



Team 2 Schedule

Regular

Period	Time
Period - 1 (Common Prep)	8:35 - 10:01
Period - 2	10:06 - 11:32
Lunch	11:32 - 12:07
Period - 3	12:12 - 1:38
Period - 4	1:43 - 3:10

Switcheroo

Period	Time
Period - 1 (Common Prep)	8:35 - 10:01
Team Time	10:06 - 11:32
Lunch	11:32 - 12:07
Period - 2	12:12 - 1:07
Period - 3	1:12 - 2:07
Period - 4	2:13 - 3:10

Highlight #2 - Restorative Practices Pilot

Restorative Practices

- What relationships were broken?
- Who/What was harmed?
- Why did this happen?
- Whose needs were not met?

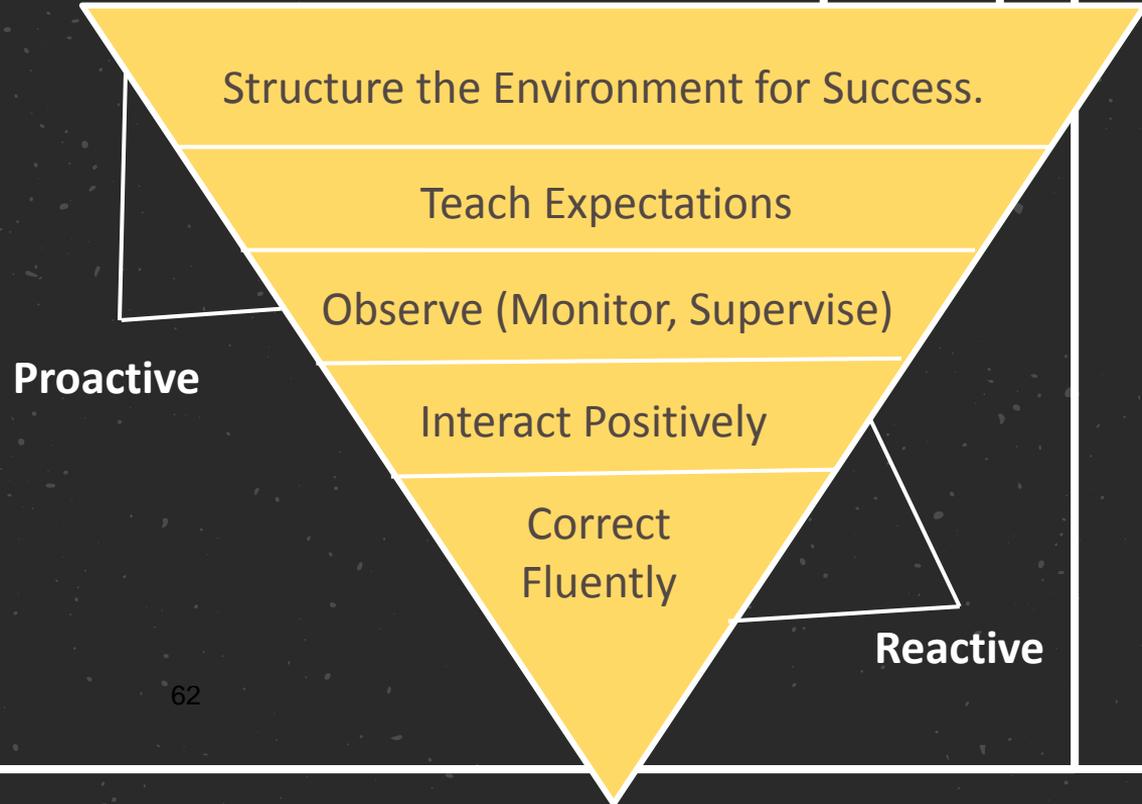
Interventions

- Inquiry based "Why"
- Inclusive
- Preventative
- Restorative/Repairs Harm

Examples:

- Reflection/Conversation with Dean/Admin/Teacher/Parent
- Restorative Chat/Circle
- Support Plans

Effective Classroom Practices Plan



The Mustang Way

WE FOSTER COMMUNITY
THROUGH:

PRIDE

COURAGE



KINDNESS

RESILIENCE



All Day Every Day!

Highlight #3 – Student Voice & Belonging

HOW AND WHERE DO YOU FEEL A SENSE OF BELONGING WITHIN THE MHS
COMMUNITY?



Area of Focus 1 – Attendance Supports



Initiatives

- Attendance cohorts - 10 students
- Goal setting
- Progress monitoring
- Mustang money to support goals
- Attendance postcards - 5 days absent
- Positive postcards from staff
- Parent meetings



1st Term	
Attendance Rate this term	Please contact us for support! 503-353-5839
Days missed this term	
Unsafe Zone- less than 80% Graduation rates- 70%	
Concern Zone- 80-85%	
So Close!- 85-89%	
Safe Zone- 90% + Graduation rates- 90%+	

Longitudinal Attendance Data

Pre-Pandemic - Regular Attendees

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

2018-2019 - 72% State Average 80%

Post Pandemic

2021 - 2022- 48% State Average 64%

2022 - 2023- 46% State Average 62%

2023 - 2024- 52% State Average 66%

YEAR TO DATE ATTENDANCE: 82%

Current Trend: 9th Grade

2024-2025 - 84%

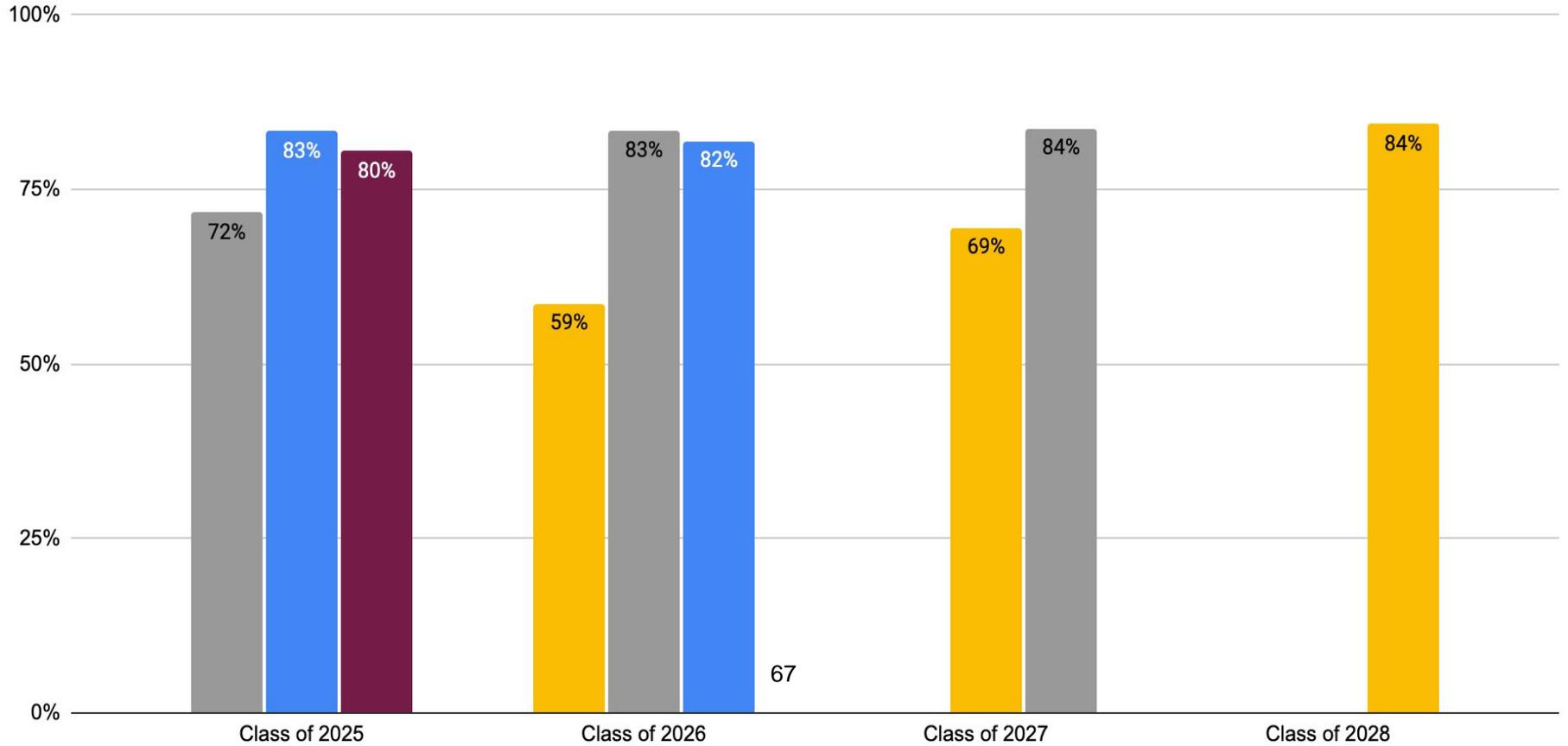
2023-2024 - 69%

2022-2023 - 59%

**ATTENDANCE
MATTERS.
ALL DAY, EVERY DAY**



Cohort Attendance, 3 year history, Weeks 1-18



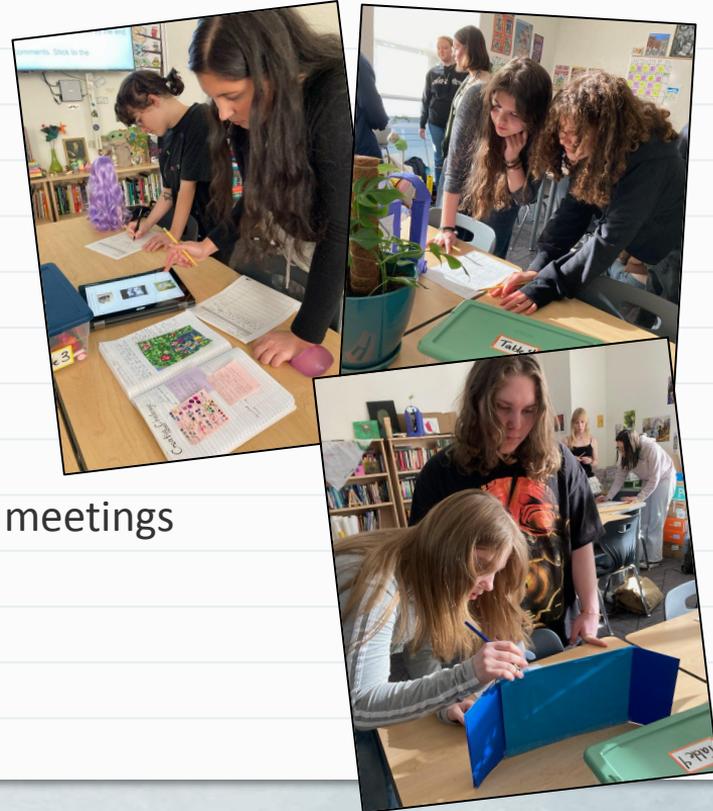
Area of Focus 2 – Academics & Engagement

Professional development on multi-tier system of support (MTSS) & HI-5 strategies

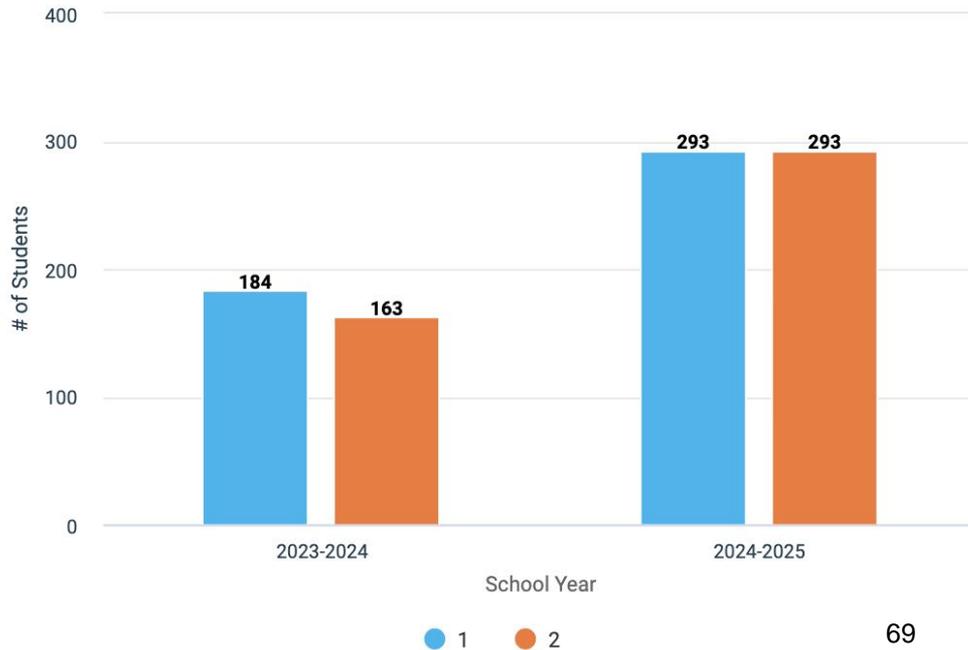
- High-quality core curriculum and instruction that benefit all students. (Tier I instruction)
- Focus of professional learning communities (PLCs) is to plan tier 1 instruction & tier II interventions.

Instructional Focus -HI-5 strategies

- Building level professional development
- Weekly professional learning community (PLC) meetings
- District supported professional development
- Observation & feedback
- Goal setting and progress monitoring⁶⁸



Advanced Placement Support



Offer In-Demand Courses

- Increase from 17-22 AP sections

AP Coordinator Supports

- AP informational meetings
- Student and family outreach
- Google Classroom
- Teacher PD & resource support
- Student check-in

AP Support Class - Pilot

- Small group support
- Test prep
- College and career connection

Volunteer Hours & Community Involvement

1. Volunteer Hours
2. Padres
3. Juntos
4. PTSA
5. Parent Coffee Talk
6. College & Career Nights
7. Hall of Fame Committee

Sept. - Jan.
111 hours



PROCLAMATION:
ARAB AMERICAN HERITAGE MONTH

PROCLAMATION
Agenda Item #4
March 13, 2025

BOARD CONSIDERATION:

Adopt the proclamation recognizing April as Arab American Heritage Month in North Clackamas School District.

BACKGROUND:

The month of April is nationally recognized as a time to honor and celebrate the contributions of Arab Americans in our society and collective history.

Arab America and the Arab America Foundation launched the National Arab American Heritage Month initiative in 2017, with just a handful of states recognizing the initiative. The President of the United States recognized the month of April as National Arab American Heritage Month. In 2022, Congress, the U.S. Department of State, and 45 state governors issued proclamations commemorating the initiative. Oregon passed permanent legislation designating the month of April as National Arab American Heritage Month.

ATTACHMENTS:

Proclamation National Arab American Heritage Month

PRESENTER:

Kathy Wai, Board Chair



Arab American Heritage Month in North Clackamas School District

WHEREAS: for over a century, Arab Americans have been making valuable contributions to virtually every aspect of American society: in medicine, law, business, education, technology, government, military service, culture; and

WHEREAS: since migrating to America, men and women of Arab descent have shared their rich culture and traditions with neighbors and friends while also setting fine examples of model citizens and public servants; and

WHEREAS: they brought with them to America their resilient family values, strong work ethic, dedication to education, and diversity in faith and creed that have added strength to our great democracy; and

WHEREAS: Arab Americans have also enriched our society by sharing in the entrepreneurial American spirit that makes our nation free and prosperous; and

WHEREAS: the history of Arab Americans in the US. remains neglected or defaced by misconceptions, bigotry, and anti-Arab hate in the forms of crimes and speech; and

WHEREAS: Arab American issues, such as civil rights abuses, harmful stereotyping, and bullying must be combated in the forms of education and awareness; and

WHEREAS: they join all Americans in the desire to see a peaceful and diverse society, where every individual is treated equally and feels safe; and

WHEREAS: the contributions and heritage of Arab Americans have helped us build a better nation.

THEREFORE: the North Clackamas School Board proclaims April 2025 as Arab American Heritage Month in the North Clackamas School District.

Adopted this 13th day of March, 2025.

Signed:

Chair, Kathy Wai, School District Board of Directors

2025-2026 INTERDISTRICT TRANSFERS

DISCUSSION
Agenda Item #5
March 13, 2025

SUPERINTENDENT’S RECOMMENDATION:

For the 2025 - 2026 school year, approve the following interdistrict transfer slots:

- 121 Interdistrict transfer slots into North Clackamas as shown in Attachment A.
- An unlimited number of interdistrict transfer slots out of North Clackamas.

ORIGINATED BY:

This item originated due to the annual school choice transfer cycle, per OAR 581-021-0019.

BUDGET IMPACT/SOURCE OF FUNDS:

The district budget is based on the number of students enrolled, Average Daily Membership (ADM). Allowing interdistrict transfers affects the number of students attending schools in the school district, which in turn, affects the revenue received by the school district.

BACKGROUND:

North Clackamas School District has historically been a school district comprised of neighborhood schools. Over time, magnet programs and charter schools have offered families public educational options outside of their resident neighborhoods.

Oregon law allows additional options for families seeking to attend a public school outside of their neighborhood or school district. Specifically, Open Enrollment and Interdistrict Transfer are two methods of school choice that have historically been available. Open Enrollment was only available during the 2012 - 2018 school years. Students who entered North Clackamas Schools under Open Enrollment, and have maintained continuous enrollment, may remain enrolled through graduation. The focus of this item is on Interdistrict Transfer.

ANALYSIS:

The interdistrict transfer slots proposed for 2025 - 2026 in Attachment A were derived using similar criteria to previous years:

- to approve opening slots at schools where the five-year projected enrollment is less than 95% of the physical capacity of the school

For several years, schools have struggled to accommodate students who have

received interdistrict transfer slots when, over the course of the summer, the school's enrollment at a particular grade level has unexpectedly grown. NCSD now closes slots at schools when the school's grade level enrollment has unexpectedly exceeded its projected enrollment and its staffing allocation ratios.

- During the application period, staff will review projections for each school to determine school or grade level capacity, prior to notification with families.
- Beginning on August 15, 2025, interdistrict transfer slots at any school or grade level where the school's total enrollment or grade level enrollment exceeds the projected enrollment or staffing ratio provided for the school year, will be closed for the duration of the school year.
- Hardship interdistrict transfer requests (as allowed in OAR 581-021-0019) will be reviewed by a Committee designated by the Office of the Superintendent approximately three weeks prior to the beginning of the school year and periodically throughout the school year.

ATTACHMENTS:

- [Attachment A - IDT IN slots proposed 2025-2026](#)
- [Attachment B - 2024-2025 Written NCSD Transfer Report](#)
- [Attachment C - Interdistrict Transfers for the 2025-2026 School Year](#)

PRESENTER / STAFF CONTACT:

Khaliyah Williams-Rodríguez, Chief · Student and Family Services

2025-2026 Projected Interdistrict Transfer Slots

- Slots are allotted based on a 5-year projected enrollment that is less than 95% of capacity.
- During the application period, staff will review projections for each school to determine school or grade level capacity, prior to notification with families.
- Beginning August 15, 2025, interdistrict transfer slots at any school or grade level, where the school's total enrollment or grade level enrollment exceeds the projected enrollment or assigned staffing ratio, will be closed for the duration of the school year.
- Hardship interdistrict transfer requests (as allowed in OAR 581-021-0019) will be reviewed approximately three weeks prior to the beginning of the school year and periodically throughout the school year.

Elementary School	Forecast 2030-2031	95% capacity	# of total spaces beyond 95% capacity	# of slots available in the entire school
Ardenwald Elementary	388	475	87	5
Bilquist Elementary	358	427	69	5
Beatrice Morrow Cannady Elementary	471	499	28	0
Verne Duncan Elementary	359	546	187	0
Happy Valley Elementary	456	451	-5	0
Seth Lewelling Elementary	286	356	70	5
Linwood Elementary	262	427	165	5
Milwaukie El Puente Elementary	422	451	29	0
Mount Scott Elementary	428	428	-1	0
Oak Grove Elementary	233	403	170	5
Oregon Trail Elementary	419	498	79	5
Riverside Elementary	321	403	82	5
Scouters Mountain Elementary	651	594	-57	0
Spring Mountain Elementary	303	523	220	5
Sunnyside Elementary	367	546	179	5
View Acres Elementary	342	475	133	5
Lot Whitcomb Elementary	391	403	12	0
Middle School				
Alder Creek Middle School	763	1436	673	10
Happy Valley Middle School	1293	1356	63	0
Rock Creek Middle School	805	1223	418	8
Wilbur Rowe Middle School	816	1144	328	10
High School				
Clackamas High School	1281	1782	501	8
Milwaukie High School (incl. MAA)*	1204	1543	339	10
Adrienne C. Nelson High School	1945	1729	-216	0
New Urban High School	186	313	127	15
Rex Putnam High School	1033	1436	403	10

INTERDISTRICT TRANSFER REPORT, 2024 - 2025

BACKGROUND

North Clackamas School District has historically been a school district composed of neighborhood schools. Over time, magnet programs and charter schools have offered families educational options outside of their resident neighborhoods. Additionally,

- In-district transfers (between two schools within North Clackamas School District) have been offered based on school board approved criteria and subject to school capacity.
- Interdistrict transfers (between a school within North Clackamas School District and a school outside of North Clackamas School District) have been offered, in alignment with Oregon regulations, based on school board approved slots and hardship requests.
- For a brief time, between 2012 and 2018, Open Enrollment was an option in Oregon for students to enroll in non-resident schools within and outside their resident school district. With continuous enrollment, students enrolled under the Open Enrollment option can remain in North Clackamas Schools through high school graduation.

2024-2025 DATA

For the 2024 - 2025 school year, North Clackamas opened 101 slots for Interdistrict Transfers. In addition, North Clackamas opened an unlimited number of interdistrict transfer slots out of the school district. Below is an explanation of how those slots were utilized and how many hardship requests were met as of March 1, 2025.

Interdistrict Transfers Outside of North Clackamas School District
115 students residing in North Clackamas School District applied for and received an interdistrict transfer out of the North Clackamas School District. 49 were elementary school students, 27 were middle school students, and 39 were high school students. Most transferred to the Portland Public School District, Gladstone School District, Oregon City School District, or West Linn-Wilsonville School District.
Interdistrict Transfers Into the North Clackamas School District (slot-based):
62 students residing outside of the North Clackamas School District have received slot-based transfers into NCS. Of these, 27 are elementary students, 10 are middle school students, and 25 are high school students. The majority of these students reside in the Oregon City and Gladstone School Districts.
Interdistrict Transfer Into the North Clackamas School District (hardship):
No students residing outside of North Clackamas School District have received hardship interdistrict transfers into North Clackamas for the 2024-2025 school year.



Interdistrict Transfers 2025 - 2026

Current processes for Enrolling Students who are Non-Residents of North Clackamas Schools

- Interdistrict Transfer
 - Slot-based system
 - Hardship
- Charter School
- Guardianship
- McKinney Vento · Homeless · Foster Care
- Court Placement



Interdistrict Transfer (per OAR 581-021-0019)

- Slot-based system for transfer requests into North Clackamas Schools
- Lottery process for transfer requests into North Clackamas Schools
- Remaining slots available on a first-come, first-served basis
- Hardship transfers available by application (pending space-available)
- Requires resident district's "release" of the student; not all districts release students to another district
- Student is considered a resident of the attending district until student graduates, no longer required to attend school, or attends a different school district
- Revocation of the transfer allowed for non-adherence to attendance or behavioral guidelines⁷⁹

Method for determining slots INTO North Clackamas Schools

- 5-year projected enrollment of <95% of building capacity
- During the application period, staff will review projections for each school to determine school or grade level capacity, prior to notification with families.
- Beginning on **August 15**, interdistrict transfer slots at any school or grade level, where the school's total enrollment or grade level enrollment exceeds the projected enrollment or assigned staffing ratio, will be closed for the duration of the school year.

Proposed Interdistrict Transfer 2025 - 2026

Elementary School	Forecast 2030-2031	95% capacity	# of total spaces beyond 95% capacity	# of slots available in the entire school
Ardenwald Elementary	388	475	87	5
Bilquist Elementary	358	427	69	5
Beatrice Morrow Cannady Elementary	471	499	28	0
Verne Duncan Elementary	359	546	187	0
Happy Valley Elementary	456	451	-5	0
Seth Lewelling Elementary	286	356	70	5
Linwood Elementary	262	427	165	5
Milwaukie El Puente Elementary	422	451	29	0
Mount Scott Elementary	428	428	-1	0
Oak Grove Elementary	233	403	170	5
Oregon Trail Elementary	419	498	79	5
Riverside Elementary	321	403	82	5
Scouters Mountain Elementary	651	594	-57	0
Spring Mountain Elementary	303	523	220	5
Sunnyside Elementary	367	546	179	5
View Acres Elementary	342	475	133	5
Lot Whitcomb Elementary	391	403	12	0
Middle School				
Alder Creek Middle School	763	1436	673	10
Happy Valley Middle School	1293	1356	63	0
Rock Creek Middle School	805	1223	418	8
Wilbur Rowe Middle School	816	1144	328	10
High School				
Clackamas High School	1281	1782	501	8
Milwaukie High School (incl. MAA)*	81204	1543	339	10
Adrienne C. Nelson High School	1945	1729	-216	0
New Urban High School	186	313	127	15
Rex Putnam High School	1033	1436	403	10

Hardship interdistrict transfer requests (as allowed in OAR 581-021-0019) will be reviewed approximately three weeks prior to the beginning of the school year and periodically throughout the school year.

Proposed Transfers OUT of NCSD 2025 - 2026

- Release all families who apply
- Same practice as for the last ten school years
- This decision can be revisited at any time by the School Board

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Timeline: Interdistrict Transfers (into NCSD)

- March 13: Interdistrict Transfer Recommendations
- April 10: Return for NCSD School Board Action
- April 17: Begin community and staff communication
- April 24 - May 28: Application period
- May 29: Lottery, if needed
- June 6: Families notified of decision
- June 9: Determine remaining slots
- June 12: Open remaining slots on a first-come first-served basis
- August: Review hardship requests
- August 15: Close interdistrict transfers at grade levels that are over enrollment projection

Timeline: Interdistrict Transfers (out of NCSD)

- March 13: Interdistrict Transfer Recommendations
- April 10: Return for NCSD School Board Action
- April 24: Issue transfer releases for 2025 - 2026 school year



Discussion

SUPERINTENDENT'S RECOMMENDATION:

Approval of the following new course proposal:

Sabin-Schellenberg Professional Technical Center (SSC)

- Introduction to Barbering

ORIGINATED BY:

Board policy IFD/IFE - Curriculum Approval / Curriculum Guides and Course Outlines, requires that recommendations to add new programs or to delete existing programs must be approved by the Board.

COMMITTEE RECOMMENDATION:

The Instructional Executive Team has reviewed these proposals and approves the recommendation.

BACKGROUND/COURSE DESCRIPTION:

Introduction to Barbering – The Barbering course provides students with essential skills and knowledge for a career in the barbering industry. It includes hands-on training and theoretical instruction in haircutting techniques, facial hair design, and styling, with a focus on working with multi-textured hair. Students will learn foundational skills such as fades, tapers, and precision cuts, while also mastering grooming techniques for beards and mustaches. Emphasis is placed on professional behavior, safety, sanitation, and building client relationships. The course integrates industry standards and prepares students for real-world barbering scenarios.

Students will engage in learning through practical demonstrations, group activities, and classroom discussions, using mannequin heads and live models. Guest speakers from the barbering industry will provide additional insights into the profession. This course is designed to ensure students are equipped with the technical and interpersonal skills needed to succeed in the barbering field.

BUDGET IMPACT/SOURCE OF FUNDS:

Introduction to Barbering – SSC currently has a highly qualified instructor on staff who is capable of teaching this course. The instructor holds the necessary credentials and has the experience to teach the course effectively. Additionally, Intro to Barbering can be added within the existing staffing structure without the need for additional staffing.

Cost of barbering mannequins required for the course is \$4000. There is a potential to use Perkins funds for this purpose.

ATTACHMENTS:

[Policy IFD/IFE - Curriculum Approval / Curriculum Guides and Course Outlines](#)

Slide Presentation

PRESENTERS:

Petra Callin, Executive Director of Secondary Programs

Ajai Huja, Principal of Sabin-Schellenberg Technical Center



Code: **IFD/IFE**
Adopted: 6/04/87
Readopted: 5/17/12
Orig. Code(s): IFD

Curriculum Approval/Curriculum Guides and Course Outlines

Recommendations to add new programs or to delete existing programs must be approved by the Board.

Curriculum guides and course outlines will be provided for all courses offered in the district. Information regarding course offerings and course descriptions will be provided to all students and interested patrons of the district.

END OF POLICY

Legal Reference(s):

[ORS 332.072](#)
[ORS 332.075](#)
[ORS 332.075\(1\)](#)
[ORS 332.107](#)
[ORS 336.035](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-0606](#)
[OAR 581-022-0807](#)
[OAR 581-022-1020](#)
[OAR 581-022-1030](#)

[OAR 581-022-1130](#)
[OAR 581-022-1140](#)
[OAR 581-022-1210](#)
[OAR 581-022-1340](#)
[OAR 581-022-1610](#)



North Clackamas High School New Course Proposal

March 13, 2025

Petra Callin, Secondary Programs
Ajai Huja, Principal SSC



Course Proposal 2025-2026

Priorities for High School Coursework:

Proposed courses must be part of a comprehensive course pathway plan that includes equitable opportunities and outcomes for each student.

Access for students across the secondary system through an equity lens.

Additional considerations & criteria:

- *Aligned to the strategic plan*
- *Aligned to career and technical education programs*
- *Aligned to college level educational experiences*
- *Supportive of engagement and identity for high school students*

Proposed Course

Sabin-Schellenberg Professional Technical Center (SSC) is proposing to expand its offerings in the Cosmetology program to increase access and ensure culturally relevant programming.

INTRODUCTION TO
BARBERING
for the 2025-2026
school year.



The Why

- **Student Interest:** Surveys conducted with students have shown high interest in a Barbering course, with a notable number of students, especially those in underrepresented populations
- **Engagement for our Male students:** Exit interviews and surveys have revealed that male students of color, specifically Latino and Black males, are not enrolling in or are dropping out of our existing cosmetology courses. Currently only 5% of our students are male, this course provides an opportunity to increase the representation of males in our Cosmetology program
- **High Demand for Skilled Culturally Responsive Professionals:** Our Cosmetology program has been integrating more culturally responsive curriculum and it is a logical next step. This course would be part of the curriculum for an industry recognized Natural Hair credential. If students finish this course and stay in the program, this certificate would give them skills to start at a higher wage with no further education in an industry with 7% projected job growth.

Introduction to Barbering

COURSE DESCRIPTION

The Barbering course provides students with essential skills and knowledge for a career in the barbering industry. It includes hands-on training and theoretical instruction in haircutting techniques, facial hair design, and styling, with a focus on working with multi-textured hair. Students will learn foundational skills such as fades, tapers, and precision cuts, while also mastering grooming techniques for beards and mustaches. Emphasis is placed on professional behavior, safety, sanitation, and building client relationships. The course integrates industry standards and prepares students for real-world barbering scenarios.

Introduction to Barbering

Prerequisite:

- None

Credits:

- .5 CTE Credit

Course Length:

- 1 period
- Semester

Annual Costs:

- The approximate cost for materials will be \$4000, we can leverage Perkins funds to implement.

FTE:

- The FTE already exists at SSC to accommodate this course.



Any
Questions

CITY OF HAPPY VALLEY REQUEST:
Community Recreation Center Legislative Support

DISCUSSION
Agenda Item #7
March 13, 2025

BACKGROUND:

The City of Happy Valley is seeking the support of North Clackamas School District for proposed state legislation regarding facility development funds.

Per NCSB Board Policy BI, "The Board may study, discuss, and weigh the merits of pending legislation for the purpose of determining its official position through Board action."

Time is set aside for the City of Happy Valley to present its request and respond to questions from the NCSB Board.

SPECIFIC REQUEST FROM CITY OF HAPPY VALLEY:

"At the joint City Council / School Boarding meeting, the City of Happy Valley presented its plans for a future community recreation center (HVCRC). The City is working with Representatives Dobson and Nguyen during the 2025 legislative session to secure \$5 million of state funds for the HVCRC. As part of this effort, the City has prepared a flyer that provides an overview of the project and state funding request. The City is in the process of collecting logos from various organizations to include on the flyer to demonstrate the broad support of the project. Happy Valley has asked the NCSB if it would be willing to provide its logo for the flyer."

ATTACHMENT:

- [Board Policy BI](#): Board Legislative Action
- [City of Happy Valley Flyer](#)
- [Presentation Slides](#) from City of Happy Valley

PRESENTER/STAFF CONTACT:

Tiffany Shireman, Chief of Staff, North Clackamas Schools
Ben Bryant, Assistant City Manager, City of Happy Valley



Code: **BI**
Adopted: 6/19/86
Readopted: 1/20/11
Orig. Code(s): BI

Board Legislative Action

The Board will represent the district's interests in legislative action to promote the welfare of public education at the federal, state and local level, or direct those interests to be represented through its executive officer, the superintendent, or designee.

The Board may study, discuss, and weigh the merits of pending legislation for the purpose of determining its official position through Board action. If established, these official positions will be the stand of the district in the legislative process.

Board members, individually or as members of professional organizations, will not seek to represent any other positions on legislative matters unless it is made clear that such representation is not the official stand of the district.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)



COMMUNITY CENTER

COMMUNITY PARTNERSHIPS



PROJECT DESCRIPTION

Located in the bustling Portland-Metropolitan region, the City of Happy Valley is a rapidly expanding urban destination. Over the last several years, the City has collaborated with the community to develop a Community Center concept, prioritizing many amenities not found elsewhere in Happy Valley or neighboring communities.

BE PART OF OUR STORY

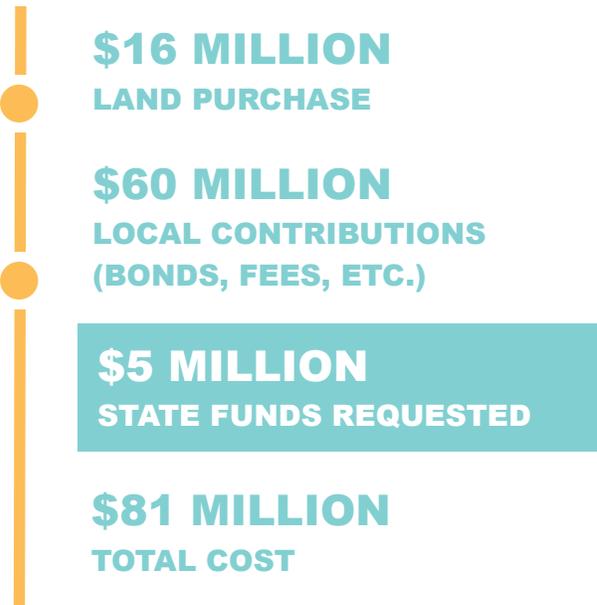
To meet the needs of one of Oregon’s *fastest growing* and *most diverse* communities – and the unincorporated areas we serve – the City of Happy Valley is preparing to construct a 65,000 square-foot Community Center. The Center will include a community gathering room, multi-court gymnasium, aquatics facilities, and fitness and cardio areas supported by childcare. The City has developed financing options that will cover over 90% of the cost. State dollars would fill the last remaining funding gap and move the project into construction.

PROJECT BENEFITS

- Local feedback consistently shows a shortage of spaces to gather and build community. The Community center provides facilities for athletic and aquatic programming currently lacking in the area and meeting spaces for community events, gatherings, and meetings.
- The Center enriches recreation opportunities near the county’s largest affordable housing development and catalyzes development of a planned downtown commercial district.
- The Center will serve more than 27,000 residents in Happy Valley, and well over 100,000 neighbors outside of the city limits.
- The property will be served by regional bicycle, pedestrian, and transit networks, providing multimodal access to the site.

STATE FUNDS NEEDED

In 2023, the City spent \$16 million in local dollars to purchase land for the future Community Center. Moreover, the City will soon complete a finance strategy to advance the project into design and construction phases. The finance strategy is expected to include a combination of city dollars, developer fees, and voter-approved bonds. Existing funds, however, are insufficient to construct the project to scale envisioned by the community. Since the City can only collect revenues from residents, State funds are needed to offset the contribution for the 100,000+ neighbors who live outside of the City and will use the facility.



WHO WILL WE SERVE?

The City of Happy Valley is a rapidly growing community with one of the most diverse populations in Oregon. 25% of our residents identify as Asian, 7.8% of two or more races, and 4.3% identify as Hispanic or Latino. And the proposed Center would serve more people than just than Happy Valley’s residents – it would provide a robust venue for public activities and programming for our neighboring communities including Gresham, Boring, Gladstone and unincorporated Clackamas County.





HAPPY VALLEY, OR
EST. 1965

COMMUNITY RECREATION
⁹⁹CENTER

March 2025

What's the Vision?

- Aquatics
- Gymnasium
- Indoor Walking & Jogging Track
- Large Community Room
- Reservable Gathering Space
- Weight & Cardio Spaces
- Group Exercise Room



VIEW FROM COMMUNITY LOUNGE TO MAIN RECEPTION



VIEW INSIDE COMMUNITY ROOM



VIEW FROM NORTH ENTRY TO MAIN ENTRY



VIEW FROM POOL DECK ENTRY TO ALTERNATE #1 LAP POOL



VIEW FROM POOL DECK ENTRY TO REC POOL (ALTERNATE #1 LAP POOL ALSO SHOWN)



VIEW OF REC POOL AND ALTERNATE #1 LAP POOL BEYOND

What was the process to develop the vision?

- Open Houses
- Surveys
- Focus Groups
- Community Steering Committee
- Parks Advisory Committee
- City Council

What's the Ask?

\$5M in State Funds

The City already spent \$15.7M to purchase the land.

The City anticipates spending approximately \$60M through development fee revenue and a potential \$40M bond measure in November 2025.

Want to join the support?



COMMUNITY CENTER

COMMUNITY PARTNERSHIPS



PROJECT DESCRIPTION

Located in the bustling Portland-Metropolitan region, the City of Happy Valley is a rapidly expanding urban destination. Over the last several years, the City has collaborated with the community to develop a Community Center concept, prioritizing many amenities not found elsewhere in Happy Valley or neighboring communities.

BE PART OF OUR STORY

To meet the needs of one of Oregon's fastest growing and most diverse communities – and the unincorporated areas we serve – the City of Happy Valley is preparing to construct a 65,000 square-foot Community Center. The Center will include a community gathering room, multi-court gymnasium, aquatics facilities, and fitness and cardio areas supported by childcare. The City has developed financing options that will cover over 30% of the cost. State dollars would fill the last remaining funding gap and move the project into construction.

PROJECT BENEFITS

- Local feedback consistently shows a shortage of spaces to gather and build community. The Community center provides facilities for athletic and aquatic programming currently lacking in the area and meeting spaces for community events, gatherings, and meetings.
- The Center enriches recreation opportunities near the county's largest affordable housing development and catalyzes development of a planned downtown commercial district.
- The Center will serve more than 27,000 residents in Happy Valley, and well over 100,000 neighbors outside of the city limits.
- The property will be served by regional bicycle, pedestrian, and transit networks, providing multimodal access to the site.

STATE FUNDS NEEDED

In 2023, the City spent \$16 million in local dollars to purchase land for the future Community Center. Moreover, the City will soon complete a finance strategy to advance the project into design and construction phases. The finance strategy is expected to include a combination of city dollars, developer fees, and voter-approved bonds. Existing funds, however, are insufficient to construct the project to scale envisioned by the community. Since the City can only collect revenues from residents, State funds are needed to offset the contribution for the 100,000+ neighbors who live outside of the City and will use the facility.

\$16 MILLION
LAND PURCHASE

\$60 MILLION
LOCAL CONTRIBUTIONS
(BONDS, FEES, ETC.)

\$5 MILLION
STATE FUNDS REQUESTED

\$81 MILLION
TOTAL COST

WHO WILL WE SERVE?

The City of Happy Valley is a rapidly growing community with one of the most diverse populations in Oregon. 25% of our residents identify as Asian, 7.8% of two or more races, and 4.3% identify as Hispanic or Latino. And the proposed Center would serve more people than just than Happy Valley's residents – it would provide a robust venue for public activities and programming for our neighboring communities including Gresham, Boring, Gladstone and unincorporated Clackamas County.



Questions We've Heard?

- Why not just add \$5M to the bond measure?
- Would the State funding this is seeking compete with school funding requests?
- Is the Community Recreation Center land inside the NCSD Boundary?

Questions?

Ben Bryant | Assistant City Manager

503-886-8440 | benb@happyvalleyor.gov

CONTRACT AWARD:
CAMERA SYSTEMS FOR BUSES

DISCUSSION/ACTION
Agenda Item #8
March 13, 2025

SUPERINTENDENT'S RECOMMENDATION:

Board approves the purchase of Radio Engineering Industries, Inc. (REI) CAMERA SYSTEM at approximately \$4240.00 each from for a total of approximately \$775,920.00.

BUDGET IMPACT/SOURCE OF FUNDS:

Capital Projects Fund Budget

BACKGROUND:

Fleet Overview: Total Vehicles: 183 (10 Vans, 47 Special Needs Buses, 107 Large Buses, 10 Coach Buses).

Currently, the department's reliance on three separate video systems creates significant inefficiencies in footage retrieval and storage. Furthermore, the lack of camera standardization across buses, with counts varying from one to five, produces inconsistent and often insufficient video coverage.

Transitioning to a single, unified camera system encompasses the following efficiencies:

- Includes up to 8 cameras per bus, covering all necessary angles, including a stop-arm camera for improved student and public safety.
- Enables Wi-Fi video retrieval, allowing for quicker and more efficient access to footage.
- Provides a consistent platform for video management, eliminating the need for multiple systems.

This investment enhances student safety, improves operational efficiency, and supports compliance with safety regulations.

PRESENTER / STAFF CONTACT:

Teresa Neff-Webster, Chief of Operations
Kathy Calkins, Director of Transportation

CONSTRUCTION BID AWARD:
WICHITA CENTER SECTIONAL BOILER PROJECT

DISCUSSION/ACTION

Agenda Item #9
March 13, 2025

SUPERINTENDENT’S RECOMMENDATION:

Approve awarding the Wichita Center Sectional Boiler Project to AirX LLC for a sum not to exceed \$278,440.00.

BUDGET IMPACT/SOURCE OF FUNDS:

Capital Projects Fund Budget

BACKGROUND:

Currently, the Wichita Center has only one boiler for heating the building. A secondary boiler will provide critical heating redundancy, ensuring continuous warmth even if the primary system fails. This will also allow for more flexible and efficient energy management, enabling the District to optimize heating based on actual occupancy and seasonal demands. By providing backup capacity and allowing for staggered maintenance, a secondary boiler reduces the risk of complete heating interruptions that could disrupt the learning environment. This can lead to significant long-term cost savings through improved energy efficiency and reduced operational risks. Additionally, multiple boilers offer more precise temperature control and greater overall reliability for this building which houses many important District programs.

Project Scope and Prioritization

In February of 2025, staff publicly solicited bids for a complete installation of a new sectional steam boiler system, including all necessary components, connections, and testing requirements. The following two bids were received, and AirX LLC was deemed to be the lowest responsive and responsible bidder.

AirX LLC:	\$278,440.00
Apex Mechanical LLC:	\$374,456.00

Construction is scheduled to begin in May of 2025 and Substantial Completion is expected by June 13th, 2025.

PRESENTER / STAFF CONTACT:

Teresa Neff-Webster, Chief of Operations