



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

Agenda

North Clackamas School Board
 Thursday, September 25, 2025 6:30 PM
 Boardroom/YouTube
 12400 SE Freeman Way
 Milwaukie, OR 97222

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

OPEN SESSION

6:30	Call to Order	
	Community Comments	
	Native Land Acknowledgement	
	Flag Salute	2
	Consent Agenda	
	A. Employment Changes	
	B. Minutes - September 11, 2025	3
	C. Travel Request - Sabin-Schellenberg Professional Technical Center	6
	FFA	
7:05	1. Integrated Programs: Annual Report	13
	Presenter: Jennifer Dove-Kiltow	
7:20	2. North Clackamas Education Foundation Update Report	31
	Presenter: Tiffany Shireman	
7:40	3. Policy Revisions - Discussion	41
	Presenter: Tiffany Shireman	
7:45	Adjourn	



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
September 11, 2025
Boardroom/YouTube

Open Session

With due notice having been given and a quorum present, Chair Jena Benologa convened open session at 6:31 p.m. with the following members present:

Jena Benologa	-	Chair
Tory McVay	-	Vice Chair
Paul Kemp	-	Director
April Dobson	-	Director
April Olson	-	Director
Samantha Tamtremg	-	Director
Glenn Wachter	-	Director
Shay James	-	Superintendent
Donna Collingwood	-	Board Secretary

Also present were Tiffany Shireman, Ivonne Dibblee, Teresa Neff-Webster, Michelle Riddell, Khaliyah Williams-Rodriguez, Petra Callin, Patricia Ahrens, Matt Markara, David Kruse, Ryan Richardson, and Jennifer Dove-Kiltow.

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

Samantha Tamtremg read the Native Land Acknowledgement. April Olson led the Pledge of Allegiance.

R25/26-5

Consent Agenda – Tory McVay moved, Glenn Wachter 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:

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

Minutes - August 21, 2025 - Approve the minutes of the regular Board Meeting held August 21, 2025.

Budget Calendar - Approve the 2026-27 Budget Calendar.

Travel Permission Request -

- Grant permission for 13 students from Adrienne C. Nelson High School to travel to Phoenix, Arizona, September 25-28, 2025.

Motion passed 7-0 - Benologa, Kemp, Dobson, McVay, Olson, Tamtreg, Wachter voted yes.

Superintendent's Report – Superintendent Shay James gave a report on opening schools, welcoming back students and staff, and recognizing new administrators. Questions and comments from the Board were addressed.

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

Declaration of Actual, Potential or Perceived Conflict of Interest - Jena Benologa announced this item was no longer needed and would be pulled from the agenda.

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

Budget Committee Vacancies - Action -

R25/26-6 Tory McVay moved, Glenn Wachter seconded the motion to declare Budget Committee position 9 vacant.

Motion passed 7-0 - Benologa, Kemp, Dobson, McVay, Olson, Tamtreg, Wachter voted yes.

R25/26-7 Glenn Wachter moved, April Dobson seconded the motion to reappoint Angeline Hill to Budget Committee position 9.

Motion passed 7-0 - Benologa, Kemp, Dobson, McVay, Olson, Tamtreg, Wachter voted yes.

R25/26-8 Tory McVay moved, April Dobson seconded the motion to declare Budget Committee position 12 vacant.

Motion passed 7-0 - Benologa, Kemp, Dobson, McVay, Olson, Tamtreg, Wachter voted yes.

R25/26-9 April Dobson moved, April Olson seconded the motion to reappoint Nicole Woodfill to Budget Committee position 12.

Motion passed 7-0 - Benologa, Kemp, Dobson, McVay, Olson, Tamtreg, Wachter voted yes.

R25/26-10

Oregon School Boards Association Legislative Policy Committee

Nomination - Action - Glenn Wachter moved, Paul Kemp seconded the motion to nominate Jena Benologa as a candidate for the OSBA Legislative Policy Committee.

There being no further business to come before the Board, the meeting adjourned at 7:11 p.m.

Unapproved

Draft

TRAVEL PERMISSION REQUEST

Sabin-Schellenberg Professional Technical Center FFA

CONSENT C

September 25, 2025

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the request to travel.

BACKGROUND:

Sabin-Schellenberg Technical Center is requesting permission for 11 students and 2 chaperones to travel to the National FFA Convention and Expo, October 26 - November 2, 2025 in Indianapolis, Indiana. This trip will cost \$1,600.00 per student to be funded by the chapter budget, donations, plant sales, and wreath 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



2025-2026 Application for Permission to Travel

Section I – General Information (check all that apply)

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

School: SSC Name of group: FFA

Dates of travel: 10/26 - 11/2/25 Initiator: Kathy Mayfield

Destination: Indianapolis, IN Application date: 9/9/25

Number of nights of overnight stay: 7 Time of departure: AM (TBD - air travel)

Number of school days students will miss: 5

Rationale for missed school days:

Students will be competing against other students in career based events, Ag Communications and Poultry Eval, where they will be demonstrating industry based skills with industry professionals.

Number of students: 2 male 9 female Number of chaperones: 1 male 1 female

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

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

Purpose of travel:

National FFA Convention and Expo: Students are competing in the national level Ag Communications and Poultry Evaluation events, being recognized as a National Superior 3 Star Chapter, and members are attending a college and career expo.

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

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

What specific responsibilities have been assigned to the chaperones?

To ensure students are following district guidelines and that they attend sessions while at convention as well as abiding by the school and FFA code of conduct.

Section II – Budget Information – Cost per Student

Expenses (per student)

- 1. Transportation \$ 650.00
- 2. Lodging (no home stays) \$ 600.00
- 3. Meals \$ 250.00
- 4. Fees/Event Expense \$ 100.00
- 5. Other \$ _____

Description of other expenses: _____

6. Total cost per student (total lines 1 through 5): \$ 1,600.00

7. # of chaperones 2

8. # of students 11

9. Total # of students + chaperones 13

10. Total cost of participation (Line 6 x Line 9): \$ 20,800.00

11. Substitute Teachers: (rates are effective 2025-2026)

a. 1 # Full-Day Substitute(s) x 5 # of Days @ \$318.50 = \$ 1,592.50

b. 1 # Half-Day Substitute(s) x 5 # of Days @ \$159.25 = \$ 796.25

c. **Total Sub Cost** \$ 2,388.75

TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.): \$ 23,188.75

Funding for Planning Purposes (estimates only)

- 1. Does your current account balance cover this trip? Yes
 - a. If no, please explain _____

2. Amount of fund balance allocated for this trip: 11,000.00

3. Projected fundraising income*: 8,000.00

4. Projected contributions (donations)*: 1,800.00

5. OUT OF POCKET (per student): 217.16

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 23,188.75

*Describe projected fund-raising activities and contributions:

Donations from the Clackamas County Farm Bureau and North Clackamas FFA Alumni.
Fundraising proceeds from NCCFFA Plant Sales, and wreath sales.

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

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

I have read and understand all trip guidelines.

Kathy Mayfield

Digitally signed by Kathy Mayfield
Date: 2025.09.08 19:24:54 -07'00'

9/6/2025

Trip Leader Signature

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.

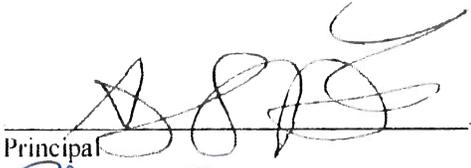
Section V – Required Attachments to be sent to district level. (All other forms stay at the building.)

- 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

 _____ 9/10/25
Principal Date

 _____ 9/17/25
Executive Director of Elementary/Secondary Date

Date of Board Approval: _____

North Clackamas FFA
National FFA Convention Schedule 2025

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

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

hoslerg@nclack.k12.or.us

Sunday, October 26, 2025 Fly out of Portland early (6 am)

Arrive in Indianapolis early evening, (6 pm) When flying from Portland to the eastern time zone and losing 3 hours of time, flights arrive later in the day. Secure transportation and get dinner (restaurant)

8 pm-Check into motel:

Baymont by Wyndham Indianapolis Northwest
3871 W 92nd St Indianapolis, IN 46268

Amenities include: fitness center, continental breakfast, laundry facilities,

10 pm Bedtime

Monday, October 27: Wakeup call at 8:30 am (this is 5:30 am Pacific time). We begin to acclimate the students to a different time zone and direct their focus, eliminating distractions.

Breakfast at Motel (continental breakfast provided)

9:30 -11:00 am: Team meeting and practice testing for competition. This is to help the students get accustomed to thinking at 6 am (their time zone). This is a time to help them learn how to focus and apply knowledge early in the day, similar to the competition on Wednesday.

11:15 am: Leave for Purdue University Research Farm Tour

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

6:30 pm: Dinner (Restaurant)

8:00 pm: Practice and study sessions for events

10:30 pm: Bedtime

Tuesday, October 28: Wakeup call at 7:00 am (this is 4:00 am Pacific time).

Breakfast at Motel (continental breakfast provided)

7:30 am: Leave for Amish Acres Farm Tour.

12:30pm: Lunch (Restaurant)

1:00 pm: Leave for Indianapolis

5:00 pm: Check in to convention motel

6:00 pm: Dinner (Restaurant)

8-10 pm: Study, judge and practice for competitions

10:00 pm: Bedtime

Wednesday, Oct 29: National FFA Convention & Competitions

5:30 am Wake up call

Breakfast at Motel (continental breakfast provided)

7:00 am: Arrive at Indiana State Fairgrounds

8:00 am – 1:00 pm: Ag Communications Event, JW Marriot Indianapolis

12:00 pm: Photo Shoot for students in competitions with sponsors

1:30 pm: Career Show for all members. Over 500 booths from colleges and businesses with career options for students to explore.

4:00 pm: Opening Session

7:30 pm: Dinner (Restaurant)

10:30 pm: Bedtime

Thursday, Oct 30: National FFA Convention & Competitions

Breakfast at Motel (continental breakfast provided)

5:30 am Wakeup call

6:45 am Leave for Indiana State Fairgrounds

7:30 am Poultry Evaluation CDE

8:00 am Convention session and career show for all other members

2:00 pm Poultry Event Review with Officials

5:00 pm Dinner (Restaurant)

6:00 pm Ag Communications Awards Program

7:00 pm Convention Session

10:00 pm: Return to motel

10:30 pm: Bedtime

Friday, Oct 31: National FFA Convention & Competitions

Breakfast at Motel (continental breakfast provided)

5:30 am Wakeup call

6:30 am Leave for convention

7:30 am Report for morning convention session

11:00 am Poultry Awards Program

2:30 pm: Convention Session-Agriscience Awards on Stage

5:00 pm Dinner at convention center (food booths)

5:30 pm: Evening convention session for some students

9:30 pm: Return to motel

10:30 pm: Bedtime

Nov 1: National FFA Convention

Breakfast at Motel (continental breakfast provided)

5:30 am Wakeup call

6:30 am Leave for convention

7:30 am: Report for morning convention session

7:30-11 am: Morning session

2:00 pm: Final Convention session

5:30 pm: Return to motel

7:00 pm: Chapter celebration dinner

Nov 2: National FFA Convention

Breakfast at Motel (continental breakfast provided)

6:00 am: Check out of motel

9:00 am: Fly back to Portland

There is a very detailed outline of convention activities at www.ffa.org.

My experience in traveling with teenagers for 34 years and competing at the national level has taught me that students need structure and time for their bodies to acclimate to the three-hour time difference. If we simply fly into Indianapolis the day before they have to compete, their bodies and minds are not prepared for what is in front of them. Their bodies think it is still 4:30 am and they are being asked to take tests, speak to judges and think critically. Research shows that high school aged students do not function well at that time of day. Many of our students have been successful under the schedule I have proposed and have, in fact, earned scholarship monies for their success. I believe that the learning that takes place the two days prior to competition is invaluable and time well spent.

INTEGRATED PROGRAMS: ANNUAL REPORT

REPORT

Agenda Item #1
September 25, 2025

ORIGINATED BY:

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

BUDGET IMPACT/SOURCE OF FUNDS:

The allocation for 2024-2025 from the Student Investment Account to North Clackamas School District was \$16,428,293.45. For all of the programs within Integrated Programs the amount was just over \$23.7 million.

BACKGROUND:

Per the Student Success Act (2019), funds in the Student Investment Account must be allocated by districts to provide funding to assist in:

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

The North Clackamas School District participated in an extensive needs assessment in the 2022-2023 school year which included a data review and community, staff, and student engagement processes. Key themes that emerged from the district's needs assessment identified as most urgent were:

- Class size/Caseload reduction.
- Providing a well rounded, equitable education where students see themselves reflected in the staff, curriculum, and instructional practices.
- Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups.
- Supporting the behavioral and mental health needs of students and families.
- Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics.

These themes guided the district's four-year Student Investment Account proposal. On February 23, 2023, the district presented its plan, which was approved by both the Oregon Department of Education and the NCSD Board. During the 2024–25 school year, we re-engaged the community to confirm alignment as we entered the next grant biennium. The community affirmed our direction and encouraged continued investment in these priorities.

This report will provide information on:

1. Progress toward the district's Integrated Plan goals.
2. Barriers and challenges encountered in implementing the plan.
3. Budgetary information specific to the Student Investment Account.

ATTACHMENTS:

- Presentation Slides
- North Clackamas School District Annual Integrated Programs Report
- Student Investment Account Budget Detail 2024-2025

PRESENTER / STAFF CONTACT:

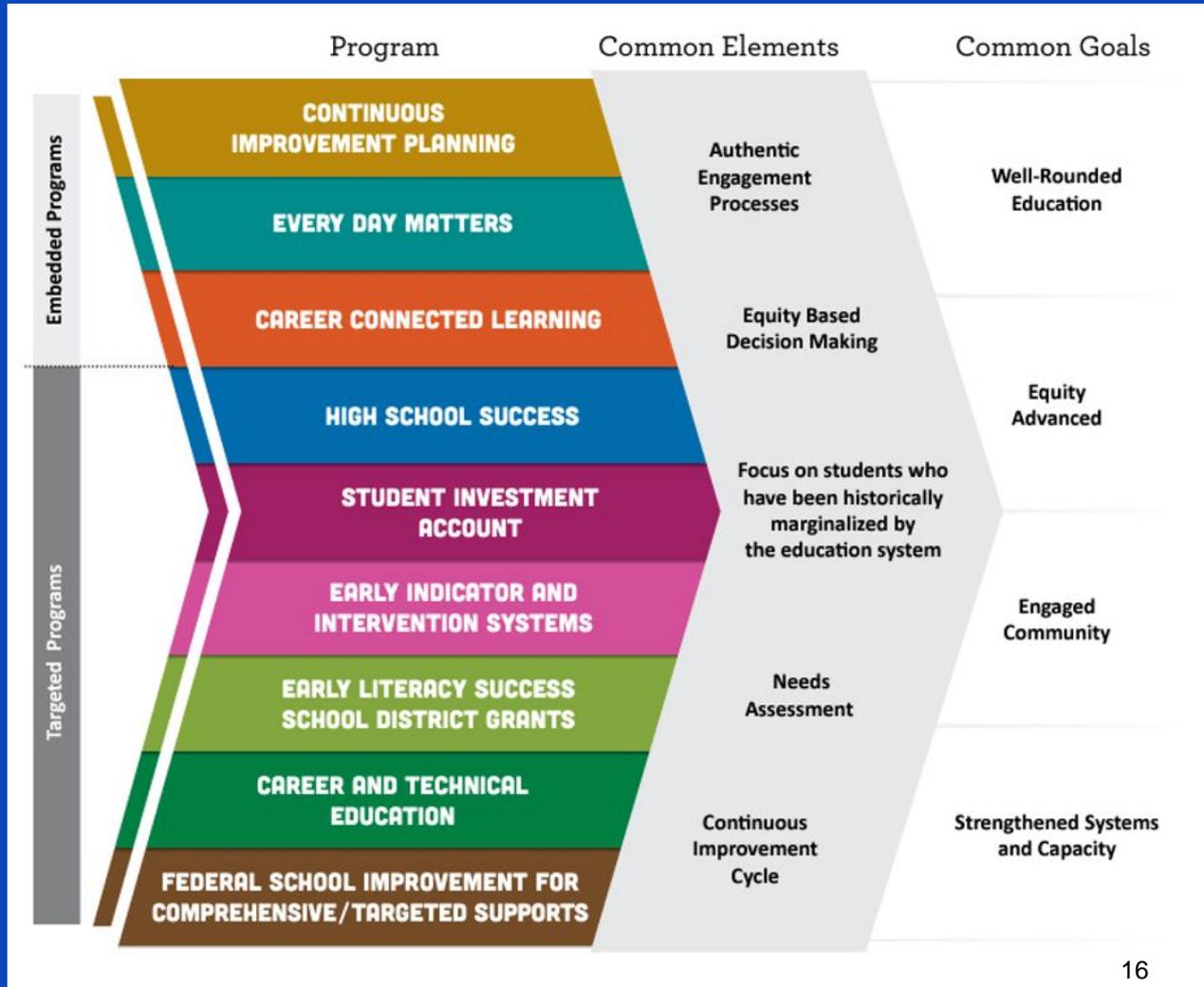
Jennifer Dove-Kiltow, Executive Director of Student & Family Services



2024-2025 Integrated Programs Annual Report Presentation

North Clackamas School District
September 25, 2025

Integrated Programs



- Integrated Programs Includes 9 Programs with common goals
- Provided North Clackamas with \$23.7m in the 24-25 school year in state and federal funds
 - \$16.4m from SIA
- Annual Report Requirement
 - Review progress annually
 - Present at an open meeting with opportunity for public comment
 - Post on the district website
 - In year 2 of the biennium review Growth Targets and share reflections

Allocations by Program 2024-2025

Program	Allocation
Continuous Planning	–
Everyday Matters	–
Career Connected Learning	–
High School Success	\$4,593,695.30
Student Investment Account	\$16,428,293.45
Early Indicators and Intervention Systems	\$47,146.95
Early Literacy Success Grant	\$2,402,782.84 (Includes Y1 Carryover)
Career and Technical Education	Part of consortium
Federal School Improvement	\$232,617.47

SIA Funding for 2024-2025

2024-2025 Allocation \$16,428,293.45

Expenditures Specific to the Student Investment Account:

Line Item Budgeted	Budget
Class Size/Caseload Reduction	\$6,679,673.16
Supporting Behavioral Mental Health Needs	\$4,335,785.52
Ongoing and meaningful community engagement	\$1,022,828.82
Provide a well-rounded, equitable education	\$2,430,287.82
Increase academic achievement of students while reducing barriers and academic disparities for focal student groups	\$1,459,718.13
Indirect	\$500,000
Eligible Charter Schools* – (Cascade Heights & Clackamas Middle College)	\$425,365.94

**Per state requirements, school districts must report on eligible charter schools within their boundaries. In North Clackamas, the district serves as a pass-through for two district sponsored charter schools, Cascade Heights and Clackamas Middle College. Milwaukie Academy of the Arts is fully included in NCSD's SIA plan and budget. Neither Cascade Heights nor CMC's allocation is included in the overall NCSD allocation total while Milwaukie Academy of the Arts is.*

Highlighting Outcomes

Outcome B: Provide professional development and job-embedded coaching in effective reading practices and culturally relevant instruction to improve 3rd-grade English Language Arts (ELA) outcomes. Additionally, provide professional development and job-embedded coaching for K-2 staff.

Outcome E: By offering extended learning opportunities to close the achievement gap and reduce barriers for focal students, we will increase the number of students meeting 3rd-grade ELA benchmarks, 9th-grade On-Track goals, and four-year graduation rates.

Annual Report Question #1

Discuss at least one Outcome where you have seen progress in implementation.

Progress in Outcomes B & E

Data Teams (PM3): Improved from Medium → High

- Literacy-focused teams met 5 times in 24-25 to build data literacy and guide intentional planning
- Principals & Instructional Coaches co-led, ensuring coherence between leadership and instruction

Literacy Tools/Assessment Inventory (PM4): Medium → High

- Tools in use: Lexia Core (K–5), Lexia Power Up (6–8), Imagine Learning (ELD & DLI), FastBridge/STAR
- Families now access FB/STAR data in ParentVue each quarter with explanations

MTSS & PLC Structures

- PLCs relaunched with focus on student strengths and student-centered practices
- Teams using student data to identify root causes and plan responsive instruction

Impact: Stronger foundation for students to meet 3rd-grade ELA benchmarks, advancing LPGT targets

Annual Report Question #1

Discuss at least one Outcome where you have seen progress in implementation.

Progress in Outcomes B & E

9th Grade On-Track Supports

- Bridge meetings for incoming 9th graders ensured smooth transitions and equity in course placement
- Prioritized multilingual learners and students receiving Special Education services

Credit-Bearing Opportunities

- Expanded access to credit-bearing courses in place of study halls for students at risk of credit deficiency

Extended Learning Programs

- Summer and after-school programs targeting foundational skills in literacy and math
- Increased student engagement and confidence, particularly for focal groups

Impact: Progress toward LPGTs in 3rd-grade ELA, 9th-grade On-Track, and 4-year graduation

Annual Report Question #2

Discuss at least one Outcome where you have experienced barriers or challenges in implementation.

Barriers & Challenges

- **Relatively Flat SIA Funding**
- **Rising PERS costs in Oregon increase financial pressures**
 - Majority of Integrated Programs funds allocated to staffing
 - Reduces flexibility to shift resources to new priorities

Impact

- Rising fixed costs make it harder to scale supports fully
- Need for sustainable funding and flexibility in resource use

Annual Report Question #3

Review actual metric rates compared to previously created LPGT and share reflection on progress.

At the time of this report, LGPT metric rates from the 2024-2025 school year are still embargoed by the state limiting on what we can share publicly. ODE directed districts to reflect and share on 2023-2024 metrics.

- Graduation rates remain above the state average (87%)
 - We do continue to have a gap for focal groups of students that we need to continue to address
- 3rd Grade Reading rates remain just above the state average (41%)
 - We do continue to have a gap for focal groups of students that we need to continue to address
- Regular Attender Rates (students who attend more than 90% of their enrolled school days) showed an increase and we are above the state average (70%)
 - Data shows that we have narrowed the gap for our focal groups of students by nearly 18 points

Thank You!

Integrated Programs
2024-25 Annual Report
North Clackamas School District

Background

The North Clackamas School District participated in an extensive need assessment (2022-2023) which included a data review and community, staff, and student engagement processes. Key themes that emerged from the district's need assessment identified as most urgent were:

- Class size/Caseload reduction.
- Providing a well-rounded, equitable education where students see themselves reflected in the staff, curriculum, and instructional practices.
- Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups.
- Supporting the behavioral and mental health needs of students and families.
- Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics.

These themes of the most urgent needs informed the development of the four-year proposal for the Student Investment Account funds which was approved by the Oregon Department of Education and the North Clackamas School Board on March 9, 2023.

The North Clackamas School District Integrated Programs plan (2023-2027) used the identified five key themes to create outcomes to meet the goals and objectives established. Those outcomes are as follows:

Outcome A: Targeted class size and caseload reduction will enable teachers to more effectively scaffold for all students while implementing culturally relevant and responsive instructional strategies. This will result in improved proficiency in English Language Arts, Math, and Science, and will increase the number of 9th-grade students who are on track.

Outcome B: Provide professional development and job-embedded coaching in effective reading practices and culturally relevant instruction to improve 3rd-grade English Language Arts (ELA) outcomes. Additionally, provide professional development and job-embedded coaching for K-2 staff.

Outcome C: Increase the recruitment and retention of a diverse staff that reflects our student demographics by providing professional development to administrators to help them better understand and remove biases and systemic barriers in the hiring process.

Outcome D: Expand college and career support, access, and readiness for historically underserved students.

Outcome E: By offering extended learning opportunities to close the achievement gap and reduce barriers for focal students, we will increase the number of students meeting 3rd-grade ELA benchmarks, 9th-grade On-Track goals, and four-year graduation rates.

Outcome F: Ensure students' mental health, social-emotional, and behavioral needs are met by qualified professionals in schools, leading to an increased sense of belonging among students, as well as improved graduation and attendance rates.

Outcome G: Provide ongoing community engagement with opportunities for two-way communication to foster a greater sense of trust and belonging among families, students, and the district.

2024-2025 Allocations by Programs:

Program	Allocation
High School Success	\$4,593,695.30
Student Investment Account	\$16,428,293.45
Early Indicators and Intervention Systems	\$47,146.95
Early Literacy Success	\$2,402,782.84
Federal School Improvement	\$232,617.47

The North Clackamas School District Student Investment allocation for 2024-2025 was \$16,428,293.45.

Expenditures Specific to the Student Investment Account:

Line Item Budgeted	Budget
Class Size/Caseload Reduction	\$6,679,673.16
Supporting Behavioral Mental Health Needs	\$4,335,785.52
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The following supplemental questions are required by the Oregon Department of Education for the annual report.

- 1. As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?**

Discuss at least one Outcome where you have seen progress in implementation.

In alignment with **Outcomes B & E**, we have seen measurable progress in building strong literacy practices through professional development, job-embedded coaching, and systemic structures.

Data Teams (Progress Measure 3) advanced from Medium to High this year. Literacy-focused data teams met five times, increasing staff data literacy and supporting intentional instructional planning. These meetings were co-led by principals and instructional coaches, which not only strengthened coherence between leadership and classroom practice but also elevated the

principal's role as an instructional leader.

Literacy Tools and Assessment Inventory (Progress Measure 4) also improved from Medium to High. Our district has developed a clearer, research-aligned inventory of literacy resources, including Lexia Core (K–5), Lexia Power Up (6–8), Imagine Learning (English for English Language Development (ELD), Spanish for Dual Language Immersion (DLI)), and FastBridge/STAR. These tools are being used with increasing fidelity, both in classrooms and as a means to engage families. Notably, FastBridge and STAR data are now available to families in ParentVue each quarter, accompanied by plain-language explanations to build transparency and shared responsibility for student growth.

In addition to these formal progress marker gains, our district has strengthened Multi-Tiered System of Supports (MTSS) and Professional Learning Community (PLC) structures. PLCs were relaunched with an intentional focus on being student strength-based and student-centered. Teams are now using student data not only to identify gaps but to uncover the root causes of challenges, ensuring that interventions are responsive and equity-focused. This investment in collaborative structures reinforces the gains made in data team and literacy tool implementation, creating a sustainable system of continuous improvement.

Together, these shifts show that our professional learning and coaching efforts are directly contributing to improved instructional practice and alignment to our 3rd-grade ELA LPGT. By embedding literacy-focused data cycles, consistent use of research-aligned tools, and student-centered PLC practices, we are building a stronger, more coherent foundation to accelerate literacy outcomes for all students.

Specific to **Outcome E**, we have expanded extended learning opportunities that reduce barriers and close achievement gaps. Bridge meetings for incoming 9th graders and equity-focused scheduling ensured focal students — particularly multilingual learners and students with Individual Education Plan (IEPs) — have access to appropriate courses and support. Credit-bearing opportunities in place of study halls, after-school and summer programs, and added student wellness supports have also strengthened student engagement, 9th-grade On-Track rates, and graduation readiness.

Together, these strategies show steady improvement from prior years, with progress markers moving from “Low” and “Medium” towards “High” in areas such as data team effectiveness, literacy resource use, and course scheduling equity. These shifts are laying the groundwork for sustained improvement in literacy, on-track achievement, and graduation outcomes for all students.

2. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with? Discuss at least one Outcome where you have seen challenges or barriers to implementation.

A significant barrier to advancing our Outcomes and Strategies is the financial pressure created by rising PERS costs in Oregon. Because the majority of our Integrated Programs funds are allocated to staffing, the increase in PERS employer contributions reduces our flexibility to shift or expand investments where new needs emerge.

One clear example is in the area of student mental health support. Our families and community consistently express a desire for greater access to mental health therapists in schools. In response, we have made substantial investments to expand these services, creating more points of access for students and reducing stigma around seeking support. These efforts have been critical to addressing the social, emotional, and behavioral barriers that directly impact student learning and outcomes.

However, sustaining and expanding these investments comes at a trade-off with other priorities. Each increase in PERS costs makes these trade-offs sharper: in order to preserve mental health staffing, we must limit growth in other identified areas.

This tension illustrates the structural challenge of balancing long-term commitments with emergent student needs. While mental health access remains a clear community priority, rising fixed costs in staffing prevent us from scaling these supports as fully as our students and families are requesting. Addressing this challenge will require continued state-level advocacy for sustainable education funding, as well as flexibility in how districts can deploy resources to balance academic and wellness needs without compromising progress toward our Outcomes and Strategies.

3. 2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

At this time, 2024–25 LPGT metric rates remain embargoed by the state, so our reflection is based on 2023–24 outcomes. Graduation rates remain above the state average at 88%, though gaps persist for focal groups. Third grade reading proficiency also remains just above the state average (41%) again with gaps for focal groups of students. Regular Attender rates showed notable improvement, with overall rates above the state average at 70% and the gap for focal groups narrowing by nearly 18 points.

Looking forward, we will continue to prioritize focal group outcomes by deepening our use of literacy-focused data cycles, strengthening family engagement with the use of student data, and sustaining extended learning. A key focus will also be on the ongoing implementation of high-quality teaching strategies and our MTSS framework, ensuring consistent, equitable, and responsive instructional practices across all schools. By continuing this work, we can strengthen 3rd grade reading, support more students in graduating on time, and sustain the gains we're making in attendance.



Student Investment Account Budget Detail 2024-2025

The North Clackamas School District Student Investment allocation for 2024-2025: \$16,428,293.45

Line Item Budgeted	Budget
Class Size/Caseload Reduction	
Elementary Teachers (16 FTE) Middle School & High School Teachers (17 FTE) Special Education Staff (18.3 FTE)* English Language Development Staff (5.17 FTE) Total: 56.47 FTE	\$6,679,673.16
Supporting Behavioral Mental Health Needs	
Counselors (5.0 FTE) Elementary Wellness Teachers (8.7 FTE) School Psychologists (6.0 FTE) Social Workers (5.0 FTE) Family Advocates (1.0 FTE) Nurses (4.2 FTE) Contract for outside Nursing Service Provider Health Assistants (4.0 FTE) Wichita Family Support Center (4.375 FTE) Contracted Mental Health Services Social Emotional Learning Coach (.2 FTE) Social Emotional Learning Professional Development and materials Yonder Cell Phone Pouches (Replacements for lost/damaged) Para Educator Training in supporting students with behavior support needs Mandt Training Total: 38.47 FTE	\$4,335,785.52
Ongoing and meaningful community engagement	
Student & Community Engagement Specialists (4.0 FTE) Ready, Set, Go Program Parent Square, Youth Truth, and Thought Exchange Ongoing Community Engagement Equity, Student Connections, and Enrollment Options Administrator (1.0 FTE) Total: 5 FTE	\$1,022,828.82

Provide a well rounded, equitable education	
Associate Director PreK-12 Literacy (1.0 FTE) Literacy Supports & Professional Development K-3 Literacy Emergent Literacy Coaches (3.0 FTE) DLI Immersion Coach (1.5) Instructional Leadership - Site Based Leadership Team Meetings Total: 5.5 FTE	\$2,430,287.82
Increase academic achievement of students while reducing barriers and academic disparities for focal student groups	
Multi-Systems of Support Coach (1.0 FTE) Associate Director Human Resources-Recruitment & Retention (1.0 FTE) Technology Help Desk Bilingual – (1.0 FTE) Academic Supports @ MAA/MHS Middle School Campus Monitors (4.0 FTE) Restorative Justice Specialists (4.0 FTE) Director of Integrated Programs (.25) E-Sports After School Middle School Program Middle School After School Program Support Total: 11.25 FTE	\$1,459,718.13
Indirect Cost (5% or \$500,000 – whichever is smaller)	\$500,000.00
<i>*Per state requirements, school districts must report on eligible charter schools within their boundaries. In North Clackamas, the district serves as a pass-through for two district sponsored charter schools, Cascade Heights and Clackamas Middle College. Milwaukie Academy of the Arts is fully included in NCSD's SIA plan and budget. Neither Cascade Heights nor CMC's allocations are included in the overall NCSD allocation total while Milwaukie Academy of the Arts is.</i>	
Eligible Charter Schools – (Cascade Heights & Clackamas Middle College)	\$425,365.94

NORTH CLACKAMAS EDUCATION FOUNDATION
UPDATE REPORT

REPORT
Agenda Item #2
September 25, 2025

ORIGINATED BY:

Board Request. This time is provided on the agenda for the North Clackamas Education Foundation's (NCEF) update for the 2025-26 school year.

BACKGROUND:

The North Clackamas Education Foundation, a tax-exempt 501(c)(3) organization, was founded in 1992 to provide educational opportunities to students in the North Clackamas School District. The Foundation grew out of the belief that equity and fairness have a great impact on the education of our students.

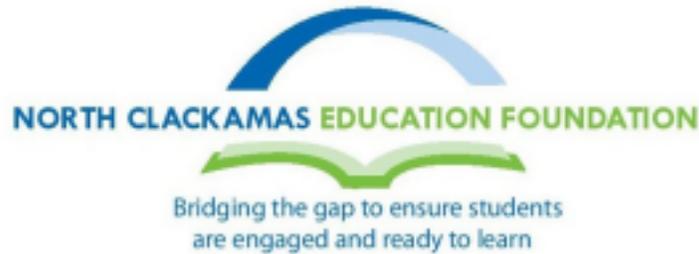
The North Clackamas School District and the North Clackamas Education Foundation continue to work together for the benefit of our students, staff, and community. The continued success of the School District and the Foundation partnership lies in our ability to work together and further develop our close working relationship.

ATTACHMENTS:

North Clackamas Education Foundation Board Impact Report (2024-2025)
North Clackamas Education Foundation Report Presentation Slides (9/25/25)

PRESENTERS:

Tiffany Shireman, Chief of Staff
Stephanie Rose, Executive Director, North Clackamas Education Foundation
Darren Driscoll, Treasurer, North Clackamas Education Foundation



Awards and Services Provided to the North Clackamas School District in 2024-25

Overview

Each year, the North Clackamas Education Foundation (NCEF) awards funding to North Clackamas Schools' students, families, educators, and programs. The awards are based on NCEF's mission – Bridging the Gap to Ensure All Students are Engaged and Ready to Learn – and ideals as well as funding prioritized by the North Clackamas School District. The distributed awards go toward fulfillment of the five year contract agreement between the North Clackamas Education Foundation and the North Clackamas School District. The agreement states the North Clackamas Education Foundation will provide 1.3 Million Dollars in support during the contract period. The end of the 2024-25 school year marks the end of year 3 of this agreement.

Total All Award Distributions and Services Provided to NCS D for 2024-25: \$339,402

The 2023-24 school year marked a significant moment for the North Clackamas Education Foundation as the largest award year in the Foundation's 32-year history, providing \$320,981 in awards. As the Foundation moved into the 2024-25 school year we strove to keep momentum moving forward with grant opportunities, enhanced fundraising support, and growing scholarship offerings. With a focus on continuing to partner with North Clackamas Schools to fulfill their priority needs and expanding our outreach to the community, NCEF was able to provide \$339,402 in awards making 2024-25 the Foundation's 'new' largest award year since its inception. Moving into the 2025-26 school year we will continue to take steps to ensure we continue with the momentum and provide support where our students, families, and educators need it most.

Enrichment Grants and Discretionary Awards Total \$45,711

- Enrichment Grants: \$22,242
- Discretionary Awards: \$23,469

27 Enrichment Grants were awarded to educators in 18 schools, impacting approximately 8,000 students. These grants were awarded to teachers with innovative projects that align to NCS D and NCEF missions and/or address a NCS D Key Performance Indicator. For the 2024-25 school year we saw a lot of need from teachers to support the existing curriculum and provide learning opportunities to engage students. Projects included;

- Reading Assistive Technology, Theresa Just, Scouters Mountain Elementary, SPED - \$610.00
Purpose: Purchase of 2 text to speech reader pens that can read grade level materials to students so they may be able to participate with their general education peers in the general

education setting when being taught grade level content areas (other than reading, such as science, social studies, math). Research indicates that all students benefit from inclusion in the classroom during core instruction.

- Books in Other Languages, Roxanne LaForce, Happy Valley Middle- \$1,000.00
Purpose: This project provides multilingual books to Happy Valley Middle School students, supporting Newcomers, language learners, and those maintaining their heritage languages. Providing multilingual books will have a transformative impact on our school. These resources will enable Newcomers to engage with academic content, improve literacy skills, and feel a sense of belonging. For students without a Language Arts class at their proficiency level, having books in their native language offers a critical bridge, allowing them to develop foundational skills while they acquire English. For other students, such as those learning an additional language or maintaining their heritage language, this project fosters bilingualism and cultural pride.
- SSC Marketing Pop Up Shop, Tessa Endencia, Sabin Schellenberg Center- \$1,000.00
Purpose: Funds will establish a dedicated pop-up shop in BizMart. The space will be a flexible pop-up space where we can sell a combination of goods produced in-house by our students at Sabin Schellenberg along with merchandise from community partners.
- Music for All of Us, Part II, Erika Lockwood, Rex Putnam High- \$500.00 Purpose: Grant will purchase high quality choral literature composed and/or arranged by women, BIPOC, and local musicals in order to broaden the music education of current and future choral musicians at RPHS.
- Rowe Black Student Union, Zach Tate, Rowe Middle School- \$800.00, Purpose: Funding awarded for annual heritage month assembly that shares Black history and culture with the school (speakers and performers).
- Textile Arts Maintenance & Expansion, Kate Moore, New Urban High School- \$1,000.00, Purpose: Grant will fund service and repairs of classroom sewing machines. Purchase of an adjustable dressmaker's dummy for alterations and sewing projects (we have a male dummy but lack a female). Purchase of notions such as zippers, thread, and sewing scissors.

Please visit, <https://www.nc-foundation.org/past-grants>, for a full listing of 2024-25 Enrichment Grants.

Scholarships Total \$82,500

The North Clackamas Education Foundation awarded 28 scholarships to graduating North Clackamas Schools Seniors. This included the NCEF Bridges to Success Scholarship and 16 community sponsored or created scholarship funds. Of the 17 scholarship funds NCEF manages, two were new in the 2024-25 year;

- Milwaukie High School Class of 1971 Scholarship – Established by the Milwaukie High School Class of 1971, This scholarship aims to reduce financial barriers for those who otherwise would not be able to continue their education. The \$1,500 scholarship is for Milwaukie High School/Milwaukie Academy of the Arts seniors with a 2.5 GPA or higher, aiming to attend a

trade school, technical school, apprenticeship program, culinary school, arts school, medical training, community college, or university.

- Dick Lombard Memorial Scholarship - This scholarship was founded in memory of Dick Lombard, a North Clackamas Schools Milwaukie High School Class of 1958 graduate. The endowment for this scholarship was provided by Dick’s sister, Janelle Lombard, with the intent to continue the memory of Dick as inspiration to future graduates of Milwaukie High School. Preference for this scholarship is given to a student who has participated in a sports program during their time in high school, and volunteered or worked with a youth sports program. Applicants should demonstrate a passion for sports and a commitment to their community.

NCEF’s scholarships program offers a wide range of support for students entering community college, university, trade school, and career programs. Many are offered to students district wide, while several are offered to students at specific schools. NCEF’s scholarship award amounts range from \$1,000 to \$10,000, with an average award of \$3,000. Students are eligible to receive multiple scholarships from NCEF.

Student and Family Support Services Fiscal Agency Distributions Total \$ 101,191

- Family Support Center: \$16,674
- Backpack Buddies: \$7,917
- Emergency Housing: \$76,600
 - A grant of \$75,000 was coordinated by NCEF from the City of Milwaukie. Stephanie Rose, NCEF’s Executive Director, reached out to Milwaukie City Counselors informing them of the urgent need for Emergency Housing funds and administered the process to receive the large grant.

District Prioritized Funding Areas Total \$110,000

- Elementary Library Support: \$45,000
- Music Instruments: \$25,000
- Ready Set Go: \$25,000
- Classroom Support: \$15,000

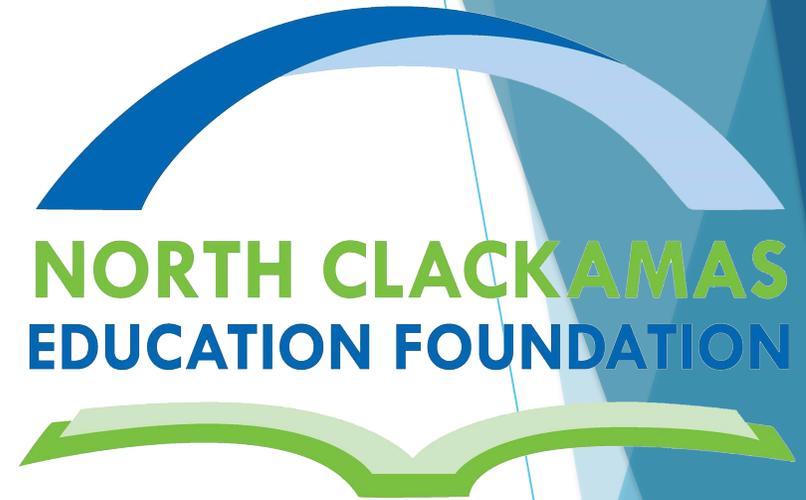
NCS D 5 Year Contract Fulfillment Progress		
Year	Total Award Distributions	Percent Complete
7/1/2022 - 6/30/2023	\$231,149	17.78%
7/1/2023 - 6/30/2024	\$320,981	42.47%
7/1/2024 - 6/30/2025	\$339,402	68.58%



2024-25 Impact Report

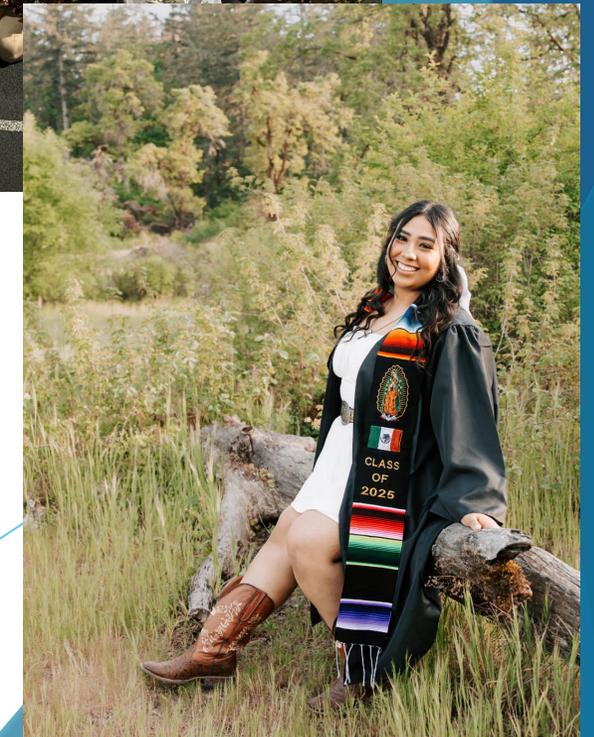
Providing District Wide Support

In the 2024-25 school year, NCEF provided **\$339,402** to the students, families, and educators of North Clackamas Schools. *This was the largest award year in the Foundation's 33 year history.* The funding NCEF provides impacts the entire district through funding prioritized by NCSD and fulfillment NCEF's mission. This includes funding to kindergarten readiness programs, elementary libraries, music instruments, the family support center, enrichment grants, scholarships, and more.



NCEF's Year At A Glance

- ▶ \$339,402 in Awards, Services and Distributions
 - ▶ \$45,711 in Grants and Program Support
 - ▶ \$82,500 in Scholarships
 - ▶ \$101,191 to Student and Family Support
 - ▶ \$110,000 in District Directed Priority Funding



\$45,711 in Grants and Program Support

\$22,242 in Classroom Enrichment Grants

\$23,469 in Discretionary Grants and Fund-A-Teacher Disbursements

- ▶ 18 schools directly benefited from NCEF Enrichment Grants
 - ▶ 27 grants awarded
 - ▶ 8,000 students directly benefited from NCEF grant funds
 - ▶ Direct fundraising support and partnerships across NCSD impacted more programs and students than ever before.



Scholarships



“It is amazing to have the support of the community behind me as I head to University of Oregon to study biology. The financial support means a lot to me and my family. Thank you to everyone who makes these scholarships possible!”



- ▶ \$82,500 awarded
- ▶ 28 scholarships
- ▶ 24 students
 - Leo Browne Music
 - Judith Hill STEM
 - Krumm Memorial
 - Patel Krumm Broadcasting
 - Bridges to Success
 - Chartwell’s
 - Josh Critchett Memorial
 - Sandi DePaepe Memorial
 - Harold Taylor Scholarship
 - Oaknell Scholarship
 - Alex Hudson Memorial Scholarship
 - Malcolm Ritzer Memorial Scholarship
 - Indigenous Student Scholarship
 - Roland Aumeuller Memorial Scholarship

New in 2024-25

Milwaukie High School Class of 1971 Scholarship
Dick Lombard Memorial Scholarship

Facilitating

Owen & Edna Sabin Scholarship

39

Funding

Sabin Schellenberg Technical Scholarship

“This scholarship lightens the financial burden on my family and allows me to fully focus on my studies at the University of Washington, where I will be pursuing a degree in nursing. I plan to use my education to provide care and comfort to others, particularly in communities that lack equitable access to healthcare.”



Looking Into the 2025-26 School Year

- ▶ Classroom Enrichment Grants
 - ▶ \$10,000 awarded already this year.
- ▶ District Wide Funding
 - ▶ \$45,000 k-12 Library Support
 - ▶ \$25,000 for elementary music instruments
 - ▶ \$50,000 for college readiness
- ▶ Engaging the Community In New Ways
 - ▶ 2nd Annual Building Bridges Luncheon at Sabin-Schellenberg December 11th, 2025



And More!

SAVE THE DATE

Thank you to everyone who attended our 2025 Let's Grow Gala! We raised \$105,000 to continue our crucial work into the next year.

**Our next Gala is
Thursday, May 14, 2026**

POLICY REVISIONS

DISCUSSION
Agenda Item #3
September 25, 2025

REASON FOR BOARD CONSIDERATION:

First reading of the attached revised policies.

RECOMMENDATION:

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

BUDGET IMPACT/SOURCE OF FUNDS:

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

ATTACHMENTS:

Drafts of the following policies to review:

Policy	Title	Reason
JFCEB	Personal Electronic Devices and Social Media – Student	Deletion: OSBA August 2025, Executive Order No. 25-09 requires school districts to adopt a policy prohibiting student use of personal electronic devices during instructional time.
JFCEB	Personal Electronic Devices and Social Media – Student	Proposed: OSBA August 2025, Executive Order No. 25-09 requires school districts to adopt a policy prohibiting student use of personal electronic devices during instructional time.
GCAB	Personal Electronic Devices and Social Media - Staff	Clarify employee use of Personal Electronic Devices while on duty guidelines and incorporate OSBA model language.
G CBD/GDBD	Sick Leave - Personal Illness and Injury Leave	OSBA August 2025 Update, policy name change and alignment to current practice.
GCBDE/GDBDE	Military Leave of Absence	OSBA August 2025 Update, ORS 408.290 military leave of absence changed from 15 days of absence up to 21 work days of absence in any one training year. For clarity for employees, recommend the adoption of this OSBA model policy.

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff



Code: JFCEB
Adopted: 12/14/17
Revised/Readopted: 1/11/18

Personal Electronic Devices and Social Media – Student**

(Version 1)

(Student may possess a personal electronic device with certain restrictions)

See new version

The Board supports students utilizing appropriate technology in the school environment. Acceptable student use of technology, including personal electronic devices (PED), contributes to a safe, appropriate, and focused school community.

A PED is a device that is capable of any of the following: accessing the Internet, electronically communicating, sending, receiving, storing, recording, reproducing and displaying information and data.

Student possession or use of PEDs may be permitted on district property, in district facilities during the school day (including district-provided transportation), and while the student is in attendance at district-sponsored activities. Possession or use of PEDs are subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the principal and approved by the superintendent's designee. Without approval, PEDs shall be turned off during instructional/class time, or at any other time where such use of the device would cause a disruption of the school environment.

Devices that have the capability to take photographs or record video or audio shall not be used for such purposes while on district property or while a student is engaged in district-sponsored activities unless expressly authorized in advance by the principal or designee. Unauthorized publishing of photographs, audio or videos taken during the school day or during school-sponsored activities is strictly prohibited.

Students are subject to disciplinary action up to and including expulsion for using a PED in any manner that is academically dishonest, threatening (as referenced in Board policy JFCM - Threats of Violence), illegal, that causes a disruption of the school environment, or violates the terms of any district policy. A referral to law enforcement officials may also be made. PEDs used in violation of this policy are subject to confiscation and will be released to the student, student's parent or property owner, as appropriate.

If the district implements a curriculum that uses technology, students may be allowed to use their own PED to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices, for curriculum. A process for responding to a student's request to use a PED, including an appeal process if the request is denied, will be provided.

The district will not be responsible for loss, theft or damage to PEDs brought to district property and district-sponsored activities.

Students may only access social media if they meet the service provider’s eligibility requirements and if approved by an appropriate staff member. The district will not be liable for information or comments posted by students on social media websites.

Exceptions to the provisions set forth in this policy may be made for health, safety or emergency reasons with prior principal or designee approval or when use is provided for in a student’s individualized education plan (IEP) or 504 plan.

The superintendent or designee shall ensure compliance with this policy. Any subsequent school rules developed by building administrators, will be communicated to staff, students and parents through building handbooks and other means.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Copyrights, 17 U.S.C. §§ 101-1332; 19 C.F.R. Part 133 (2006).



Code: JFCEB
Adopted:

R

Personal Electronic Devices **

Student use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below.

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls, sending text messages, or accessing the internet independently from the school’s network infrastructure. This includes headphones and earbuds attached to personal electronic devices.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;¹
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within 15 school days.²

Personal electronic devices must be stored in accordance with district-provided grade-level based guidance.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student including suspension or expulsion.

Necessary communications during the school day while on school grounds between students and parents can be made through the school office.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR – Request for Personal Electronic Devices Exemption. Written appeals can be filed with the executive director for the grade level.

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing,

¹ JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

² JFCEB-AR must be submitted to the building administrator.

etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

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

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09



Code: GCAB
Adopted: 7/03/13
Revised/Readopted: 2/13/14; 10/10/19; 7/02/20

Personal Electronic Devices and Social Media - Staff

1. Staff possession or use of personal electronic devices on district property, in district facilities during the work day and while the staff is on duty in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the superintendent or designee. At no time, whether on duty or off duty, will a personal electronic device be used in a manner that interferes with staff duty and responsibility for the supervision and instruction of students.
2. A “personal electronic device” is a device, not issued by the district, which is capable of electronically communicating, sending, receiving, storing, recording, reproducing, and/or displaying information and data.
3. Personal electronic devices shall be silenced during instructional or class time, while on duty or at any other time where such use of the device would cause a disruption of school activities or interfere with work assignment. Devices, which have the capability to take photographs or record video or audio, shall not be used for such purposes while on district property or while a staff member is on duty at district-sponsored activities, unless as expressly authorized by the principal or designee for a use directly related to and consistent with the employee’s assigned duties.
4. The district will not be liable for loss or damage to personal electronic devices brought to district property and district-sponsored activities.
5. Staff shall not video or audio record students on personal or district devices except when such recording is directly related to assigned job responsibilities, an educational purpose, or a school-sponsored activity that has been approved by administration. Unauthorized recordings may constitute a violation of the Family Educational Rights and Privacy Act (FERPA) and may create a student education record subject to federal and state privacy protections.
6. Staff are subject to disciplinary action up to and including dismissal for using a personal electronic device in any manner that is illegal or violates the terms of this policy. Staff actions on social network sites, public websites, blogs and other social media, while on or off duty, which disrupt the school environment, are subject to disciplinary action up to and including dismissal.
7. Social Media is an effective method of communicating and highlighting the events of school activities. Staff shall not create or use social media accounts for school or business purposes without proper authorization. Any staff wishing to create an account must follow procedures outlined by the district’s community relations department, including registering the account with the district. Only district-issued email accounts shall be used to create social media accounts.

8. All electronic communications with students shall be appropriate and professional. When possible, all electronic communication should utilize district email. Any other electronic method of communication shall include at least three (3) people total or the subject and method of the communication shall be shared with the staff member’s supervisor in a timely manner. Repeated private communications with the same student(s) may be investigated for evidence of potential grooming behavior or other sexual conduct, and may result in a report to TSPC or ODE for further investigation.
9. All electronic communications with students while off duty is strongly discouraged.

The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs, will be reported to law enforcement and/or other appropriate state or federal agencies.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with superintendent or designee approval.

The superintendent shall ensure that this policy is available to all employees.

END OF POLICY

Legal Reference(s):

ORS 163.432	ORS 163.693	ORS 336.840
ORS 163.433	ORS 163.700	ORS 339.372
ORS 163.684	ORS 167.057	
ORS 163.686	ORS 326.011	OAR 584-020-0000 – 020-0035
ORS 163.687	ORS 326.051	
ORS 163.688	ORS 332.072	Senate Bill 155 (2019)
ORS 163.689	ORS 332.107	

- 18 U.S.C. § 1466A (2018).
- 18 U.S.C. § 1470 (2018).
- 20 U.S.C. § 7131 (2018).
- 20 U.S.C. § 7906 (2018).
- Copyrights, Title 17, as amended, United States Code (2018); 19 C.F.R. Part 133 (2019).
- Melzer v. Bd. Of Educ., City of New York, 336 F.3d 185 (2d Cir. 2003).
- Ross v. Springfield Sch. Dist., No. FDA 80-1, aff’d, 56 Or. App. 197, rev’d and remanded, 294 Or. 357 (1982), order on remand (1983), aff’d, 71 Or. App. 111 (1984), rev’d and remanded, 300 Or. 507 (1986), order on second remand (1987), revised order on second remand (1988).

Cross Reference(s):

- GBNAA/JHFF - Reporting Requirements for Suspected Sexual Conduct with Students
- JHFE - Reporting of Suspected Abuse of a Child
- JHFF/GBNAA - Reporting Requirements for Suspected Sexual Conduct with Students



Code: GCBD/GDBD
Adopted: 6/04/87
Revised/Readopted: 7/03/13
Orig. Code: GCBD

Sick Leave - Personal Illness and Injury Leave

Sick leave is allowed to accrue at the rate of 10 days each school year for each “school employee¹” for personal illness or injury or one day per month employed, whichever is greater, as provided by Oregon law. Twelve-month employees will accrue 1 day per month or 12 days each year.

In accordance with state law, this leave will accumulate without limit.

Sick leave in excess of three consecutive work days may require a certificate from the employee’s attending physician, naturopathic physician or practitioner that the employee’s illness or injury prevents the employee from working. Any employee refusing to submit to such an examination or to provide other evidence as required by the district, shall be subject to appropriate disciplinary action, up to and including dismissal.

Other paid and unpaid leaves will be determined by the district’s collective bargaining agreements.

All medical information will be kept confidential, in a separate file from personnel records, and released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

Sickness or other unavoidable circumstances that prevent a teacher from teaching 20 school days immediately following exhaustion of sick leave accumulated under Oregon law, the Board will place the teacher on unpaid leave for the remainder of the regular school year or until the teacher’s disability is removed and they are able to return to work. If the teacher is still unable to return to work the following August 1, the Board may terminate the teacher’s employment, subject to state and federal laws regarding family and medical leave.

All district-paid employee benefits, such as health and dental insurance, will cease on the last day of the month in which employment is terminated, or the staff member has been on unpaid leave for the first five work days of the month, unless the unpaid leave is in conjunction with state or federal law. The staff member will be informed of their rights to remain a part of the district benefit plan at personal expense.

END OF POLICY

Legal Reference(s):

[ORS 332.507](#)
[ORS 342.545](#)

[ORS 342.610](#)
[ORS 659A.043](#)

[ORS 659A.046](#)
[OAR 581-022-2405](#)

¹ “School employee” includes all employees of the district.

Knapp v. North Bend, 304 Or. 34 (1987).

Consolidated Omnibus Budget Reconciliation Act of 1985, 29 U.S.C. §§ 1161-1169 (2024).

Employee Retirement Income Security Act of 1974, 29 U.S.C. §§ 1001-1461 (2024).

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2024); 29 C.F.R. Part 1630 (2025); 28 C.F.R. Part 35 (2025).

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (2024); Family and Medical Leave Act, 29 C.F.R. Part 825 (2025).

Cross Reference(s):

ACA - Americans with Disabilities

GBDA - New Mother Friendly Workplace

GBEDA - Drug and Alcohol Testing - Transportation Personnel

OSBA Model Sample Policy

Code:
Adopted:

GCBDE/GDBDE

Military Leave of Absence

The district will grant military leave of absence to an employee on duty¹ with a uniformed service² in accordance with applicable state and federal law. An employee requesting military leave is required to provide written notice as soon as practicable following notification of military call up or reservist duty, unless precluded by military necessity.

An employee may apply for military leave³ of absence from duties for up to 21 work days in any one training year⁴ or in accordance with ORS 408.290. An employee may use any accrued vacation or similar leave during the period of service exceeding 21 days. Military leave shall be in addition to any other leave the employee is entitled.

While on military leave, the employee will receive the same benefits as other employees on leave, as well as the following:

1. The employee may continue enrollment in the district's health insurance plan. During the first 18 months of leave, the employee may be required to pay any employee contributions required of other employees on a leave of absence. If the leave extends beyond 18 months, the employee will be required to pay not more than 102 percent of the full premium;
2. Upon return from military service, the district will give retroactive employer contributions to the Public Employees Retirement System on the same basis as if the employee had not left, provided the employee was an enrolled member at the time of the leave. The employee may repay any required employee contributions over a period of three times the military service leave period or five years, whichever is less.

An employee on duty with a uniformed service is entitled to reemployment for a maximum of five years, unless retained on active duty because of war or national emergency. An individual returning from military leave shall notify the district of their intent to return to the district as follows:

¹ "Duty" means the performance of duty on a voluntary or involuntary basis in a uniformed service and includes active duty or inactive duty training, state active duty, U.S. National Guard duty, U.S. Armed Forces duty and absence to determine fitness for duty.

² "Uniformed service" means being a member of the U.S. National Guard, National Guard Reserve or of any reserve component of the U.S. Armed Forces, or of the commissioned corps of the U.S. Public Health Service and any other category of persons designated by the President in time of war or national emergency.

³ The employee may use military leave without loss of time, pay or regular leave if the employee has been employed by the district for six months or more.

⁴ "Training year" means the federal fiscal year for any particular unit of the National Guard or a reserve component.

1. An employee who is a veteran or reservist returning from training must only inform the district of their training obligations and report back at the next regularly scheduled working period;
2. An employee returning from active duty must notify the district of their intention to return to their former job within 90 days after the employee is relieved from duty, or from hospitalization continuing after discharge for a period of not more than one year.

An individual reemployed under this policy is entitled to the seniority and other currently existing rights and benefits the individual had when service started, plus the additional seniority and similar rights and benefits that would have been accrued if employment had been continuous.

This policy does not apply if the employee has been separated from service with a dishonorable or bad conduct discharge or under other than honorable conditions.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 408.238](#)
[ORS 408.240](#)

[ORS 408.270](#)
[ORS 408.290](#)
[ORS 659A.082](#)

[ORS 659A.086](#)

Consolidated Omnibus Budget Reconciliation Act of 1985, 42 U.S.C. §§ 300bb-1-300bb-8 (2024).
I.R.C., U.S.C. 26 § 4980B(f)(4) (2024).

Employment and Reemployment Rights of Members of the Uniformed Services, 38 U.S.C. §§ 4301-4334 (2024).