



Agenda

North Clackamas School Board
Thursday, October 22, 2020 - 5:30 PM
Zoom/YouTube

**This Board meeting will be held electronically as allowed by House Bill 4212 (2020)
in response to COVID-19 public health concerns.**

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

Work Session	3
5:30 High School Success Student Support - Engagement Specialists	
Open Session	16
6:30 Call to Order - Native Land Acknowledgement	
Minutes - October 8, 2020	17
Consent Agenda	
A. Employment Changes	
6:35 1. Community Requests	
6:50 2. NCEA Featured Educator	
6:55 3. Native American Heritage Month - Proclamation	20
Presenter: Libra Forde	
7:00 4. Sunnyside Elementary - School Presentation	22
Presenter: Khaliyah Williams-Rodriguez	
7:20 5. Class Size and Caseload Support - Report	36
Presenter: Khaliyah Williams-Rodriguez, Libby Miller, Petra Callin	
7:35 6. Quarterly Financials - Report	47
Presenter: Gayellyn Jacobson	
7:45 7. Policy Revisions - Discussion	52
Presenter: Tiffany Shireman	

7:55	8. Educational Delivery Model - Action Presenter: Matt Utterback	65
8:05	9. Superintendent Hiring Criteria - Action Presenter: Libra Forde	94
8:10	10. Real Estate - Action Presenter: Cindy Detchon	98
8:15	Adjourn	

**HIGH SCHOOL SUCCESS STUDENT SUPPORT
ENGAGEMENT SPECIALISTS**

WORK SESSION
October 22, 2020

SUPERINTENDENT'S RECOMMENDATION:

This item is presented for Board information.

REASON FOR BOARD CONSIDERATION:

Board request

BACKGROUND:

In November 2016, Oregon voters passed a comprehensive ballot measure aimed at improving high school experiences and outcomes. This ballot measure, called Measure 98, has since been funded and school districts have formalized their secondary schools' program planning within the guidelines and direction of the state's High School Success program.

North Clackamas School District's High School Success Engagement Team has been charged with developing and implementing strategic services that target and increase opportunities for underserved students. The Engagement Team uses culturally relevant, research-based best practices to discover and engage students and families who are encountering barriers to attending or completing their secondary education.

ATTACHMENT:

PowerPoint Presentation

PRESENTER / STAFF CONTACT:

Petra Callin, Executive Director of High Schools
Robert Blake, High School Success Coordinator
Luke Scarpino, High School Success Coordinator



North Clackamas SD High School Success Engagement Team Update

October, 2020

Petra Callin - Executive Director High Schools
Robert Blake - High School Success Coordinator
Luke Scarpino - High School Success Coordinator

Much has changed since our last presentation...



Danielle Brown



Melren Pichon



Luke Scarpino



Henry Williams



Johanna Velázquez



Robert Blake

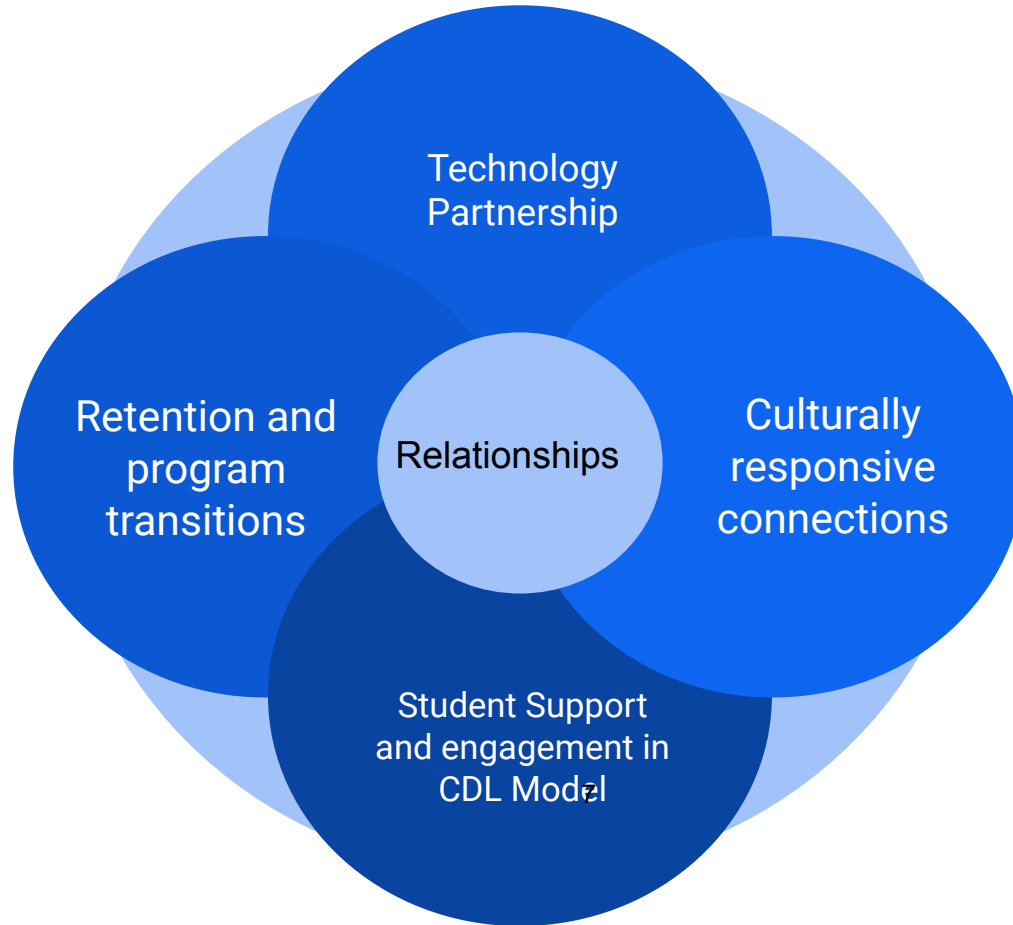
But our mission remains the same

- A diverse group of classified employees with multiple educational backgrounds and skill sets.



- Our goal is to use culturally relevant, research-based best practices to discover and engage students and families who are encountering barriers to attending and completing their education at the secondary level.

Current Focus of the Engagement Team



What we said last year...

- Continue to build on and systematize the work we are already doing to support families and students.
- Increase 8th grade exposure to College and Career Readiness and Career Technical Programs.
- 9th grade “On-Track” support
- Mentor Program Exploration (In Schools and in Communities)
- Restorative Justice Research, Planning, and Implementation
- Using data to inform our work across the district



Accountability

What we said...

1. Systematize work
2. 8th grade College and Career exposures
3. 9th grade “on-track” support
4. Mentor Program exploration
5. Restorative Justice (RJ) Research and Planning
6. Gathering and Using Data to inform our work

What we did...

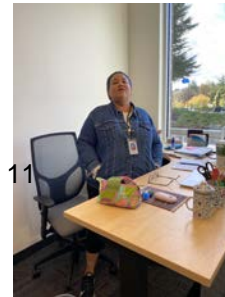
1. Black Student Unions in all secondary programs, weekly team meetings, technology HelpDesk partnership.
2. Naviance coming to Middle Schools, targeted high school field trips, Sabin Schellenberg skills center exploration.
3. Support for educator teams, Stand for Children trainings, Milwaukie High School Success.
4. Pilot project at Clackamas High with Leadership class.
5. Developed and implemented district wide RJ training and rollout plan.
6. Calls to families as COVID-19 hit, “on-track” data use in team meetings, care team processes and protocols.

We continue to serve our community



We have been visible, supportive, and available for our students and families throughout the Black Lives Matter movement while continuing to build and support our Asian Pacific Islander and LatinX affinity groups in our school communities.

By providing opportunities for engagement and success



Meet the Team



"Until we get equality in education, we won't have an equal society"

-Sonia Sotomayor



"As soon as a man takes refuge in fatalism it is because he has stopped thinking"

-Pedro Albizu Campos



"Great things come from hard work and perseverance. No Exceptions."

-Kobe Bryant



"I've come too far to quit"

-Muhammed Ali

Our Work Moving Forward...

*Here are the things that we have committed to as a **TEAM** moving forward....*

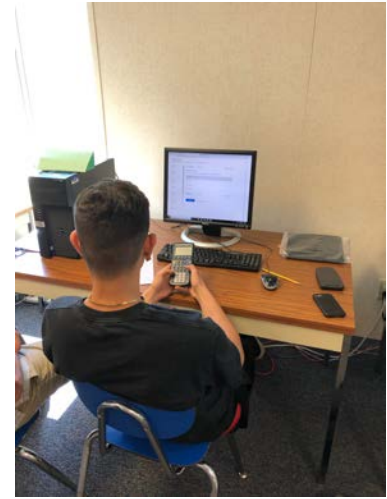
- Program Transitions
- Adaptive support for students
- Restorative Justice
- Supporting College and Career TOSA's
- Technology Partnership
- Care Teams and 9th Grade on-track support
- Affinity Groups at the secondary level: (Asian Pacific Islander, Black Student Union)
- Historically Black College Tours

Gratitude...

Thank you to all the staff who have help guide and support our work. We know that we are stronger together, and our students and families should feel like there is a network of care in our district. These people help make that happen.

- Donna Collingwood and Karla Branson
- The amazing Technology Department who continually support our families
- All of the wonderful staff at the Wichita Center
- Kim Amador, Shawnte Hines, Doug Jenkins
- Shay James, Petra Callin, Tammy O'Neill, and Libby Miller
- The school based staff that are willing to try something new in the hopes that we can engage and support all of our students. Every Single One

Questions?





Native Land Acknowledgment

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

**NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS REGULAR MEETING
October 8, 2020
Zoom/YouTube**

Executive Session

With due notice having been given and a quorum present, Vice Chair Mitzi Bauer convened executive session under ORS 192.660 (2)(e) at 6:01 p.m. with the following members present:

Mitzi Bauer	–	Vice Chair
Jena Benologa	–	Director
Kathy Wai	–	Director
Orlando Perez	–	Director
Steven Schroedl	–	Director
Tory McVay	–	Director
Matt Utterback	–	Superintendent
Sandra Henderson	–	Board Secretary

Also present were, Cindy Detchon, Shay James, Tiffany Shireman, and Rhys Konrad.

Real Estate – Real Estate Broker Rhys Konrad from Macadam Forbes, Inc. discussed a real estate transaction with the Board.

Executive session recessed at 6:23 p.m.

Open Session

Vice Chair Mitzi Bauer convened open session at 6:32 p.m. Present, in addition to those at the executive session were, Derrick Brown, Gayellyn Jacobson, Khaliyah Williams-Rodriguez, Libby Miller, Mark Moser, Maureen Callahan, Petra Callin, Shelly Reggiani, and Vivian Garrison. Stephanie Rose and Mike Collins were present as guests. District employees and community members were provided a live stream on YouTube. Director Orlando Perez read the Native Land Acknowledgement.

Minutes –

R20/21-23

Steven Schroedl moved, Tory McVay seconded the motion to approve the minutes of the regular Board meeting held September 15, 2020. Motion passed unanimously.

R20/21-24

Steven Schroedl moved, Kathy Wai seconded the motion to approve the minutes of the special Board meeting held September 24, 2020. Motion passed unanimously.

R20/21-25

Consent Agenda – Kathy Wai moved, Orlando Perez seconded the motion to adopt the consent agenda as recommended:

Employment Changes - Approve employment changes as listed, with a copy of the list made as part of the official minutes, as recommended by the Executive Director of Human Resources:

- Administrative* – appointment, terminations
- Licensed* – appointments, additional assignments, terminations

Community Requests – None at this time.

R20/21-26

Filipino American History Month – Vice Chair Mitzi Bauer presented a proclamation to designate the month of October in the year 2020 as “Filipino American History Month.”

Jena Benolaga moved, Kathy Wai seconded the motion to adopt the resolution to designate the month of October in the year 2020 as “Filipino American History Month” in the North Clackamas School District. Motion passed unanimously.

R20/21-27

School District Administrators Appreciation Month – Superintendent Matt Utterback presented a resolution to designate the month of October as “School District Administrator Month.”

Tory McVay moved, Orlando Perez seconded the motion to adopt the resolution to designate the month of October in the year 2020 as “School District Administrator Month” in the North Clackamas School District. Motion passed unanimously.

Opening of School Report – Superintendent Matt Utterback reported the status of student enrollment, class sizes, financial impacts of COVID-19 and Comprehensive Distance Learning.

He also reported that the district is required to report annually on compliance with Oregon's Division 22 standards for public elementary and secondary schools. The North Clackamas School District was compliant with the required standards for the 2019-2020 school year. Staff will submit the appropriate report to the Oregon Department of Education and post compliance information in multiple languages on the school district website prior to the Oregon Department of Education's November 1 deadline.

Board Reports – Board members made brief reports on activities and events they had attended, commented on the Wichita Center for Family and Community needing donations of food and fundraising taking place for the emergency housing fund which provides rent support, security deposits and utilities payment support for our families in need.

North Clackamas Education Foundation (NCEF) Annual Report – Superintendent Matt Utterback introduced NCEF Executive Director Stephanie Rose who provided an annual report to the Board regarding NCEF's finances, grants, and scholarships.

R20/21-28 **Budget Committee Appointments** – Jena Benologa moved, Tory McVay seconded the motion to not declare Budget Committee positions vacant and to reappoint Monica DiPietrantonio to Position 10 and Angel Landrón-González to Position 11. Motion passed unanimously.

R20/21-29 **School Board Legal Counsel** – Kathy Wai moved, Jena Benologa seconded the motion to select Miller Nash Graham & Dunn as the Board’s legal counsel representative. Jena Benologa, Kathy Way, Mitzi Bauer and Steven Schroedl voted in favor, Tory McVay abstained. Motion passed 4-0. Orlando Perez was not present due to a technical difficulty.

Reactivate Superintendent Search – After previously rescinding his retirement plans, Superintendent Matt Utterback has announced his intention to retire as of June 30, 2021. This requires the Board to declare the Superintendent position vacant as of July 1, 2021 and revise the Superintendent search timeline.

Ray & Associates search consultant Mike Collins introduced himself and addressed questions from the Board.

R20/21-30 Kathy Wai moved, Jena Benologa seconded the motion to declare the position of Superintendent vacant as of July 1, 2021 and to approve the revised search timeline. Motion passed unanimously.

The Board reviewed the Superintendent hiring criteria that was originally approved on January 23, 2020.

R20/21-31 **Student Investment Account Agreement** – Orlando Perez moved, Steven Schroedl seconded the motion to approve the Student Investment Account Agreement with the Oregon Department of Education. Motion passed unanimously.

There being no further business to come before the Board, the meeting adjourned at 8:03 p.m.

Unapproved

PROCLAMATION:
NATIVE AMERICAN HERITAGE MONTH

ACTION
Agenda Item #3
October 22, 2020

SUPERINTENDENT'S RECOMMENDATION:

That the Board adopt the proclamation recognizing November 2020 as Native American Heritage Month in North Clackamas School District.

ORIGINATED BY:

Board Chairs request.

BACKGROUND:

National American Heritage Month celebrates and recognizes the accomplishments of the peoples who were the original inhabitants, explorers and settlers of the United States.

Since 2009, United States Presidents have issued annual proclamations which designate November as National Native American Heritage Month. These proclamations celebrate the contributions of the Native Americans, Alaskan Natives, and Indigenous Peoples, and urge the people of the United States to learn more about Native and Indigenous cultures.

ATTACHMENTS:

Proclamation

PRESENTER:

Libra Forde, Board Chair

Native American Heritage Month

in

North Clackamas School District

WHEREAS, National Native American Heritage Month celebrates and recognizes the accomplishments of the peoples who were the original inhabitants, explorers, stewards and settlers of the United States; and

WHEREAS, for more than five hundred years, Native communities across the Americas have demonstrated resilience and resistance in the face of violent efforts to separate them from their land, culture, language and each other. They remain at the forefront of movements to protect our Earth and the life it sustains; and

WHEREAS, the North Clackamas School District is deeply committed to equity and inclusion. This stance includes the cultural affirmation of our students, staff, parents, and community members who identify as Native or Indigenous People; and

WHEREAS, the North Clackamas School District strives to close the equity and outcome gaps for Native American and Alaska Native students through policies and practices that reflect the experiences of Indigenous Peoples, ensure greater access and opportunity and honor Native and Indigenous roots, history, heritage and contributions; and

WHEREAS, our community is better because of the diversity of our population; and

NOW, THEREFORE, BE IT RESOLVED that the North Clackamas School District hereby proclaims the Month of November 2020 as Native American Heritage Month in the North Clackamas School District and encourage all residents to honor Native American history and culture.

Adopted this 22nd day of October, 2020.

Signed:

Chair, Libra Forde, School District Board of Director

SUPERINTENDENT'S RECOMMENDATION:

This item is presented for Board Information.

BACKGROUND:

This year, a school will be highlighted each month and will make a presentation to the School Board to engage in a discussion on student achievement.

Sunnyside Elementary is featured this month and will present the following:

- Welcome/Introductions
- Sunnyside Student Voices
- Sunnyside Mission and Pride
- Perspective about Comprehensive Distance Learning
 - Success
 - Challenges
- Impact of the capital construction bond
- Sunnyside Families Program

ATTACHMENTS:

- Presentation Slides
- Sunnyside Elementary Data Summary Sheet
- 2019-20 Oregon At-A-Glance School Profile

PRESENTER / STAFF CONTACT:

Khaliyah Williams-Rodriguez - Executive Director, Elementary Programs
Mike Potter – Principal, Sunnyside Elementary

OTHERS NOTIFIED OF ITEM:

Sunnyside Elementary Staff
Sunnyside Elementary PTA



Sunnyside Elementary

October 22, 2020

Sunnyside Elementary Mission

Sunnyside is a respectful community that knows and **values each individual**. We encourage perseverance, foster a growth mindset, and create rigorous academic experiences. **We strive to provide an equitable environment where all students receive the support they need to be successful.** We believe this will help our students become positive, contributing members of their communities...now and in the future.

Student Voices

What Sunnyside Students Have To Say About School This Fall



Staff Pride

- Teamwork - We help each other and think creatively to support students and families
- I'm inspired everyday by how hard my students are working
- Staff look out for each other, share ideas and work together to make Comprehensive Distance Learning a smoother process for all
- I really appreciate our families and PTA - it really takes all of us together!
- I'm proud of how far teachers go to connect with students and families, pouring themselves into their students every day!

Successes In Comprehensive Distance Learning

- Technology support from Sunnyside staff and North Clackamas Technology
- Encouragement and support from Sunnyside, North Clackamas & Community
- Celebrating the little things along the way - seeing what students and my peers are capable of gives me confidence to push forward and keep trying new things
- Being able to connect in meaningful ways with students during Synchronous learning has made all the difference
- I've had the privilege of communicating with families more than I ever have done before, that's been wonderful
- I've learned how to use so much new technology
- Consistent Morning Meetings where kids feel heard, valued and part of the community

Biggest Challenges During CDL

- Two words - “the computer!”
- Ensuring that all students are attending their lessons throughout the day while trying to not overwhelm families with emails
- Planning for & with Instructional Assistants for meaningful time spent with students
- The time it takes to feel like I’m simi-prepared - It’s A LOT!
- Teaching to a screen takes away energy and responsiveness & makes it difficult to gauge how lessons are going
- Teaching students and families how to use technology at the same time I’m learning too
- Updates and changes to the ‘Google²⁰world’ and instructional resources
- Acknowledging that families have very full plates right now

Sunnyside Can Do This

- Coworkers with positive attitudes
- Teachers and families partnering
- Making time to connect with students
- Grade Level Team - “I couldn’t do it without them!”
- Experimenting with different ideas - we are all learning together

Bond Construction Makes a Positive Impact

- More space to work and play
- The school flows and functions much better and all of our classrooms are connected
- The courtyard is a usable and beautiful space
- Having new technology has enhanced my teaching
- I feel safer at work

Sunnyside Families

- All students belong to a Sunnyside Family
- Once a week meetings focus on Social Emotional Learning and Building Relationships
- Expands the support of students across the school

Students At The Center

- Teachers and Staff Focused On:
 - Building Relationships
 - Supporting each other
 - Staying Connected

Are there any questions?



Principal: Mike Potter

Program & Enrollment Information			Race & Ethnicity Information*		
	Number	Percent		Number	Percent
Total Number of Students	466	100%	Hispanic/Non-Hispanic	87/379	19%/81%
English Learners	65	14%	Multi-Racial	50	11%
Students with Disabilities	55	12%	American Indian/ Alaska Native	17	4%
Economically Disadvantaged Students	135	29%	Asian	85	18%
Male	237	51%	Black/African American	46	10%
Female	229	49%	Hawaiian/Pacific Islander	22	5%
Non-Binary	NA	NA	White	369	79%

*This race/ethnicity data includes duplicated numbers recognizing students' multiple identifications.

Number of Sunnyside students attending North Clackamas Virtual Online Program (VOP):

- Kindergarten – 5
- First Grade – 4
- Second Grade – 4
- Third Grade – 9
- Fourth Grade – 4
- Fifth Grade – 4

Total: 30

Total Sunnyside Students including VOP - 499

STUDENTS WE SERVE^

569 Student Enrollment

^Student enrollment as of October 1, 2019

DEMOGRAPHICS

American Indian/Alaska Native

Students: <1%

Teachers: 0%

Asian

Students: 14%

Teachers: 0%

Black/African American

Students: 3%

Teachers: 0%

Hispanic/Latino

Students: 16%

Teachers: 3%

Multiracial

Students: 10%

Teachers: 3%

Native Hawaiian/Pacific Islander

Students: 1%

Teachers: 0%

White

Students: 56%

Teachers: 94%

INTRODUCTION

The At-A-Glance School and District profiles tell a story about Oregon's schools and districts. This year's profiles do not include statewide assessments data, class size data, or attendance data as a result of the necessary statewide school closures and the implementation of Distance Learning for All. The profiles present all available data not impacted by the state's response to COVID-19.

REQUIRED VACCINATIONS

92%

OUR STAFF (ROUNDED FTE)

26 Teachers

7 Educational assistants

1 Counselors/Psychologists

88% Average Teacher retention rate

72% of licensed teachers with more than 3 years of experience

Yes: Same principal for the last 3 years?

North Clackamas School District Class Size Report 2020 - 2021



2020 - 2021 Staffing Ratios

Schools staffed in spring and summer 2020:

- * 27:1 for 1st - 5th grades / 25:1 for Kindergarten
- * 30:1 for middle school
- * 31:1 for high school

Individual school staffing ratios adjusted to reflect needs based on:

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

Enrollment anomalies and uniquely large class size situations reviewed in August/September:

- * Staffing adjusted accordingly³⁷

2020 - 2021 Staffing Adjustments

* FTE movement after September 2020

1.0	Classroom Teacher	View Acres - Linwood Elementary
1.0	Classroom Teacher	Oak Grove - Mt. Scott Elementary

2020 - 2021 Elementary Class Size

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Staffing Ratio	27:1	27:1	27:1	26:1	23:1
Average Class Size	26.8	26.0	27.0	25.0	23.0
Number of Dual-Grade Classrooms	10	13	17	18	9
Number of all day classes at/or above 35	5	0	0	0	0
Number of classes at/or below 25	94	99	97	120	212

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

- Kindergarten 21 = average class size
- 1st - 3rd grades 23 = average class size
- 4th - 5th grades 24 = average class size³⁹

* Overflow = has not been necessary during our CDL model

2020 - 2021 Middle School Class Size

	2016-2017	2017-2018	2018-2019	2019- 2020	2020-2021
Average Core Class Size	30.0	30.0	30.0	29.0	27.1

- * Average core class sizes reduced from prior year.
- * Enrollment is down 231 students from projection (includes VOP).
- * Class sizes are more balanced among core classes.
- * Happy Valley MS remains the largest at 1,066 students compared to Rowe, with 794 students.

2020 - 2021 High School Class Size

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Average Core Class Size	29.4	27.6	28.6	27.7*	28.3

- * Enrollment is overall down 284 students from projected (includes VOP).
- * Milwaukie HS stands alone with an increase of 34 students.
- * Schools make site-based decisions regarding staffing based on a variety of needs such as intervention/support classes, AP and IB courses, and balancing part-time staffing.
- * On average, core class sizes are balanced.
- * Lower class size reflects inclusion of support classes (not included in other years)

Elementary Virtual Online Program

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Student Enrollment	27	29	47	49	46	49
Number of Classrooms	1	1	2	2	2	2

- * 52 Students from Milwaukie feeder system.
- * 60 Students from Rex Putnam feeder system.
- * 135 Students from Clackamas feeder system.
- * There are 13 elementary teachers across the 10 classrooms.

Secondary Virtual Online Program

	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Student Enrollment	39	44	41	37	39	36	37

- * 59 Students from Milwaukie feeder system.
- * 80 Students from Rex Putnam feeder system.
- * 134 Students from Clackamas feeder system.
- * There are 8.67 teachers in the secondary program.

Thank You



**Elementary Class Sizes
Grades K-5
Fall 2020**

School	Kindergarten Average (Mean)	Grades 1-3 Average (Mean)	Grades 4-5 Average (Mean)	Overall Average (Mean)
Ardenwald	19.67	22.0	25.4	22.35
Beatrice Morrow Cannady	22.33	22.0	26.6	23.64
Bilquist	24.0	22.14	24.16	23.43
Happy Valley	25.0	22.22	26.67	24.63
Linwood	19.0	19.16	23.75	20.63
Sojourner	25.0	25.0	23.5	24.5
Lot Whitcomb (includes DLI*)	23.0	20.44	23.25	22.23
Milwaukie El Puente (includes DLI*)	19.33	22.66	21.0	20.99
Mount Scott	19.33	23.0	28.5	23.61
Oak Grove	20.5	23.5	22.75	22.25
Oregon Trail	21.0	24.0	22.43	22.47
Riverside (includes DLI*)	23.5	21.25	24.2	22.93
Scouters Mountain	18.33	25.33	23.4	22.35
Seth Lewelling	22.5	23.0	21.5	22.33
Spring Mountain	16.67	23.55	24.16	21.46
Sunnyside	19.33	22.72	26.0	22.68
Verne Duncan	21.67	20.8	24.71	22.39
View Acres	22.5	21.0	23.2	22.23
District	21.25	22.43	24.17	22.62

*DLI = Dual Language Immersion

	Alder Creek Middle		Happy Valley Middle		Rock Creek Middle		Rowe Middle		Middle School	
	AVG	MED	AVG	MED	AVG	MED	AVG	MED	AVG	MED
Language Arts	26.10	25.00	28.10	29.00	26.40	27.00	27.10	27.00	26.93	29.00
Mathematics	25.80	26.00	28.20	28.00	27.50	32.00	27.80	28.00	27.33	30.00
PE & Health	34.40	26.00	30.00	31.00	29.60	32.00	45.60	38.50	34.90	35.00
Science	26.10	25.00	29.00	29.00	27.70	28.00	28.80	28.00	27.90	31.00
Social Science	25.00	25.00	26.40	26.00	27.60	27.00	26.30	26.00	26.33	29.00

	Clackamas High		Milwaukie High		Putnam High School		High School	
	AVG	MED	AVG	MED	AVG	MED	AVG	MED
Language Arts	27.50	28.00	27.20	27.00	29.10	29.00	27.93	29.00
Mathematics	28.90	28.00	28.25	32.00	26.40	30.00	27.85	29.00
PE & Health	34.35	34.00	39.55	40.00	34.70	35.00	36.20	34.50
Science	27.20	27.00	27.70	24.00	29.20	31.50	28.03	29.00
Social Science	31.40	31.00	26.30	24.00	29.60	32.00	29.10	30.00

QUARTERLY FINANCIAL REPORT

REPORT
Agenda Item #6
October 22, 2020

SUPERINTENDENT'S RECOMMENDATION:

Information presented for review and discussion.

BACKGROUND:

Financial Highlights:

The 2020-21 General Fund ending balance is projected to be approximately \$18.6 million, or 7.82% of revenues and \$.5 million more than the prior year. The district is in a solid financial position as it enters this fiscal year due to increased state funding and our tremendous community support with the local option levy.

The 2019-20 ending fund balance becomes the 2020-21 beginning fund balance. The beginning fund balance on the attached Quarterly Financial Report (line 6) 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 2020-21 (line 32) continues to be within the Board approved amount.

Notes:

Activities not reflected in this report that may impact the Budget in the next few months are: 1) Insurance premium rates that go into effect on January 1, 2020. This will change depending on employee insurance selections and premium costs to the district. 2) changes in student enrollment. 3) savings and costs associated with Comprehensive Distance Learning and the eventual change to Hybrid Learning.

Investment Report:

Investment of Funds is outlined in NCS D 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 1% as of July 23, 2020 which is the same as the last quarter.

In accordance with NCS D Policy DFA and DFA-AR Investment of Funds, attached is the quarterly report containing information about the investment portfolio as of September 30, 2020.

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 \$221.1 million at a weighted average nominal rate of return of 1.23%. 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, 2020 all categories were in compliance with Board Policy. This report also provides the weighted average yield by issuer.

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

ATTACHMENTS:

Quarterly Financial Report

Investment Portfolio Summary

Investments by Fund and Maturity Date

PRESENTER / STAFF CONTACT:

Gayellyn Jacobson, Chief Financial Officer

North Clackamas School District No. 12
Quarterly Financial Report
General Fund
For the Period Ended September 30, 2020

	Budget	2020 - 2021 Activity			
	Adopted Budget 2020-21	YTD Actuals Through 9-30-2020	Encumbrances Through 9-30-2020	Actuals Including Encumbrances	Forecast Through 6-30-2021
REVENUES:					
Beginning Fund Balance (BFB)	\$ 21,956,908	\$ 23,556,286	\$ -	\$ 23,556,286	\$ 23,556,286
State School Fund:					
State Funds	111,638,700	35,719,024	-	35,719,024	111,638,700
Property Taxes	72,995,000	293,597	-	293,597	72,995,000
Local Option Levy	19,340,000	-	-	-	19,340,000
Federal Forest Fees	40,000	-	-	-	40,000
Common School Fund	1,641,767	-	-	-	1,641,767
County School Fund	15,000	-	-	-	15,000
High Cost Disability Grant	2,000,000	-	-	-	2,000,000
Investment Earnings	800,000	220,213	-	220,213	800,000
Intermediate Sources-CESD	2,525,500	-	-	-	2,525,500
Other Services and Fees	4,042,000	120,058	-	120,058	3,792,000
Transfers-in	500,000	-	-	-	-
Subtotal Revenues excluding BFB	\$ 215,537,967	\$ 36,352,892	\$ -	\$ 36,352,892	\$ 214,787,967
Total Revenues including BFB	\$ 237,494,875	\$ 59,909,178	\$ -	\$ 59,909,178	\$ 238,344,253
EXPENDITURES:					
Salaries	\$ 108,035,864	\$ 12,742,443	\$ 84,980,566	\$ 97,723,008	\$ 108,035,864
Benefits	74,629,618	7,888,036	60,109,561	67,997,597	74,629,618
Purchased Services	24,479,996	4,415,592	6,363,194	10,778,786	24,479,996
Supplies & Materials	7,267,966	1,438,150	2,772,136	4,210,286	7,267,966
Capital Outlay	220,000	-	20,000	20,000	220,000
Dues and Fees	1,402,449	162,628	9,530	172,158	1,402,449
Transfers-out	3,659,214	-	-	-	3,659,214
Subtotal Expenditures	\$ 219,695,107	\$ 26,646,848	\$ 154,254,987	\$ 180,901,835	\$ 219,695,107
CONTINGENCY:	\$ 17,799,768	\$ -	\$ -	\$ -	\$ -
Total Expenditures	\$ 237,494,875	\$ 26,646,848	\$ 154,254,987	\$ 180,901,835	\$ 219,695,107
*Projected Ending Fund Balance on 6-30-20					\$ 18,649,146
Projected Ending Fund Balance as a Percentage of Forecasted Revenue at 6-30-2020					7.82%



	Issuer	Book Value	Percentage of Portfolio	Maximum allowed per Policy	Over	Weighted Ave Yield
9/30/2020						
US Gov't Treasuries						
	US Gov't Treasury	\$ 21,997,071.94	9.95%	100%		2.07%
	Sub Total	\$ 21,997,071.94	9.95%	100%		
Municipalities						
	Deschutes County Hospital	\$ 700,533.40	0.32%	25%		2.02%
	Sub Total	\$ 700,533.40	0.32%	25%		
US Gov't Agencies						
	Federal Home Loan Bank	\$ 8,012,507.45	3.62%	25%	N/A	2.62%
	Federal Home Loan Mortgage	\$ 9,742,937.52	4.41%	25%	N/A	1.70%
	Federal National Mortgage	\$ 4,987,426.36	2.26%	25%	N/A	2.64%
	Federal Agriculture Mortgage	\$ 21,000,000.00	9.50%	25%	N/A	2.65%
	Resolution Funding Corp	\$ 7,967,731.20	3.60%	25%	N/A	2.62%
	Farmer Mac	\$ 9,989,366.57	4.52%	25%	N/A	0.12%
	Sub Total	\$ 61,699,969.10	27.91%	100%	N/A	2.06%
Corporate Notes						
	Bank of America	\$ 8,031,143.42	3.63%	5%	N/A	1.90%
	Sub Total	\$ 8,031,143.42	3.63%	35%	N/A	1.90%
Total Investment Portfolio		\$ 92,428,717.86	41.81%			2.04%
Banks/Money Market						
	US Bank - Bond Checking	\$ 3,245,520.66				
	Umpqua Bank MMKT - Fund 420	\$ 15,696,117.45	7.10%			0.25%
	Washington Federal MMKT - Fund 420	\$ 10,586,077.30	4.79%			0.15%
	Washington Federal MMKT - Fund 100	\$ 20,346,877.86	9.20%			0.15%
	US Bank - General Checking	\$ 3,495,717.83				
	Sub Total - banks	\$ 53,370,311.10				
	LGIP 3581 Bond Fund 420	\$ 24,330,327.71	11.00%	LGIP Limit 51,177,000	Under/Over 26,846,672	1.00%
	LGIP 4904 General Fund 100	\$ 50,957,804.67	23.05%	51,177,000	219,195	1.00%
	Total Cash and Equivalents	\$ 75,288,132.38	34.05%			
Grand Total		\$ 221,087,161.34				1.23%



Investment By Fund and Maturity Date
9/30/2020

Fund	Type	Settlement	Maturity Date	Total days held	Yield	Par Amount	Amortized Cost
100	DESMED	11/1/2019	1/1/2021	427	2.020%	700,000.00	700,533.40
100	FHLMC	12/13/2019	9/2/2021	629	1.700%	9,750,000.00	9,742,937.52
Total General Fund						<u>10,450,000.00</u>	<u>10,443,470.92</u>
420	Bank of America	11/4/2019	10/19/2020	350	1.810%	5,000,000.00	5,001,849.62
420	Bank of America	9/26/2019	1/5/2021	467	2.039%	3,000,000.00	3,029,293.80
Total 2017 Bond						<u>8,000,000.00</u>	<u>8,031,143.42</u>
421	FAMCA	1/4/2019	9/1/2020	606	2.650%	10,000,000.00	10,000,000.00
421	FHLB	12/28/2018	9/11/2020	623	2.604%	5,000,000.00	5,000,000.00
421	FAMCA	12/28/2018	9/21/2020	633	2.736%	1,000,000.00	1,000,000.00
421	RFCO	12/28/2018	10/15/2020	657	2.600%	4,000,000.00	3,996,683.20
421	US Treas	4/2/2019	11/15/2020	593	2.350%	5,000,000.00	4,996,261.00
421	FNMA	12/31/2018	12/30/2020	730	2.640%	5,000,000.00	4,987,426.36
421	RFCO	12/28/2018	1/15/2021	749	2.630%	4,000,000.00	3,971,048.00
421	US Treas	12/28/2018	2/15/2021	780	2.550%	5,000,000.00	4,994,627.45
421	FHLB	12/28/2018	3/12/2021	805	2.638%	3,000,000.00	3,012,507.45
421	US Treas	12/20/2018	4/15/2021	847	2.647%	4,000,000.00	3,994,420.28
421	US Treas	12/20/2018	5/15/2021	877	2.632%	4,000,000.00	4,011,636.65
421	FAMCA	1/4/2019	6/1/2021	879	2.650%	10,000,000.00	10,000,000.00
421	US Treas	12/20/2018	6/15/2021	908	2.620%	4,000,000.00	4,000,126.56
421	FRMC	9/2/2020	8/16/2021	348	0.120%	10,000,000.00	9,989,366.57
Total 2018 Bond						<u>74,000,000.00</u>	<u>73,954,103.52</u>
Grand Total						<u>92,450,000.00</u>	<u>92,428,717.86</u>

POLICY REVISIONS

DISCUSSION
Agenda Item #7
October 22, 2020

REASON FOR BOARD CONSIDERATION:

First reading of the attached revised policies.

COMMITTEE RECOMMENDATION:

The Policy Review Committee, with membership of both staff and Board, reviewed and recommends 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
DJ	District Purchasing	Staff request due to the previous elimination of Imprest (petty cash) and mileage calculation method update.
GBH/ JECAC	School Custodial/Non-Custodial Parent Relations	To provide clarity for child custody issues, OSBA’s Litigation Services recommended the revisions presented in OSBA Feb 2019 Update.
GBN/JBA	Sexual Harassment	Revised Federal regulations for Title IX protections and updates to Oregon Administrative Rules for sexual harassment which reflect new Oregon statute amending sexual harassment definition and its policy and procedures requirements. Per OSBA May & July 2020 Updates.
GBNAB	Sexual Harassment – Title IX	

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff



District Purchasing

The function of district purchasing is to serve the educational program by providing the necessary supplies, equipment and services. Items commonly used in the various schools and their subdivisions will be standardized whenever consistent with educational goals and in the interest of efficiency or economy.

The director of business operations is appointed by the Board to serve as purchasing agent. ~~He/She~~ **They** will be responsible for developing and administering the district's purchasing program.

No obligation may be incurred by any officer or employee of the Board unless that expenditure has been authorized in the budget or by Board action and/or Board policy. In all cases calling for the expenditure of district money, except payrolls, a requisition and purchase order system must be used.

No purchase with the exception of a ~~imprest cash or~~ procurement card purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The superintendent or designee is authorized to enter into and approve payment on contracts obligating district funds for products, materials, supplies, capital outlay and services that are within current budget appropriations. The Board shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by district employees, such as custodial, food service and transportation services.

The director of business operations or designee will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the director of business operations or designee will direct payment of the just claims against the district. The ~~executive director of budget and finance~~ **chief financial officer** or designee is responsible for the accuracy of all bills and vouchers.

No Board member, officer, employee or agent of this district shall use or attempt to use ~~his/her~~ **their** official position to obtain financial gain or for avoidance of financial detriment for ~~himself/herself~~ **them self**, a relative or for any business with which the Board member or a relative is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the district by any Board member, officer or employee of the district is prohibited.

END OF POLICY

Legal Reference(s):

[ORS 244.040](#)
[ORS Chapters 279, 279A, 279B 279C](#)

[ORS 294.311](#)
[ORS 328.441 - 328.470](#)

[ORS 332.075](#)
[OAR 125-025-0040](#)

Cross Reference(s):

BBA - Board Powers and Duties

BBFA - Board Member Ethics and Conflicts of Interest

DJC - Bidding Requirements

DJG - Vendor Relations

EH - Electronic Data Management



Code: GBH/ JECAC
 Adopted: 5/16/96
 Revised/Readopted: 12/06/12; 1/10/19
 Orig. Code: GBH

School and Custodial/Noncustodial Parent Relations**

The Board encourages parents to be involved in their children's student's school educational activities, and, unless otherwise ordered by the courts, An order of sole custody to one parent shall not deprive the other parent access to the student's educational records.

1. Receiving and inspecting their student's education records and consulting with school staff concerning the student's welfare and education, to the same extent as provided the parent having sole custody; or
2. Authorizing emergency medical, dental, psychological, psychiatric or other health care for the student if the custodial parent is, for practical reasons, unavailable.

~~The noncustodial parent may receive and inspect school records and consult with staff concerning the child's welfare and education to the same extent as the parent having sole custody. Noncustodial parents may have visitation or phone access to the child during the school day unless restricted by court order. School officials will notify the parent having sole custody of such requests by a noncustodial parent. A child will not be released to the noncustodial parent without permission from the parent having sole custody.~~

It is the responsibility of the parent with sole custody to provide any court order or parental plan that curtails the rights of the noncustodial parent at the time of enrollment or any other time a court order is issued.

In the case of either joint custody or sole custody, the district will adhere to all conditions specified and ordered by the court.

The district will use reasonable methods to identify and authenticate the identity of both parents.

END OF POLICY

Legal Reference(s):

ORS 107.101	ORS 107.106	ORS 109.056
ORS 107.102	ORS 107.154	ORS 163.245 - 163.257

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
 Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Cross Reference(s):

JECAC/GBH - School and Custodial/Noncustodial Parent Relations

**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.



Code: **GBN/JBA**
Adopted: 11/15/07
Revised/Readopted: 12/06/12; 1/08/15;
6/25/20

Sexual Harassment**

The Board is committed to the district being free of sexual harassment. Sexual harassment is strictly prohibited and shall not be tolerated. This policy applies to all students, staff members and third parties who are on or immediately adjacent to school grounds, at any district-sponsored activity, on any district-provided transportation or at any official district bus stop.

The district processes reports or complaints of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106 in policy GBNAB. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBNAB and GBNAB-AR - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

Definitions

1. “Complainant” means current or former district students, district staff and third parties, that have filed a complaint under Policy GBN/JBA.
2. “District” includes district facilities, district premises and non-district property if the student or staff member is at any district-sponsored, district-approved or district-related activity or function such as field trips or athletic events where students are under the jurisdiction of the district or where the staff member is engaged in district business. The prohibition also includes off duty conduct which is incompatible with a staff member’s district job responsibilities.
3. “Third parties” mean any persons who are not students or staff members but are on or immediately adjacent to school grounds, at any district-sponsored activity, on any district-provided transportation or at any official bus stop by other students or staff members¹.

Students whose behavior is found to be in violation of this policy will be subject to loss of privileges, and/or discipline, up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal.

¹ OAR 581-021-0038

Third parties whose behavior is found to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or Board. The district may also report individuals to law enforcement if necessary.

Sexual harassment of students and staff members shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that has the purpose or effect of unreasonably interfering with person's ability to perform their job; or
3. Creates an intimidating, offensive or hostile educational or working environment.
4. Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students, staff members or third parties.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature, displaying or distributing of sexually explicit drawings, pictures and written materials, sexting, sexual gestures or obscene jokes, touching oneself sexually or talking about one's sexuality in front of others or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

All complaints about behavior that may violate this policy shall be promptly investigated. Any students, staff member or third parties who has knowledge of conduct in violation of this policy or feels they are a victim of sexual harassment must immediately report their concerns to the principal, compliance officer or superintendent, who has overall responsibility for all investigations. Students may also report concerns to any staff member, who will promptly notify the appropriate district official. Notification to the district official (and the reporting staff member when the victim of the harassment is a student or third party) will allow the district official to coordinate efforts to take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions that are necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the staff member who reported to the district official.

Upon receipt of a complaint by a student or student's parents, if applicable, staff member or a third-party alleging behavior that may violate this policy, the district shall provide written notice as required by Oregon Revised Statute 342.704(4) to the complainant.

When the investigation is concluded, the student, the student's parents (if applicable), the staff member or the third party who initiated the complaint shall be notified in writing that the investigation has been concluded and as to whether a violation of this policy was found to have occurred, to the extent allowable under state and federal confidentiality laws.

The initiation of a complaint in good faith about behavior that may violate this policy may not adversely affect the educational assignments or educational environment of a student complainant, any terms or conditions of employment or work environment of the staff member complainant or any terms or conditions of employment or of work or educational environment of a third-party complainant. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences.

Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action.

Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Additionally, the district may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff members and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available upon request to all students, parents of students, staff members and third parties, posted on the district's website and published in student/parent and staff handbooks. The district's policy shall be posted on a sign in all district work sites. Posted signs shall be at least 8 1/2 inches by 11 inches in size.

The superintendent or designee will establish a process of reporting incidents of sexual harassment. The superintendent may not modify or change the 3- step complaint procedure without Board approval.

All complaints must be received by the district on the later date of (1) within two years of the alleged violation or the complainant's discovery of the alleged violation; or (2) one year after the affected student has graduated from, moved away from, or otherwise left 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 243.706	ORS 342.850	ORS 659A.030
ORS 332.107	ORS 342.865	OAR 581-021-0038
ORS 342.700	ORS 659.850	OAR 584-020-0040
ORS 342.704	ORS 659A.006	OAR 584-020-0041
ORS 342.708	ORS 659A.029	

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2019).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Cross Reference(s):

GBNA - Hazing/Harassment/Intimidation/Bullying/Menacing – Staff
GBNAB – Sexual Harassment - Title IX
JBA/GBN - Sexual Harassment
JFCF - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying/
Teen Dating Violence/Domestic Violence – Student

Sexual Harassment - Title IX**

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity¹;
3. "Sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence" means a felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

¹ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

The district Title IX Coordinator can be contacted at 503-353-6000. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.² The district shall treat complainants and respondents equitably by providing supportive measures³ to the complainant and by following a grievance procedure⁴ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.⁵

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.⁶ The

² (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

³ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

⁴ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

⁵ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

⁶ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator.

No Retaliation

Neither the district or any person may retaliate⁷ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

** 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.

⁷ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2019).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Cross Reference(s):

GBN/JBA - Sexual Harassment

GBNA - Hazing/Harassment/Intimidation/Bullying/Menacing – Staff

JFCF - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying/Teen Dating Violence/Domestic Violence – Student

EDUCATIONAL DELIVERY FOR THE 2020-2021 SCHOOL YEAR

ACTION
Agenda Item #11
October 22, 2020

SUPERINTENDENT'S RECOMMENDATION:

Continue in Comprehensive Distance Learning for K-12 students through second quarter (February 9, 2021) and authorize the Superintendent:

- to pilot small group instruction/services on-site according to state guidelines and safety protocols,
- to facilitate OSAA high school athletic groups access to District fields beginning November 2 according to OSAA and state guidelines and safety protocols,
- to revisit these timelines with the School Board should the required COVID-19 Oregon Health Metrics for In-Person Instruction be modified.

BACKGROUND:

On August 13, 2020 the School Board took action to open the school year utilizing the Comprehensive Distance Learning educational delivery model through at least November 10, 2020, and authorized the Superintendent:

- to transition to the Hybrid Learning educational delivery model after consultation with the School Board, with state officials, and with consideration of the public health related metrics distributed by local health officials,
- to establish a temporary, one school-year virtual online program learning option for 550 students in grades K-12, to be named North Clackamas Virtual Online Program,
- to temporarily adjust the adopted district calendars and seek retroactive Board approval within 30 calendar days of any adjustment, and
- to establish temporary physical distancing and other public health related requirements on school district property.

Since that time, the District opened schools under Comprehensive Distance Learning and established the North Clackamas Virtual Online Program. In addition, the District has continued:

- to monitor local COVID-19 virus transmission,
- to review and respond to evolving guidance from state authorities,
- to survey parents, students, and staff on the two educational delivery models,
- to communicate with stakeholders.

On July 28, 2020, the Oregon Health Authority released three levels of public health data metrics that govern schools' planning regarding educational delivery models for the 2020-2021 school year. The metrics require the following prior to engaging in in-person teaching and learning for all grades K-12:

County Metrics - metrics to be met three weeks in a row

- Case rate: Less than or equal to 10 cases per 100,000 population in the preceding 7 days
 - Test positivity: Less than or equal to 5% in the preceding 7 days

and

State Metric - metric to be met three weeks in a row

- Test positivity: Less than or equal to 5% in the preceding 7 days

* In addition, for a school district that draws substantial numbers of students or staff from multiple counties, the case rate and test positivity rate should be considered in each of those counties. Twenty-six percent of North Clackamas School District staff reside in Multnomah County.

There are two allowed exceptions to the above metrics provided in state guidance:

Limited (small group) In-Person Instruction for Specific Groups of Students under the following conditions:

- There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- Schools fully comply with sections 1-3 of the State's Ready Schools, Safe Learners guidance.
- Schools fully comply with Comprehensive Distance Learning guidance for Limited In-Person Instruction, which includes further instructions on cohort sizes, time, and more.

In-Person Education for Students in Kindergarten through Third Grade under these conditions:

- There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- Schools fully comply with sections 1-3 of the Ready Schools, Safe Learners guidance.
- The case rate in the county is less than or equal to 30 cases per 100,000 population in the preceding 7 days for the past 3 weeks.
- The test positivity in the county is less than or equal to 5% in the preceding 7 days for the past three weeks.

Below are the most recent health metrics for Clackamas and Multnomah County and the State of Oregon:

County / State	Date	Test Positivity (%)	Case rate per 100,000	Case Count
Oregon	September 20	▲	47.9	2028
Oregon	September 27	*	47.0	1992
Oregon	October 4	⊗ 6.4%	58.0	2456

County / State	Date	Test Positivity (%)	Case rate per 100,000	Case Count
Clackamas	September 20	▲	⊗ 36.1	153
Clackamas	September 27	*	⊗ 30.2	128
Clackamas	October 4	⊗ 5.8%	⊗ 47.9	203

County / State	Date	Test Positivity (%)	Case rate per 100,000	Case Count
Multnomah	September 20	▲	⊗ 45.0	370
Multnomah	September 27	*	⊗ 40.5	333
Multnomah	October 4	⊗ 6.7%	⊗ 58.9	484

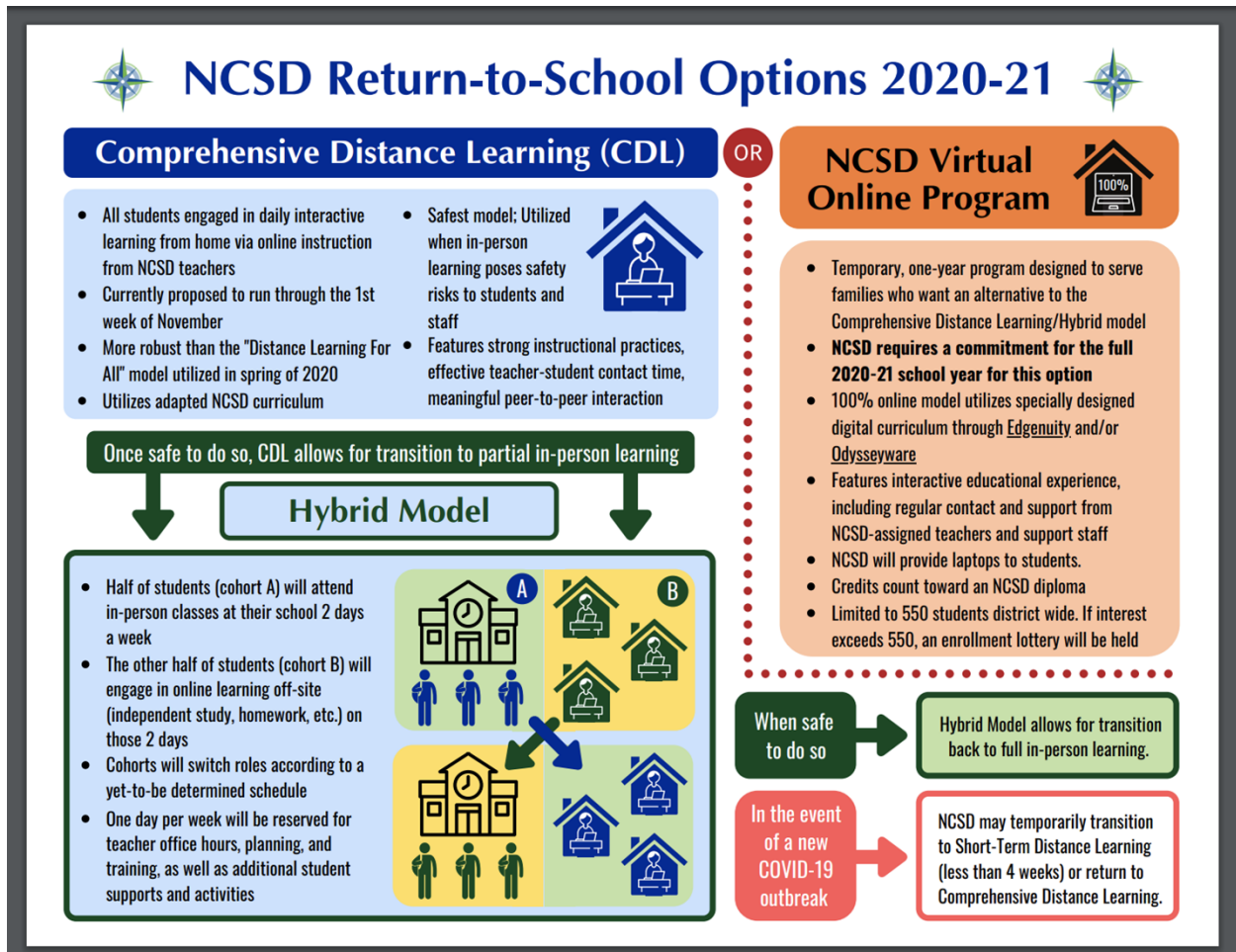
On October 13, the District was notified by Clackamas County Public Health that the “data on which these metrics are based may change over the coming days. Both the number of cases in Clackamas County and the test positivity rate may be retroactively adjusted, either up or down, based on additional information about the county of residence of cases, and potential delays in the receipt of test results by the Oregon Health Authority.”

Educational Delivery Models:

Following are the educational delivery models that have been developed in alignment with the current Ready Schools, Safe Learners guidance from the Oregon Department of Education:

- Comprehensive Distance Learning (CDL) Model: Students are engaged in daily interactive learning through virtual instruction utilizing North Clackamas teachers. CDL is rooted in strong instructional practices, effective teacher-student contact time, meaningful peer-to-peer interaction, equitable learning opportunities, and a consistent schedule.
 - Hybrid Learning Model: CDL can transfer to the Hybrid Learning Model when it is safe to do so. In the Hybrid Learning Model, student groups have access to in-person instruction using staggered schedules in accordance with public health requirements. Under current state guidelines, North Clackamas’ Hybrid Learning model could include two days per week of in-person instruction and three days at home with applied learning.

- **NCSO Virtual Online Program:** This is a one-year optional, temporary program requiring families to commit to a full year of online education utilizing curriculum through Edgenuity and/or Odysseyware. Both systems feature courses that are standards-aligned and include learning objectives, units, lessons, projects, and assessments. Students access this fully online curriculum with regular contact and support from teachers and support staff.



NCSO Standard Educational Delivery Model (Second Quarter: November 19 – February 9):

As we look toward our second academic quarter, cases of coronavirus across the country and across the state continue to escalate. On Thursday, October 15, *The Oregonian* reported, “Wednesday’s (October 14) case count pushed Oregon’s daily average from the past week to 361, a new record.” Recently, Oregon has repeatedly set a record for daily coronavirus cases. Neither the state nor Clackamas County are near the required case rates and test positivity rates required to reopen school to in-person learning under a hybrid model.

In meetings with state officials, NCSO staff were told that if returning to in-person learning, even with the required safety protocols, physical distancing, cohort requirements, and contact tracing, schools would have virus outbreaks.

Not only would outbreaks have potentially serious health ramifications for those infected (and their families), outbreaks would require the quarantine of students and staff for several weeks and require the shutdown of in-person learning. Repeated opening and closing of classrooms and schools would continue until the virus is better contained. This unpredictability of opening and closing schools over and over is not an effective way of operating a school system and has the potential to produce further trauma to students. This disruption would also put a strain on families not knowing from day to day or week to week whether a school will be open or closed.

Opening schools with in-person instruction would put students and staff at-risk for contracting the virus. For some, this could result in serious health implications, including death. Also, reopening schools to in-person interaction would contribute to the spread of the virus in the community.

The North Clackamas School District is one of the largest employers in Clackamas County with over 2,000 employees. A staff survey revealed that:

- 50 percent of teachers and 59 percent of support staff are at-risk or have a family member who lives with them who is at-risk.
- 31 percent of teachers and 7 percent of support staff say they are considering leaving the profession, retiring early, or seeking a leave of absence.

It is a strong possibility NCS D would not have the necessary staff to open schools to in-person learning given this data. NCS D has historically struggled to fill substitute and vacant positions prior to this pandemic and expect it would be far more difficult now.

Given all these factors, the District should continue utilizing the Comprehensive Distance Learning (CDL) model through at least the second academic grading period (November 19 - February 9) for all grades K-12. This timeline could be revisited should the required COVID-19 Oregon Health Metrics for In-Person Instruction be modified. Also, the NCS D Virtual Online Program will be provided as a learning option for families.

NCS D Educational Delivery Model (February 11 through June 2021):

Determining when and how to transition out of CDL to a Hybrid Learning Model that includes in-person instruction for students will be considered prior to February 11 and in consultation with the School Board, with state education officials, and with consideration of the public health related metrics distributed by local health officials.

Also, the NCS D Virtual Online Program will be provided as an option for families.

Continuing CDL after moving into the Hybrid Model:

Some parents have asked that the District continue the CDL model after the District returns to in-person learning. Other parents have asked for students to return to in-person instruction. At this moment, the District is focusing time and energy strengthening the CDL model and the Virtual Online Program. Given the changing nature of this virus and its transmission rates, the District has learned that planning for what education will look like beyond the next two to three months is not the best use of resources.

When returning to in-person learning becomes more of a possibility, the District will reevaluate the number of students served in the Virtual Online Program as well as the possibility of maintaining some form of CDL.

The District will be cautious before returning students to in-person learning. Student, staff, and family safety is the District's top priority. The District will continue to hold to a high safety standard before returning to in-person learning.

Other Planning:

The District has staff workgroups or individuals continuing to work on reopening plans in a variety of areas. Much of the planning will be used to submit the District's Re-Entry Blueprint, as required by the Oregon Department of Education, and other planning will assist with providing students, families and staff with the knowledge and tools they need to have a productive school year. Work continues in these areas:


- Communicable Disease Management Plan
- Physical Distancing Protocols
- Screening and Cohort Tracking Protocols
- Hygiene Protocols
- Cleaning/Disinfecting/Ventilation Protocols
- Enrollment/Attendance Protocols
- Technology
- Transportation
- Nutrition Services
- Communication Protocols
- Instructional Delivery Model/Schedule Development
- Charter Schools Liaison
- Facility Use and CARE Programming
- Extracurricular and Athletics
- Employee Association Agreements and Contract Management
- Supply Purchasing and Expenditure Tracking
- Training and Professional Development

ATTACHMENTS:

PowerPoint Slides on Reopening Schools, October 17, 2020 School Board Work Session
[Ready Schools, Safe Learners](#) Guidance from ODE
[Comprehensive Distance Learning](#) Guidance from ODE

PRESENTERS:

Matt Utterback, Superintendent



**NCSD School Board
Work Session
October 17, 2020
9:00-11:30**

Reopening Outside Facilities/Schools



Board Work Session Agenda



- Board Discussion
- ThoughtExchange Results
- Health Metrics
- Reopening Options and Recommendations
- Break
- Discussion
- Boardbook/Board Manual
- Committee Assignments
- Superintendent Search Dates

District Direction

Preparing graduates who are inspired and empowered to strengthen the quality of life in our local and global communities.

North Clackamas School District Equity Lens

When making decisions and taking action, utilize the following questions:

- Does this decision align with the District mission/ vision?
- What systems of oppression might exist within this situation?
- Whom does this decision affect both positively and negatively?
- Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
- Are those being affected by the decision included in the process?
- What other possibilities were explored?
- Is the decision/ outcome sustainable?

STRATEGIC PLAN 2018-2022

Equity • Engagement • Care • Integrity • Excellence

All planning subject to change, NCSD Board Meeting 10/17/20

Guiding Thoughts

We value a high-quality education and the academic progress of each child.

- Low rates of COVID-19 virus transmission in the community
- Coordinated actions that underscore the safety and care for people and provide reassurance for students, staff, and parents
- Stand ready with multiple educational delivery models that are responsive to the current health and community needs

Planning Guidance

**READY SCHOOLS,
SAFE LEARNERS**

GUIDANCE FOR SCHOOL YEAR 2020-21

VERSION 3.7.8
September 8, 2020

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Oregon
Health
Authority

September 8, 2020

Comprehensive Distance Learning

A COMPANION TO
READY SCHOOLS, SAFE LEARNERS:

DEEPENING CARE, CONNECTION AND
CONTINUITY OF LEARNING

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DEPARTMENT OF
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Ready Schools, Safe Learners: Community COVID-19 Metrics

Returning to in-person instruction is one of Oregon's highest priorities, and so is providing safety for our students and school staff, as well as the families they return to each day. Schools not only provide the education that Oregon's children need to succeed, but schools also provide social/emotional growth and support, nutritious meals, and access to medical care. Whether this schooling is provided in-person, will depend on many factors. The most important factor is the spread of COVID-19 in our local communities. Schools cannot operate on-site until it is safe, and we cannot create an arbitrary timeline. As Dr. Anthony Fauci has said, "the virus will make the timeline."

COVID-19 has highlighted long-standing inequities in Oregon. People of color have been disproportionately impacted by the illness. Closing schools and moving to distance learning in the spring impacted some families more than others. For example, some students could not fully participate because they didn't have internet. Some parents and caregivers struggled to find childcare while they had to continue working outside the home. Distance learning is more difficult for younger students and for some students experiencing disability. Equity must be the foundation for decisions. As Oregon moves beyond an emergency response to a planned response for school this fall, schools have an increased opportunity and responsibility to prioritize and target investments for students historically underserved by the system, and those most impacted by the closures this spring:

- schools can now plan ahead for Comprehensive Distance Learning and directly focus on closing persistent gaps and inequities while maintaining high expectations for students and staff;
- students will have access to standards-based, grade-level educational materials; and
- students will have daily interaction with one or more teachers who will guide their full educational experience.

Comprehensive Distance Learning will meet all federal and state laws, as well as provide additional supports for mental, social, and emotional health, as well as family engagement.

Increased Risk
Any in-person model risks spreading COVID-19. Re-opening salons, in-person dining and large gatherings all added to the risk of new cases. Modeling shows that closing schools could prevent 2-4% of deaths from COVID-19¹, less than other social distancing measures. However, a July 13, 2020 study² by the Institute for Disease Modeling, Bellevue, Washington demonstrated that, **unless community spread is reduced, reopening schools to in-person instruction, even with protective measures like physical distancing and face coverings, will cause significant**

¹ Latest Child Assessment Health 2020 Mar;43(3):397-404.
² https://www.medrxiv.org/content/10.1101/2020.07.13.20161001v1

Issued: 07.28.2020

Health, Housing
Business Services
Oregon Health Authority

Philip Mason-Joyner, Director
Public Health Division

10/13/2020

School Re-opening Metrics and how it may affect in-person instruction.

This has been a month of challenge and uncertainty for Clackamas County and our schools. We know that changes in community metrics from the Oregon Health Authority have raised a lot of questions and concerns.

Please view the community metrics for Clackamas County from the Oregon Health Authority [here](#). The key metrics to note are the cases per 100,000 people, which has increased to 47.9 per 100,000 people; and the test positivity rate, which has increased to 5.8%.

Please also review the metrics explainer [here](#).

What does this mean for schools in Clackamas County?

The Oregon Department of Education and Oregon Health Authority did issue a statement allowing for some discretion from the Local Public Health Authority regarding the protocol that schools should follow if they have already begun in-person learning for K-3. We acknowledge some schools were able to do this during the week of September 13th in which Clackamas County did meet the metrics for this exemption.

We have also been alerted that the metrics may be adjusted by the Governor's Office soon.

Until we receive notification of any applicable changes, we recommend the following:

1. Schools that are currently operating in-person instruction for K-3 students can continue in-person learning for the week of 10/19-10/21.
2. Schools that are not already operating in-person instruction for K-3 students cannot begin in-person learning and should continue comprehensive distance learning.
3. All schools should prepare for a transition to comprehensive distance learning starting the week of 10/26. This is based on not meeting the metrics

Healthy Families. Strong Communities.
2051 Kean Road, Oregon City, OR 97143 • Phone (503) 650-5657 • Fax (503) 655-8677

All planning subject to change, NCSB Board Meeting 10/17/20



Board Discussion

What are you hearing and/or feeling when it comes to the reopening of district facilities/schools?

ThoughtExchange: Comprehensive Distance Learning/VOP (October 9-15)

“What are the most important successes and challenges you are experiencing during comprehensive distance learning and/or the Virtual Online Program?”



All planning subject to change, NCSD Board Meeting 10/17/20

ThoughtExchange Themes - Parents



Successes:

- Teachers and staff are doing such an amazing job given the circumstances.
- Live (synchronous) classes are a huge improvement over last spring.
- Students are learning to be independent and how to manage time.
- Office hours for teachers has been helpful.

Challenges:

- Elementary- need consistent daily schedule.
- Lack of social interaction is detrimental to child's well-being.
- Need materials at home for learning with something other than a computer device (too much screen time!).
- Lack of communication about student progress (grades) and when assignments are due.
- Elementary - need constant supervision at home.

All planning subject to change, NCSD Board Meeting 10/17/20

ThoughtExchange - Parents (Differences and Agreements)

Side A

Kids need to go back to school. Period.

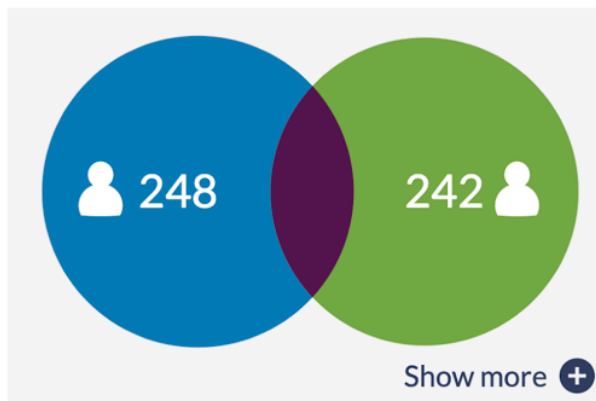
★ 5.0 ★ 1.1

Get our Elementary kids back in the classroom, at least 2 days a week! Young children are suffering and losing out on an education as CDL is not ideal for most of them. Mental health is a huge concern.

★ 5.0 ★ 1.1

GET THEM BACK IN SCHOOL If we can have college sports and open restaurants and casinos our school can open!!

★ 5.0 ★ 1.3



Side A/B Common (high)

The teachers and staff are working so hard we really appreciate it. It shows the students it is possible and how much they care

★ 3.8 ★ 5.0

Side B

Please consider extending CDL in to the winter at the very least. Everyone is adjusting and getting in to the groove, please don't interrupt it with attempting hybrid during cold and flu season and such high covid numbers. The least amount of distributions would be best for students and families.

★ 1.0 ★ 4.8

I am grateful that we aren't in person yet. I am still very concerned about health and safety.

★ 1.6 ★ 4.9

My daughter is able to learn while not being

ThoughtExchange Themes - Students



Positives:

- Teachers are putting in a lot of work to try to make the best out of this situation.
- I now know that checking email is important.
- I'm glad we have live classes. It's important to see my teacher.

Challenges:

- Too much work to do a semester's worth of material in a quarter. The workload is overwhelming.
- Unclear instructions from teachers makes it difficult to know what to do.
- Community and Connections is a nice idea, but not really helpful.
- Online work is stressful when you can't check in with peers/teachers very often.
- Too much asynchronous work.
- Too much work on the computer.
- I miss social interaction.
- "My pain is immeasurable."

ThoughtExchange Themes - Staff



Successes:

- Live (synchronous) classes allow for more student engagement and opportunities to build relationships with students.
- Keeping students and staff safe is needed and appreciated.
- Collegial collaboration has been great.


Challenges:

- Workload is too much to keep up with; it takes twice as long to create a good lesson online (and then post it).
- “I feel like an overcooked egg with a cracked shell.”
- We need to get materials/books into kids hands.
- Learning new technology and making sure it works properly for everyone.

Health Metrics Required for - In-Person Instruction

(all students)

For a school district that draws >10.0% of students or staff from one or more other counties, the rate of new "cases per 100,000" and percent of "test positivity" should be considered in each of those counties.




COUNTY METRICS
to be met three weeks in a row

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

Case rate: ≤10.0 cases per 100,000 population in the preceding 7 days*

Test positivity: ≤5.0% in the preceding 7 days



STATE METRICS
to be met three weeks in a row

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
1	2	3	4	5	6	7
1	2	3	4	5	6	7

Test positivity: ≤5.0% in the preceding 7 days

All planning subject to change, NCSD Board Meeting 10/17/20

Health Metrics Exceptions - In-Person Instruction

(for grades kindergarten through 3rd)



STATEWIDE EXCEPTION FOR 10.0–30.0 CASES PER 100,000 POPULATION

IN-PERSON EDUCATION FOR STUDENTS IN KINDERGARTEN - THIRD GRADE

It is expected that schools will offer in-class options for students in grade K-3 to the extent possible. Younger students get the virus at lower rates, get less sick when they get COVID-19 and may spread the virus less than older children or adults. Younger students also need access to in-person instruction to build literacy and numeracy skills critical to their continued learning. **An exception to meeting state and county metrics to return to in-person instruction for K-3 grade should be prioritized under the following conditions:**



There have been **no confirmed cases** of COVID-19 among school staff or students in the **past 14 days**.



Schools fully comply with **sections 1-3** of the Ready Schools, Safe Learners guidance.



The case rate in the county is **≤30.0 cases per 100,000** population in the preceding 7 days for the **past 3 weeks**.



The **test positivity** in the county is **≤5.0%** in the preceding 7 days for the **past 3 weeks**.

Health Metrics Exceptions - Limited In-Person Instruction

(individual and/or groups of students)

LIMITED IN-PERSON INSTRUCTION FOR SPECIFIC GROUPS OF STUDENTS

As per ODE's Comprehensive Distance Learning guidance, providing limited in-person instruction to meet the needs of specific groups of students based on needed educational, relational, curricular, instructional, and/or assessment supports. This includes, but is not limited to, provisions for supporting students experiencing disability, English language learners, as well as programs such as career technical education (CTE) that may require hands-on demonstration of skills and the provision of secure assessment environments. **An exception to meeting state and county metrics to return to limited in-person instruction under Comprehensive Distance Learning should be prioritized under the following conditions :**



There have been **no confirmed cases** of COVID-19 among school staff or students in the **past 14 days**.



Schools fully comply with **sections 1-3** of the Ready Schools, Safe Learners guidance.



Schools fully comply with **Comprehensive Distance Learning Guidance** for Limited In-Person Instruction, which includes further limitations on cohort sizes, time, and more.

Health Metrics - Most Recent Results

“All schools should prepare for a transition to comprehensive distance learning starting the week of 10/26. This is based on not meeting the metrics for the last three weeks, and no anticipation of improvement in this in the coming weeks.”

-- Clackamas County Public Health Director and Health Officer, 10/13/20

County / State	Date	Test Positivity (%)	Case rate per 100,000	Case Count
Oregon	September 20		47.9	2028
Oregon	September 27		47.0	1992
Oregon	October 4	6.4%	58.0	2456


County / State	Date	Test Positivity (%)	Case rate per 100,000	Case Count
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Multnomah	September 27		40.5	333
Multnomah	October 4	6.7%	58.9	484


All planning subject to change, NCSD Board Meeting 10/17/20

ODE Blueprint for Essential Requirements for Hybrid/On-Site Operations

- North Clackamas' Operational Blueprint for Hybrid/On-site Operations was reviewed by the Clackamas County Health Department on October 7, 2020.
- No adjustments to the plan were necessary.

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ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT
This section must be completed by any school that is providing instruction through On-Site or Hybrid instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.


 **0. Community Health Metrics**

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

- The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

EXCEPTIONS FOR SPECIFIC IN-PERSON INSTRUCTION WHERE REQUIRED CONDITIONS ARE MET

- The school currently meets the exceptions required to provide in-person education for students in grades K-3 (see section 0g(1) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0g(2) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0g(3) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0g(4) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0g(5) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0g(6) of the *Ready Schools, Safe Learners* guidance).

 **1. Public Health Protocols**

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

All planning subject to change, NCSD Board Meeting 10/17/20

NCSD Reopening Recommendation: Fields/Playgrounds

Oregon / County Health Metric Requirement:

- There are no health metrics for general community use of outdoor fields/playgrounds.

Superintendent's Recommendation:

- Allow non organized use of district fields/playgrounds beginning on October 19.

All planning subject to change, NCSD Board Meeting 10/17/20

NCSD Reopening Recommendation: H.S. Athletics/Community Use of Fields

Oregon/County Health Metric Status:

- There are no health metrics for use of outdoor fields.
- Oregon Health Authority released detailed safety protocols for approved groups that use fields for organized purposes.
- OSAA provides additional safety requirements and recommendations.

Superintendent's Recommendation:

- Allow OSAA high school athletic groups access to fields beginning November 2 following state safety protocols.
- NCSD remains closed to Non-NCSD organized community facility rentals

The screenshot shows a document from the Oregon Health Authority, Office of the Director, dated September 15, 2020. The document is titled "Statewide Reopening Guidance — K-12 School Sports, Limited Return to Play". It provides detailed safety protocols for school sports, including information on effective dates, authority (Executive Order No. 20-27), enforcement, and applicability. The document also lists specific activities that are allowed and prohibited, such as training, conditioning, and competition for outdoor non-contact and minimal/medium contact sports, and full-contact sports. The document is numbered 1 and has the ID OHA 2351K (09/15/2020).

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OFFICE OF THE DIRECTOR
Kate Brown, Governor

Oregon Health Authority
500 Summer St NE E20
Salem OR 97301
Voice: 503-947-2340
Fax: 503-947-2341

Last updated: September 15, 2020

**Statewide Reopening Guidance —
K-12 School Sports, Limited Return to Play**

Effective Date: upon Oregon Department of Education approved school district reopening date.

Participation in physical activity is vital to the health and well-being of young people. This guidance is intended to get youth back to physical activity in the safest manner possible. K-12 sports should proceed in accordance to the individual school's operational plans. Refer to [ODE guidance for school reopening](#) protocols.

Authority: Executive Order No. 20-27, ORS 433.441, ORS 433.443, ORS 431A.010

Enforcement: To the extent this guidance requires compliance with certain provisions, it is enforceable as specified in Executive Order 20-27, paragraph 26.

Applicability: This guidance applies to K-12 school sports practice, training and play for specified sports in counties statewide. K-12 school sports are approved to operate based on Oregon Department of Education (ODE) school reopening plans.

Schools participating in distance learning may only allow their school sports teams to participate in:

- Training, conditioning and competition for outdoor non-contact and minimal/medium contact sports.
- Training and conditioning for outdoor full-contact sports.
- Training and conditioning for all indoor sports.

Training and conditioning, such as weightlifting, running drills and intra-squad scrimmaging, cannot include full contact of any kind.

Schools offering some version of in-person learning may allow their school sports teams to participate in any indoor and outdoor non-contact and minimal/medium contact sports.

Definitions: For purposes of this guidance, the following definitions apply:

- "Full-contact sports" means sports that involve a requirement or substantial likelihood of routine, sustained close proximity or physical contact between participants, and includes but is not limited to football, rugby, wrestling, cheerleading, basketball, hockey, dance, water polo, men's lacrosse. **Full-contact sports are prohibited at this time.**

1 OHA 2351K (09/15/2020)

All planning subject to change, NCSD Board Meeting 10/17/20

NCSD Reopening Recommendation: Limited In-Person Instruction for Specific Groups of Students

Oregon/County Health Metric Status:

- No confirmed cases of COVID-19 among school staff or students in the past 14 days and comply with sections 1-3 of the Ready Schools, Safe Learners guidance.

Superintendent's Recommendation:

- Pilot small group instruction/services on-site

NCSD Reopening Recommendation: In-Person Instruction for students in grades K-3

Oregon/County Health Metric Status:

- Clackamas County has been close to meeting the ≤ 30 cases per 100,000 residents metric at times.
- The current trend of cases in Clackamas and Multnomah Counties is escalating.

Superintendent's Recommendation:

- Continue with Comprehensive Distance Learning through second quarter (February 9, 2021). Revisit this timeline should the required COVID-19 Oregon Health Metrics for In-Person Instruction be modified.

All planning subject to change, NCSD Board Meeting 10/17/20

NCSD Reopening Recommendation: In-Person Instruction for students in grades 4-12

Oregon/County Health Metric Status:

- Clackamas and Multnomah Counties are not close to meeting the ≤ 10 cases per 100,000 residents.

Superintendent's Recommendation:

- Continue with Comprehensive Distance Learning through second quarter (February 9, 2021). Revisit this timeline should the required COVID-19 Oregon Health Metrics for In-Person Instruction be modified.

5 minute break

Board Discussion

Reopening Recommendations

SUPERINTENDENT SEARCH HIRING CRITERIA

ACTION
Agenda Item #9
October 22, 2020

RECOMMENDATION:

Approve hiring criteria for promotional flyer and online application for Superintendent Search.

BACKGROUND:

November 21, 2019, the Board declared the Superintendent position vacant due to the retirement of the current Superintendent and discussed the hiring process.

December 12, 2019, the Board approved the search process and timeline with the following caveat, "All dates and processes are subject to change based upon unforeseen circumstances and scheduling issues." A revised timeline is attached showing the changes in dates for reactivating the search.

January 3, 2020, in a special meeting the Board interviewed search consultants.

January 9, 2020, Ray and Associates, Inc. was selected to conduct a search for a new superintendent.

Prior to hiring a consultant, the Community Relations department initiated a ThoughtExchange Survey that was open January 2-14. There were 690 people who participated with 939 individual thoughts shared which received 28,878 ratings. Culturally specific parent groups; Spanish, Russian, Vietnamese speakers were contacted by liaisons to encourage their participation in the ThoughtExchange.

On January 13 and 14, 2020, Dr. Jim Hager from Ray and Associates, Inc. surveyed and received input from constituents, stakeholders and Board members. During these two days, each Board member and various staff members were interviewed individually by Dr. Hager. A community stakeholder meeting was held with community members, government officials, school administrators, along with one high school student. A meeting with Executive Team members was also held.

January 21, 2020, in a special Board meeting, the Board reviewed results of the Thought-Exchange, stakeholder meetings, and Board members survey information. The Board reviewed the draft brochure and application.

January 23, 2020, the Board adopted the search hiring criteria.

March 23, 2020, the Board received a report regarding Covid-19 and the current Superintendent was asked to rescind his retirement for one year.

April 9, 2020, the Board approved suspending the Superintendent search and rescinded the previous action accepting the superintendent's retirement. The terms of the existing Superintendent's contract for the 2020-2021 school year was reinstated and will expire on June 30, 2021.

October 8, 2020, the Board reviewed the revised Superintendent Search Brochure.

ATTACHMENTS:

Superintendent Search Brochure (with revised application deadline date)
[Board Policy CBB - Recruitment and Appointment of the Superintendent](#)
[ThoughtExchange Survey Report Link](#)

PRESENTER:

Libra Forde, Board Chair

Equity • Engagement • Care • Integrity • Excellence



Vision

For each student, a joy of learning is fostered, a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, and social needs are supported. Each student is actively engaged every day for success in life, college, and career.

Our Mission

Preparing graduates who are inspired and empowered to strengthen the quality of life in our local and global communities.



Our District

Featuring approximately 17,000 students and over 2,000 employees, North Clackamas is the seventh largest school district in Oregon. The graduation rate in North Clackamas has risen 24.2 points since 2011, reaching 87.2 percent in 2018-19. NCS D attributes the graduation rate gains to focusing on the whole child, fostering culturally-competent classroom environments, authentically affirming the identity of each child and family, creating strong partnerships in the community, and providing a wide variety of challenging academic options.

Firmly committed to equity for both students and staff, NCS D strives to foster an inclusive and barrier-free environment in which everyone will fully benefit. The district features vibrant, new, and remodeled school facilities, sits upon a stable financial foundation, and enjoys exceptional support from the community, which passed a \$433 million capital construction bond in 2016, and a 5-year, \$97 million (total) local option levy in 2018.



Our Community

Just 8 miles from downtown Portland, North Clackamas School District encompasses over 40 square miles, including the cities of Milwaukie and Happy Valley, and portions of unincorporated Clackamas County.

The community enjoys easy access to all of the amenities that make Portland one of the country's most sought-after and livable metropolitan regions. The area is renowned for its beautiful natural surroundings; Mt. Hood, the Columbia River Gorge and the Oregon Coast are all within a two-hour radius.

Application Deadline: January 3, 2021



North Clackamas Seeks a Superintendent Who:

- Possesses a strong equity lens and the leadership skills to successfully lead and respond to a student body and community that is ethnically, culturally, economically and linguistically diverse.
- Promotes a positive and professional environment that includes mutual trust, open communication and respect among faculty, staff, administrators, students, community, and school board.
- Possesses excellent people skills, builds community relationships and can present a positive image of the district.
- Understands the importance and benefits of building and maintaining partnerships with community organizations, businesses and engaging the community as a whole to better serve all students.
- Inspires trust, has high levels of self-confidence and optimism, and models high standards of integrity, personal performance and self-care.
- Possesses knowledge of and successful experience in sound fiscal practices and management of School District resources, including appropriate involvement of others in planning and decision-making as well as a commitment to transparent processes and communication.
- Demonstrates the ability to lead a large organization dedicated to goals of continuous improvement for each child in their K-12 education in academic achievement, the arts, career-technical experiences, and post-secondary success.
- Develops and communicates a vision of an excellent and innovative education for a diverse district, particularly in a focus on the wide spectrum of needs Pre-K through post-secondary in the age of a global, technology-driven society.
- Possesses experience as a strong instructional leader, strategic planning as well as leading and understanding the wide needs of excellent operational management in a district comparable in size.
- Possesses experience in teaching and leading schools in a public K-12 school system.

These qualities, leadership abilities, and skills are based on feedback provided to the board by parents, students, staff, and the community.



**Application
Deadline:
Jan. 3, 2021**

NCS D at a Glance

- Largest Career & Technical Education program in Oregon
- 31 total schools
 - 24 Neighborhood schools – 17 elementary, 4 middle, 3 high
 - 4 Public Charter Schools and 4 Magnet Programs
- Full K-12 Spanish Bilingual Immersion Program
- District-wide AVID at the secondary level
- 2020-21 Adopted Budget: \$237.5 million
- Top six languages spoken: English, Spanish, Russian, Vietnamese, Ukrainian, and Chinese



SALARY AND BENEFITS

The base salary will be up to \$250,000 based upon proven successful experience, qualifications, and meeting board criteria. The successful candidate will receive an excellent comprehensive benefits package.

REQUIREMENTS

Superintendent credentials are required. For more information on the accreditation process, contact the Teacher Standards & Practices Commission for the State of Oregon at www.tspc.state.or.us.

DEADLINE AND SELECTION

All materials submitted as part of the superintendent application will remain confidential to the extent allowed by law, which includes board review in a closed session of the School Board. After all applications have been reviewed and preliminary interviews conducted by the consulting firm, the names of the semifinalists will be confidentially presented to the North Clackamas School Board in executive session for its consideration. Selection of the candidates for final interviews is the sole responsibility of the School Board. School Board members may elect to visit the communities of finalists for the position.

Persons wishing to be considered for the position should submit an application file online that includes:

- A letter of application stating personal qualifications, experiences, and reasons for interest in the position
- The online application form and a current resume
- 4 current letters of recommendation
- An essay stating your position on equity. What has been your experience and what evidence do you have to show it?



Questions should be directed to:

Ray & Associates, Inc.
P.O. Box 10045
Cedar Rapids, IA 52402
Ph: 319-393-3115 | Fax: 319-393-6911
glr@rayassoc.com

Please do not contact the Board of Directors or district directly

SALE OF SURPLUS REAL PROPERTY

ACTION
Agenda Item #10
October 22, 2020

SUPERINTENDENT’S RECOMMENDATION:

The Board approve the resolution to sell surplus property located at 14721 SE 172nd Ave, Happy Valley (AKA 172nd Ave) to Cobalt Development, LLC for \$4,225,000.

BUDGET IMPACT/SOURCE OF FUNDS:

If the transaction is completed, proceeds would be returned to the Bond Fund.

BACKGROUND:

The surplus property (approximately 9.75 acres) is located at 14721 SE 172nd Ave in Happy Valley, just north of Verne Duncan Elementary and Rock Creek Middle School.

On September 12, 2019, the Board was presented with information regarding the possible sale of the 172nd Ave property.

On September 26, 2019, the Board declared the 172nd Ave property surplus and directed staff to market, work to maximize the value of the property through land-use process, and sell the property subject to Board final approval.

Macadam Forbes Commercial Real Estate Services marketed the property and solicited proposals.

On October 24, 2019, the Board reviewed current offers and directed staff and Macadam Forbes to look into researching other criteria to be considered.

On November 21, 2019, the Board reviewed the existing and new offers and directed staff and Macadam Forbes to follow up with their top choice.

On December 12, 2019, the Board reviewed their top choice and allowed staff to secure a purchase and sale agreement.

Between December 12, 2019 and August 12, 2020, the Board engaged in negotiations with a potential buyer which did not transpire into a final sale.

On October 8, 2020, the Board reviewed new offers and directed staff and Macadam Forbes to follow up with their top choice.

If the Board accepts Cobalt Development LLC’s offer, Cobalt Development, LLC is expected to close on the 172nd Ave property no later than January 4, 2021 for \$4,225,000, subject to the rights of Cobalt Development, to conduct due diligence during the 64-day contingency period in the Purchase and Sale Agreement.

During or at the end of the contingency period, Cobalt Development, LLC may choose to proceed to close the sale or terminate the Purchase and Sale Agreement.

ATTACHMENTS:

Sale Resolution

PRESENTER / STAFF CONTACT:

Cindy Detchon, Assistant Superintendent of Operations