



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

Agenda

North Clackamas School Board
 Thursday, November 13, 2025 5:30 PM
 Boardroom/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)(d).

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.

5:30 Open Executive Session

6:15 Adjourn Executive Session

EXECUTIVE SESSION

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

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.

6:15 Open Executive Session

6:25 Adjourn Executive Session

OPEN SESSION

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

Native Land Acknowledgement 3

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Consent Agenda

A. Employment Changes

B. Minutes - October 23, 2025 5

C. Policy Revisions 7

7:05 1. North Clackamas Education Association (NCEA) Featured Educator

7:15	2. Board Reports	
7:25	3. Quarterly Financial Report Presenter: Matt Makara	21
7:30	4. Oregon School Boards Association Election - Discussion Presenter: Jena Benologa	26
7:35	5. Superintendent Evaluation Process - Discussion Presenter: Jena Benologa	40
7:40	6. Policy Revisions - Discussion Presenter: Ivonne Dibblee	46
7:45	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
October 23, 2025
Boardroom/YouTube

Open Session

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

Jena Benologa	-	Chair
April Dobson	-	Director (virtual)
Paul Kemp	-	Director
April Olson	-	Director
Samantha Tamtrens	-	Director
Glenn Wachter	-	Director
Shay James	-	Superintendent
Donna Collingwood	-	Board Secretary

Also present were Khaliyah Williams-Rodriguez, Michelle Riddell, Teresa Neff-Webster, Matt Makara, David Kruse, and Jennifer Dove-Kiltow.

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

Native Land Acknowledgement video was shown. April Olson led the Pledge of Allegiance.

R25/26-13

Consent Agenda – Glenn Wachter moved, Samantha Tamtrens 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 and transfers

Minutes - October 9, 2025 - Approve the minutes of the regular Board Meeting held October 9, 2025.

Motion passed 5-0 - Benologa, Kemp, Olson, Tamtrens, Wachter voted yes. Dobson was not present at time of vote.

Human Resources Hiring Update - Chief of Human Resources & Business Services Michelle Riddell, Director of Human Resources Will Ruehle, Associate Director of Human Resources Joe Bridgeman, and Interim Associate Director of Human Resources John Brooks gave a report on licensed, classified, and administrative hiring for the 2025-26 school year. Questions and comments from the Board were addressed.

Policy Revisions - Discussion - Chief of Human Resources & Business Services Michelle Riddell presented revisions to the following policies as recommended by the Policy Review Committee:

IKF - Graduation Requirements

JHCA - School Sports Participation, Immunizations, Concussions and Other Brain Injuries

JHCB - Immunizations of Students (Delete)

There being no further business to come before the Board, the meeting adjourned at 7:02 p.m.

Unapproved

POLICY REVISIONS

CONSENT C
November 13, 2025

REASON FOR BOARD CONSIDERATION:

Approval 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
IKF	Graduation Requirements	OSBA August 2025, House Bill 4137 (2024) directed the state Board of Education to adopt rules by which a student who has completed an International Baccalaureate program may satisfy some high school diploma requirements. The State Board of Education has since adopted rules for implementation and responsibilities for districts.
JHCA	School Sports Participation, Immunizations, Concussions and Other Brain Injuries	OSBA August 2025, House Bill 3007 (2025) and OAR 581-021-3007 outlines steps that must be taken when information regarding a student’s concussion or other brain injury is provided to the district. OSBA recommends consolidation of this policy and policy JHCB regarding students and immunizations.
JHCB	Immunization of Students	Deletion: OSBA August 2025, recommends removal of policy JHCB. Pertinent information is included in policy JHCA.

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff



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; 3/13/25
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 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.

A student completing the International Baccalaureate Organization's (IB) Diploma Programme curriculum or the IB Career-related Programme curriculum will be considered to have completed the credit requirements listed above. The district shall ensure students in the IB programs complete .5 credit of Personal Finance Education and .5 credit of Higher Education and Career-path Skills as stand-alone courses. The district shall develop a curriculum plan that ensures students in an IB program receive inclusive instruction aligned to the adopted standards in Civics and Health.

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 evidence (new or existing); 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;

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

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
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 (new or existing).

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.

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

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 (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.

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, extended 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, extended 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:

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.

1. Information about the availability of high school diplomas, modified diplomas, extended 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

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.
2. Requirements for Program Completion: Extended Application
 - a. Extended Application is the application of knowledge and skills in the context of the student's personal and career post high school goals.
 - b. 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 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 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 339.115 | OAR 581-022-2010 |
| ORS 329.045 | ORS 339.505 | OAR 581-022-2015 |
| ORS 329.451 | ORS 343.295 | OAR 581-022-2020 |
| ORS 329.479 | | OAR 581-022-2025 |
| ORS 332.107 | OAR 581-021-0009 | OAR 581-022-2030 |
| ORS 332.114 | OAR 581-022-0102 | OAR 581-022-2115 |
| ORS 336.585 | OAR 581-022-2000 | OAR 581-022-2120 |
| ORS 336.590 | OAR 581-022-2005 | 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

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



Code: JHCA
Adopted: 3/03/05
Revised/Readopted: 1/17/13; 4/24/14; 1/08/15;
12/12/16; 11/14/24
Orig. Code: JHCA

School Sports Participation, Immunizations, Concussions and Other Brain Injuries**

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.²

School Sports Participation

Students in grades 6 through 12 shall be required to have physical examinations performed prior to participation in extracurricular sports. Students who continue to participate in extracurricular sports in grades 7 through 12 shall be required to complete a physical examination once every two years, thereafter. Physical examination reports must be provided to the district using the School Sports Preparticipation Examination form³ disseminated by the Oregon School Activities Association (OSAA) prior to their participation.

“Participation,” as used in this policy means participation in sports practices and interscholastic sports competition. The physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a certified nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

Student medical/physical examinations will be waived for students whose religion opposes such examinations. Such written requests must be on file at the school prior to the student practicing and/or participating in interscholastic sports.

Any participant who has an injury, significant illness or major surgery and has been under the care of a physician must have a written release signed by the physician before participation.

¹ The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student has not suffered a concussion.⁴ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁵.

Upon receipt of written notification⁶ from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.⁷ Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.⁸

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485 - 336.490](#)

⁴ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

⁵ "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

⁶ "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

⁷ The district must use the sample form developed by ODE or a district form that includes all required content.

⁸ Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

[ORS 433.235 - 433.280](#)

[OAR 333-019-0010](#)
[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0041](#)
[OAR 581-021-3007](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
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 (2024).
House Bill 3007 (2025)

Cross Reference(s):

IGDJ - Interscholastic Athletics/Activities

Immunization of Students**

No student will be allowed to enroll or continue school attendance without first presenting evidence of compliance with Oregon Revised Statutes and Oregon Administrative Rules requiring immunization.

The administrator/designee is authorized to exclude any student from school attendance for noncompliance with the statutes and rules. The administrator/designee will notify the parent/guardian in writing of the reason for the exclusion, stating that the student will continue to be excluded until the student has complied with the requirements. The notice will also inform the parent/guardian that a hearing will be afforded upon request.

The district will comply with the Oregon Department of Human Services, Health Services, rules related to the district's immunization registry and the associated tracking and recall systems. This compliance shall include the waiver of the requirement of consent for release of information from or providing information to and the waiver of issues of confidentiality in regard to immunization records.

The policy is in effect for all students not exempted for religious beliefs, philosophical beliefs or medical reasons.¹

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)
[ORS 433.235](#) to -433.280

[OAR 333-019-0010](#)
[OAR 333-050-0010](#) to -0120
[OAR 581-022-0705](#)

HB 3000 (2013)

¹Documentation required for exemption is outlined in ORS 433.267.

QUARTERLY FINANCIAL REPORT

REPORT

Agenda Item # 3
November 13, 2025

SUPERINTENDENT'S RECOMMENDATION:

Information presented for review and discussion

BACKGROUND:

Financial Highlights:

The 2025-26 General Fund ending balance is projected to be approximately \$63.3 million, or 17.03% of revenues and \$23.2 million less than the prior year.

The 2024-25 ending fund balance becomes the 2025-26 beginning fund balance. The beginning fund balance on the attached Quarterly Financial Report has been adjusted to reflect the fund balance changes between the Budget, which was the best estimate during the budget development process in the spring, and the Activity columns. The projected ending fund balance for 2025-26 continues to be above the minimum required by Board Policy.

Notes:

Some activities not reflected in this report that may impact future financial reports in the course of the year include:

- Potential for reductions to existing State School Fund allocations.
- Possible need for the General Fund to provide support to maintain services and positions impacted by reductions to State & Federal grants.
- Additional support that may be needed to address facility needs.
- Financial Impact to changes in student enrollment.

Investment Report:

Investment of Funds is outlined in NCSD Policy DFA, requiring quarterly investment information reporting to the Board. The Local Government Investment Pool (LGIP) is one of the primary institutions used for district investments, producing the highest interest rate for short-term investments at this time. The current interest rate is .55% as of September 30, 2025, which is unchanged from the last quarterly presentation.

The Investment Portfolio Summary report is a summary of all fixed income investments, the LGIP, bank checking accounts and bank "money market" account balances. The combined portfolio contained \$153.7 million at a weighted average

nominal rate of return of .18%. This report recaps the percentage of the portfolio invested in each category (i.e. US Government Treasury investments, US Government Agency investments, Corporate Notes) and compares to policy percentage restrictions. As of September 30, 2025 all categories were in compliance with Board Policy. This report also provides the weighted average yield by issuer.

ATTACHMENTS:

Quarterly Financial Report
Investment Portfolio Summary
Investments by Maturity Date

PRESENTER / STAFF CONTACT:

Matt Makara, Executive Director of Finance and Business Services

North Clackamas School District No. 12
Quarterly Financial Report
General Fund
For the Period Ended September 30, 2025

	Budget	2025 - 2026 Activity			
	Adopted Budget 2025-26	YTD Actuals Through 9-30-2025	Encumbrances Through 9-30-2025	Actuals Including Encumbrances	Forecast Through 9-30-2025
REVENUES:					
Beginning Fund Balance (BFB)	\$ 74,530,368	\$ 86,559,234	\$ -	\$ 86,559,234	\$ 86,559,234
State School Fund:					
State Funds	153,120,505	52,043,468	-	52,043,468	153,120,505
Property Taxes	89,450,570	479,655	-	479,655	89,450,570
Local Option Levy	25,053,453	106,785	-	106,785	25,053,453
Common School Fund	1,970,521	-	-	-	1,970,521
High Cost Disability Grant	2,200,000	-	-	-	2,200,000
Investment Earnings	4,775,000	919,591	-	919,591	4,775,000
Intermediate Sources-CESD	3,037,133	-	-	-	3,037,133
Other Services and Fees	5,495,018	1,515,923	-	1,515,923	5,495,018
Transfers-in	-	-	-	-	-
Subtotal Revenues excluding BFB	\$ 285,102,200	\$ 55,065,422	\$ -	\$ 55,065,422	\$ 285,102,200
Total Revenues including BFB	\$ 359,632,568	\$ 141,624,656	\$ -	\$ 141,624,656	\$ 371,661,434
EXPENDITURES:					
Salaries	\$ 150,610,832	\$ 18,478,664	\$ 122,154,602	\$ 140,633,266	\$ 150,610,832
Benefits	97,312,406	11,248,876	76,405,051	87,653,927	97,312,406
Purchased Services	39,820,752	7,989,306	17,461,680	25,450,986	39,820,752
Supplies & Materials	11,972,239	2,819,202	3,210,997	6,030,199	11,972,239
Capital Outlay	370,000	28,382	15,491	43,873	370,000
Dues and Fees	2,603,772	2,435,165	24,426	2,459,591	2,603,772
Transfers-out	5,674,380	-	-	-	5,674,380
Subtotal Expenditures	\$ 308,364,381	\$ 42,999,595	\$ 219,272,247	\$ 262,271,842	\$ 308,364,381
CONTINGENCY:	\$ 51,268,187	\$ -	\$ -	\$ -	\$ -
Total Expenditures	\$ 359,632,568	\$ 42,999,595	\$ 219,272,247	\$ 262,271,842	\$ 308,364,381
*Projected Ending Fund Balance on 9-30-25					\$ 63,297,053
Projected Ending Fund Balance as a Percentage of Forecasted Revenue at 9-30-2025					17.03%



Investment Portfolio Summary

9/30/2025

Issuer	Book Value	Percentage of Portfolio	Maximum allowed per Policy	Over	Weighted Ave Yield
US Gov't Treasuries					
US Gov't Treasury	\$ 94,042,526.39	61.15%	100%		0.00%
Sub Total	\$ 94,042,526.39	61.15%	100%		
Municipalities					
	\$ -	0.00%	25%	N/A	
Sub Total	\$ -	0.00%	25%		
US Gov't Agencies					
Federal Home Loan Mortgage	\$ -	0.00%	25%	N/A	0.00%
Sub Total	\$ -	0.00%	100%	N/A	0.00%
Corporate Notes					
	\$ -	0.00%	5%	N/A	0.00%
Sub Total	\$ -	0.00%	35%	N/A	0.00%
Total Investment Portfolio					
	\$ 94,042,526.39	61.15%			0.00%
Banks/Money Market					
US Bank - Bond Checking	\$ 869,011.26	0.57%			
Washington Federal MMKT - Fund 100	\$ -	0.00%			0.15%
US Bank - General Checking	\$ 8,967,988.30	5.83%			
Sub Total - banks	\$ 9,836,999.56				
			LGIP Limit	Under/Over	
LGIP 3581 Bond Fund 420	\$ 4,057,045.17				0.55%
LGIP 4904 General Fund 100	\$ 45,844,194.85				0.55%
Total Cash and Equivalents	\$ 49,901,240.02	32.45%	\$ 59,847,000	9,945,760	
Grand Total					
	\$ 153,780,765.97				0.18%



Investment By Fund and Maturity Date
9/30/2025

Fund	Type	Settlement	Maturity Date	Total days held	Coupon	Purchase Price	Yield	Original Cost	Remaining balance	Par Amount	Amortized Cost
100	US Treas	8/6/2025	10/16/2025	71	0.000%	99.181	4.242%	14,877,229.17	\$ (70,895.83)	15,000,000.00	14,929,104.17
100	US Treas	8/6/2025	11/20/2025	106	0.000%	98.792	4.208%	14,818,916.67	\$ (129,833.33)	15,000,000.00	14,870,166.67
100	US Treas	8/6/2025	12/18/2025	134	0.000%	98.499 0.00	4.148%	64,024,963.89	\$ (756,744.44)	65,000,000.00	64,243,255.56
Total General Fund										<u>95,000,000.00</u>	<u>94,042,526.39</u>
Grand Total										<u>95,000,000.00</u>	<u>94,042,526.39</u>

SUPERINTENDENT’S RECOMMENDATION:

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

ORIGINATED BY:

Annual OSBA Election, vote from Board due by December 15, 2025.

BACKGROUND:

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

As a member of the OSBA, the NCSB Board of Education is eligible to participate in the election of officers to the OSBA Board and the Legislative Policy Committee, and to vote on resolutions that amend the OSBA Constitution or adopt legislative priorities.

The Board may consider ballot items separately and may decline to vote on any of them. After the Board has taken action(s), the Board Secretary will submit the vote via the OSBA on-line ballot.

ATTACHMENTS:

- A. OSBA 2025 Official Clackamas Region Ballot
- B. Candidate Nomination Form, Questionnaire and Personal/Professional Resume for OSBA Board of Directors Position 8 – Chrissy Reitz (only candidate)
- C. Candidate Nomination Form, Questionnaire and Personal/Professional Resume for OSBA Legislative Policy Committee Position 7 – Heather Ray (only candidate)
- D. Candidate Nomination Form, Questionnaire and Personal/Professional Resume for OSBA Legislative Policy Committee Position 8 – Jena Benologa (only candidate)

PRESENTER:

Jena Benologa, Board Chair



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

2025 OSBA Election Information - Clackamas Region

In odd-numbered years, member boards take official action to elect regional representatives for even-numbered positions on the OSBA Board of Directors, all regional representatives on the Legislative Policy Committee, and any positions that are currently vacant or were filled by appointment, and to vote on any resolutions brought before the membership.

- *The Clackamas region holds two positions on the Board of Directors and two positions on the Legislative Policy Committee, all of which are up for election.*
- *There are no resolutions being brought before the membership at this time.*
- *Candidate materials are posted on the [OSBA Election Information](#) page.*
- *Member boards must take official action to vote.*
- *Please [use this map](#) to verify your region before proceeding.*

Clackamas Region Official Ballot

1. Board of Directors Position 07

- No candidate filed for Board of Directors Position 7

2. Board of Directors Position 08

Chrissy Reitz

3. Legislative Policy Committee Position 07

Heather Ray

4. Legislative Policy Committee Position 08

Jena Benologa

Board Action Verification

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

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

* 7. Type your name and title.

Send me a copy of my responses via email

Done

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OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____

Insert your high-resolution digital photo (head shot):
1) Open this PDF in Adobe
2) Click on Tools tab
3) Click Edit PDF
4) Click on Add Image
5) Navigate to where photo is
6) Position photo in this frame

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

Name

Date

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

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

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

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

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

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

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

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

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

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

Additional comments:

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

Date: 9/10/25

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

**Nominations are due by 5 pm,
September 30, 2025**

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

Dear Dawn Watson:

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

BOARD CANDIDATE INFORMATION

Name: Chrissy Reitz
District/ESD/Community College: Hood River County School District
Address: 1420 Sunset Rd
City: Hood River Oregon ZIP: 97031
E-mail: chrissy.reitz@hoodriver.k12.or.us Phone: 503-381-8024

This nomination was approved by official action of our board of directors at a duly called meeting on 9/10/25.
(date)



(Board Chair signature)

Board Chair name: Chrissy Reitz
District: Hood River County School District
Address: 1011 Eugene St
City, State, Zip: Hood River, OR, 97031

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____



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

Name

Date

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

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
3. What do you see as the two most challenging legislative issues faced by OSBA?
4. What do you see as the two most challenging legislative issues faced by your region?
5. What is your plan for communicating with boards in your region about legislative issues?

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

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

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

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

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

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

Additional comments:

**NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER**

Date _____

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

**Nominations are due by 5 pm,
September 30, 2025.**

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

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the _____ Region, Position # _____.

LPC CANDIDATE INFORMATION

Name: _____
District/ESD/Community College: _____
Address: _____
City: _____ Oregon ZIP: _____
E-mail: _____ Phone: _____

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



(Board Chair signature)

Board Chair name: _____
District: _____
Address: _____
City, State, Zip: _____

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Jena Benologa

Date: 9/3/25

Address: 6604 SE Hemlock Street

City/Zip: Milwaukie 97222

Business phone: _____

Residence phone: _____

Cell phone: 5037301210

E-mail: jena.benologa@nclack,k12.or.us

District/ESD/CC: North Clackamas

Term expires: 2027 Years on board: 6

Region: Clackamas



Position #: 2

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

Jena Benologa

9/3/25

Name

Date

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

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
Continue to build and grow relationships with our legislators, learn about upcoming bills that impact education and bring that information back to my region and my district. Advocate for stable funding.
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
I have been NCS D board chair and vice respectively, and currently am serving as board chair again. I have met with our legislators for many years and have testified in person and submitted written testimony during hearings. I am willing and able to advocate and lead others in doing so.
3. What do you see as the two most challenging legislative issues faced by OSBA?
Adequate and stable funding, QEM
Unfunded mandates
4. What do you see as the two most challenging legislative issues faced by your region?
Fed and state funding ,Summer program funding
Mental Health Supports, support from the county
5. What is your plan for communicating with boards in your region about legislative issues?
Via email, attending/organizing in person and virtual meetings

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

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

NCSD Board Chair and Vice Chair

Clackamas ESD Budget Committee Chair

Current and previous board committee assignment: Youth Equity, Legislative Agenda, Wellness, Policy, Super Eval, Ed Foundation

Other education board positions held/dates:

Budget Committee member and chair prior to serving on the NC12 board

Current CESD budget committee Chair

Occupation (Include at least the past five years):

Employers:

Cultural Homestay International

Dates:

Feb 2016 to present

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

High school: David Douglas- graduated 1984

College: Portland State 1984-86: 1989-90

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

I ran an in home preschool for 26 years, 18 years in the Milwaukie area. I have years of training and classes, working closely with CESD to provide care for special needs children.

Activities, other state and local community services:

Neighborhood Assoc in years past

PTA president, vice president, and other PTA offices and committees at Campbell Elementary

President of Sleighbells, a local non-profit

Hobbies/special interests:

cooking, gardening, my dogs, decorating, hiking

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

Eastern Star, current officer, Amaranth, White Shrine, Daughters of the Nile

Additional comments:

NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER

Date 9.8.25

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

**Nominations are due by 5 pm,
September 30, 2025.**

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

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Clackamas Region, Position # 7 or 8.

LPC CANDIDATE INFORMATION

Name: Jena Benologa
District/ESD/Community College: North Clackamas School District #12
Address: 6604 SE Hemlock
City: Milwaukie Oregon ZIP: 97222
E-mail: jena.benologa@nclack.k12.or.us Phone: 503.730.1210

This nomination was approved by official action of our board of directors at a duly called meeting on 9.11.25
(date)



(Board Chair signature)

Board Chair name: Tory McVay
District: North Clackamas #12
Address: 12951 SE Vernie Ave.
City, State, Zip: Milwaukie, OR 97222

SUPERINTENDENT EVALUATION PROCESS

DISCUSSION

Agenda Item #5
November 13, 2025

ORIGINATED BY:

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

BUDGET IMPACT/SOURCE OF FUNDS:

Not applicable.

BACKGROUND:

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

ATTACHMENTS:

- A. Proposed 2025-2026 Superintendent Evaluation Timeline and Process
- B. Sections 7 & 8 of the 2024-2027 superintendent's contract relating to evaluation
- C. Policy [CBA Qualifications and Duties of the Superintendent](#)
- D. Policy [CBG Evaluation of the Superintendent](#)

CONTACT:

Jena Benologa, Board Chair

SUPERINTENDENT EVALUATION TIMELINE AND PROCESS

MONTH	ACTION	FORMAT	LEAD
October	Pre-check in and evaluation tools, policies, process, and timeline overview	Governance meeting	Board Chair(s)/ Superintendent
	Superintendent shares suggested focal goals and standards	Written report	Superintendent
November	*Evaluation committee meeting	Committee meeting	Board Chair(s)
	Evaluation standards and descriptors template to Board	Written template	Board Secretary
	Board approves evaluation process and timeline	Board meeting	Board Chair(s)
	Pre-Check in evaluation meeting	Exec. session	Board Chair(s)/ Superintendent
December	Superintendent finalizes goals and standards priorities for board and committee feedback	Written report	
	*Evaluation committee meeting	Committee meeting	Board Chair(s)
	Pre-Check In Evaluation Meeting	Conference	Board Chair(s)/ Superintendent
January	Superintendent presents annual artifacts and/or reports	Written report Board meeting	Superintendent
	The board starts individual evaluation feedback	Individually	Board Directors
	*Evaluation committee meeting	Committee meeting	Board Chair(s)
February	The board finalizes individual evaluation feedback	Individually	Board Directors
	*Evaluation committee finalizes draft evaluation	Committee meeting	Board Chair(s)
	Board finalizes evaluation	Exec. session	Board Chair(s)
March	Evaluation shared with Superintendent by March 1, 2024		
	Evaluation discussion between Board and Superintendent	Exec. session	
	*Evaluation committee crafts a short narrative statement regarding the evaluation	Written	Board Chair(s)
	Board publicly shares and adopts short narrative statements regarding the evaluation	Board Meeting	Board Chair(s)
April-Aug	Establish Strategic Plan focus, prioritization, board goals, and direction for the next school year evaluation planning		Board Chair(s)/ Superintendent

*Evaluation committee for 2025-2026: Chair Jena Bendiga, Vice Chair Tory McVay, and Director Paul Kemp
Timeline is approximate.

ARTICLE 7 EVALUATION

7.1 Purpose of Evaluation. The Board will evaluate Superintendent's performance for the purposes of improving District leadership, maintaining open and effective communication between the Board and Superintendent and enhancing relations between the Board and Superintendent. The evaluations shall be made in reference to Superintendent's position description as more fully set forth in District Policy CBA and those goals and objectives established by the Board in consultation with Superintendent.

7.2 Procedure for Evaluations. The Board shall meet in Executive Session to evaluate and assess in writing the performance of Superintendent in accordance with the schedule set forth below. Superintendent shall be entitled to meet with the Board to review the evaluation before it is completed and to provide any information that Superintendent deems pertinent.

7.3 Schedule for Evaluations. It is intended that the schedule for formal annual evaluation of Superintendent will be congruent with District Policy CBG, which specifies the date by which the Board will decide upon renewal or extension of Superintendent's contract and, thereafter, inform Superintendent of that decision. The first formal evaluation under this agreement shall be completed by the first School Board meeting in March 2025, and, thereafter, annually.

ARTICLE 8 PERFORMANCE GOALS

The Board shall, in consultation with Superintendent, establish general goals and specific objectives for the school year. The goals and objectives shall be established in writing and be among the criteria for evaluation of Superintendent.



Code: **CBA**
Adopted: 6/19/86
Revised/Readopted: 6/23/11; 5/02/13
Orig. Code(s): CBA

Qualifications and Duties of the Superintendent

Qualifications and Reporting

The superintendent will hold a superintendent's credential as prescribed by the Teacher Standards and Practices Commission.

The superintendent is directly responsible to the Board.

Duties of the Superintendent

The superintendent:

1. Serves as chief executive officer of the Board except as otherwise provided by law, makes rules not in conflict with law or with Board policies and decides all matters of administrative and supervisory detail in connection with the operation and maintenance of the schools;
2. Initiates and directs the development of policies for approval by the Board, delegating such responsibility to associates and subordinates as deemed desirable;
3. Attends all meetings of the Board except those concerned with his/her own contract status and takes part in the deliberations, but does not vote;
4. Assists the Board in reaching sound judgments, establishing policies and approving those matters which the law requires the Board to approve;
5. Places before the Board necessary and helpful facts, comparisons, investigations, information and reports; and makes available the personal advice on special or technical matters by qualified persons;
6. Implements and interprets Board policies;
7. Recommends the appointment, contract renewal, contract extension, contract nonrenewal, contract nonextension or discharge of licensed employees to the Board as provided by law, Board policies and the employee's collective bargaining agreement, as applicable, and with such recommendations reported to the Board for approval;
8. Assigns or transfers licensed employees as provided by state law, Board policies, collective bargaining agreements and consultation agreements, as applicable;
9. Appoints, assigns, transfers, promotes, demotes or discharges classified and nonrepresented employees as provided by state law, Board policies, collective bargaining agreements and meet and confer agreements, as applicable;

10. Supervises and evaluates the work of the administrators who carry out the operation of the district under the authority and responsibility delegated to them by the superintendent;
11. Directs the work of the professional staff in evaluating curriculum and instructional materials and, upon the basis of such study, makes recommendations to the Board;
12. Supervises the establishment or modification of attendance and transportation area boundaries subject to Board approval;
13. Directs the preparation of the budget showing the estimated receipts and disbursements necessary to cover the needs of the district for the ensuing budget period and submits this estimate to the Board in accordance with law;
14. Approves and directs, in accordance with law and Board policy, purchases and expenditures, within the limits of the budget;
15. Exercises leadership in directing studies of sites and buildings, considering the population trend and the educational and cultural needs of the district, to ensure timely decisions by the Board and electorate regarding construction and renovation projects;
16. Represents the district in dealings with other school systems, social institutions, business firms, government agencies and the general public;
17. Keeps the public informed about current educational practices, educational trends and issues confronting the district.

The specific enumeration of the superintendent's duties as detailed above will not act to limit the broad authority and responsibility of the office.

END OF POLICY

Legal Reference(s):

[ORS 327.133](#)
[ORS 332.075](#)
[ORS 332.515](#)
[ORS 342.125](#)
[ORS 342.140](#)
[ORS 342.143](#)
[ORS 342.173](#)

[ORS 342.175](#)
[ORS 342.200](#)

[OAR 581-022-0102 to -1940](#)
[OAR 581-023-0006 to -0050](#)
[OAR 584-020-0000 to -0045](#)

[OAR 584-036-0035\(1\)](#)
[OAR 584-046-0005 to -0024](#)
[OAR 584-048-0085 to -0095](#)
[OAR 584-080-0151](#)
[OAR 584-080-0152](#)
[OAR 584-080-0161](#)

Cross Reference(s):

CBG - Evaluation of the Superintendent



Code: **CBG**
Adopted: 6/19/86
Revised/Readopted: 3/17/11; 6/22/17
Orig. Code(s): CBG

Evaluation of the Superintendent

The superintendent's job performance will be evaluated annually based on applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and the Board.

Additional criteria for the evaluation, if any, will be developed at a public Board meeting prior to conducting the evaluation, and the superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent and his/her performance will be in executive session, unless the superintendent requests an open session; however, such an executive session will not include directives about or a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract, state law, and state administrative rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\), \(8\)](#)
[ORS 332.107](#)
[ORS 332.505](#)

[ORS 342.513](#)
[ORS 342.815](#)

[OAR 581-022-1720](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

Cross Reference(s):

BDC - Executive Sessions
CB - Board-Superintendent Relationship
CBA - Qualifications and Duties of the Superintendent

POLICY REVISIONS

DISCUSSION
Agenda Item #6
November 13, 2025

REASON FOR BOARD CONSIDERATION:

First reading of the attached revised policy.

RECOMMENDATION:

The Superintendent’s Policy Review Team, with representation of staff and board liaisons, 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 policy to review:

Policy	Title	Reason
IIA	Instructional Materials	OSBA August 2025, ORS 659.850 requires compliance with nondiscrimination practices; ORS 337.260 ensures compliance on nondiscrimination practices.

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff



Code: IIA
Adopted: 6/04/87
Revised/Readopted: 9/20/12; 6/14/18; 6/26/25
Orig. Code: II/IIA

Instructional Materials**

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and library materials in school and classroom libraries, ~~library materials~~ and that those materials should be inclusive of populations represented in a global society, ~~all people, regardless of race, color, creed, national origin, age, sex, sexual orientation, gender identity, or disability.~~

Any person responsible for the adoption of textbooks or the approval of instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender.

Any person responsible for the selection or retention of library materials may not prohibit the selection or retention of, or refuse to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by any individual or group against whom discrimination is prohibited under ORS 659.850, i.e., ~~The process of selecting instructional and library materials reflects the responsibility of the district:~~

- ~~1. To provide materials that are representative of the contributions of all people, regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, or perceived disability, pregnancy, familial status, economic status, veterans' status, and to identify, mitigate and/or eliminate culturally biased materials;~~
- ~~2. To provide materials that offer multiple perspectives on controversial issues so that students may develop, under guidance, the practice of analytical reading and thinking;~~
- ~~3. To ensure adherence to all laws regulating the use of such material.~~

A material involved with a reconsideration request will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations.

This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures.

The term “instructional material” includes core instructional materials, supplemental materials, and school library materials made available in, and classroom or school libraries as defined below library materials.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

Principals are responsible for implementing and maintaining district-required materials and academic programming.

Definitions

“Core instructional material,”¹ sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

“Supplemental instructional materials” means instructional materials used as part of the course of study, which that are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material. It shall be the responsibility of the principal to ensure that any supplemental materials are appropriate to the instructional objectives.

“Library “School library materials” includes educational or literary means materials that which are nonfiction or fiction and that are available kept in print or an electronic format. “Library materials” does not include textbooks or instructional materials that are selected under ORS 337.120, 337.141 or 337.260.

“School library” means any collection of library materials made available to students at school, either at a central location of the school, at a common area for one or more grades of the school, or through an online remote education program library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.

“Classroom library” means any collection of library materials made available to students” means materials which are kept in a single the classroom or a common area accessible by two or more classrooms in district schools for student selection and use. The use of these materials is not required for the class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, etc. These materials are not adopted by the Board.

Core Instructional Materials

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent or designee to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide for involvement of administrators, staff,

¹ This comes from OAR 581-011-0050(1), referring to instructional materials which must be adopted by local school boards.

parents, ~~guardians~~, students, and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. The adoption of textbooks by the Board and any committee shall be done in a manner ~~compliant~~~~in accordance~~ with ORS 337.260. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge. All requests for reconsideration of core instructional materials may be considered under administrative regulation IIA-AR(2) - Reconsideration of Core Instructional Materials.

The district may choose to independently adopt core instructional materials which are not on the state-approved list, using state-approved selection criteria. (See administrative regulation IIA-AR(6) – Independent Adoption of Core Instructional Materials).

Supplemental Instructional Materials

All supplemental instructional materials will be selected by instructional staff as determined appropriate, which may not be through any formal selection procedure. Decisions regarding the use of, or refusal to approve the use of, supplemental instructional materials shall be made in a manner compliant with ORS 337.260. Such materials will contain suitable readability levels and support the district’s adopted curriculum content. Materials will be used for their intended audience.

All requests for reconsideration of supplemental instructional materials may be considered under administrative regulation IIA-AR(3) - Reconsideration of Supplemental Instructional Materials.

School Library Materials

All school library materials will be selected by a librarian using established selection criteria. The selection or retention of library materials in a school library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. All requests for reconsideration of school library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration Library Materials in a School or Classroom Library. ~~Materials.~~

Classroom Library Materials

All classroom library materials will be selected by a classroom teacher and/or others, with no formal selection procedure. The selection or retention of library materials in a classroom library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library. All requests for reconsideration of classroom library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration Library Materials in a School or Classroom Library. ~~Materials.~~

**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 174.100](#)
[ORS 332.107](#)
[ORS 336.035](#)
[ORS 336.082](#)
[ORS 336.840](#)
[ORS 337.120](#)
[ORS 337.141](#)

[ORS 337.150](#)
[ORS 337.260](#)
[ORS 337.511](#)
[ORS 339.155](#)
[ORS 659.850](#)

[OAR 581-011-0050 - 0117](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-2310](#)
[OAR 581-022-2340](#)
[OAR 581-022-2350](#)
[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2024).

Title VI of the Civil Rights Act, 42 U.S.C. § 2000d (2024); 28 C.F.R. §§ 42.101-42.106 (2024).

Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2024); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2024); 29 C.F.R. Part 1630 (2024); 28 C.F.R. Part 35 (2024).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).

Senate Bill 1098 (2025).