



Agenda

North Clackamas School Board
Thursday, December 11, 2025 6:30 PM
Boardroom/YouTube
12400 SE Freeman Way
Milwaukie, OR 97222

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

OPEN SESSION

6:30	Call to Order	
	Community Comments	
	Native Land Acknowledgement	3
	Flag Salute	4
	Consent Agenda	
	A. Employment Changes	
	B. Minutes - November 13, 2025	5
	C. Policy Revisions	8
	D. Superintendent Evaluation Process	13
	E. Oregon School Boards Association Election - Board Position 8	19
	F. Oregon School Boards Association Election - Legislative Policy	26
	Committee Position 7	
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	Committee Position 8	
	H. Travel Request - Rex Putnam High School Cheer	38
	I. Travel Request - Rex Putnam High School Chamber Orchestra	45
	J. Travel Request - Milwaukie High School A-Choir	51
	K. Travel Request - Rex Putnam High School Band	58
	L. Travel Request - Adrienne C. Nelson High School Speech and Debate	64
7:05	1. Youth Equity Advisory Committee - Report	72
	Presenter: Khaliyah Williams-Rodriguez	
7:25	2. North Clackamas Education Association (NCEA) Featured Educator	
7:35	3. Board Reports	
7:45	4. Literacy 2025 Report	82
	Presenter: Ivonne Dibblee	
8:25	5. Ending Fund Balance - Discussion	102
	Presenter: Tiffany Shireman	
	Matthew Makara	

8:45 6. Student Success Act: Student Investment Account Agreement - Discussion/Action 118

Presenter: Jennifer Dove-Kiltow

8:55 7. Elementary School Playground Purchase - Discussion/Action 148

Presenter: Teresa Neff-Webster

9:00 Adjourn



Native Land Acknowledgment

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



Flag Salute

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

NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS MEETING
November 13, 2025
Boardroom/YouTube

Executive Session

With due notice having been given and a quorum present, Chair Jena Benologa convened executive session under ORS 192.660(2)(d), at 5:30 p.m. with the following members present:

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

Also present were Ivonne Dibblee, Teresa Neff-Webster, Michelle Riddell and Khaliyah Williams-Rodriguez.

Bargaining - The Board consulted with Brian Hungerford, with the Hungerford Law Firm, under ORS 192.660(2)(d) to conduct training on collective bargaining under the Public Employee Collective Bargaining Act.

Executive session adjourned at 6:23 p.m.

With due notice having been given and a quorum present, Chair Jena Benologa convened executive session under ORS 192.660(2)(e), at 6:24 p.m.

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

Also present were Ivonne Dibblee, Teresa Neff-Webster, Michelle Riddell and Khaliyah Williams-Rodriguez.

Executive Session adjourned at 6:36 p.m.

Open Session

Chair Jena Benologa convened open session at 6:44 p.m.

Present, in addition to those in the executive sessions, were Matt Makara, Patricia Ahrens, Petra Callin, Tammy O'Neill, David Kruse, Ryan Richardson, and Jennifer Dove-Kiltow.

Community Comments -

- Celeste Lewis, Portland, spoke about EcoSchools.

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

R25/26-14

Consent Agenda – Glenn Wachter moved, Samantha Tamt্রেng seconded the motion to adopt the consent agenda as recommended:

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

- Administrative appointments and terminations
- Licensed appointments, transfers, and terminations

Minutes - October 23, 2025 - Approve the minutes of the regular Board Meeting held October 23, 2025.

Policy Revisions - Approve revisions to the following policy as recommended by the Policy Review Committee.

- IKF – Graduation Requirements
- JHCA - School Sports Participation, Immunizations, Concussions and Other Brain Injuries
- JHCB - Immunization of Students (Delete)

Motion passed 6-0 - Benologa, Dobson, Kemp, Olson, Tamt্রেng, Wachter voted yes. McVay abstained from voting.

North Clackamas Education Association (NCEA) Featured Educator – NCEA Representative Kelsey Wilson recognized Rock Creek Middle School English Language Development (ELD) teacher Jennifer Wilson as NCEA Featured Educator for November.

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

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

Oregon School Board Association Election - Discussion – the Board discussed the Oregon School Boards Association (OSBA) ballot items.

Superintendent Evaluation Process - Discussion - The Board discussed the evaluation process for the superintendent's evaluation.

Policy Revisions - Discussion - Assistant Superintendent of Education Ivonne Dibblee presented revisions to the following policy as recommended by the Policy Review Committee:

IIA - Instructional Materials

There being no further business to come before the Board, the meeting adjourned at 7:13 p.m.

Unapproved

Draft

POLICY REVISIONS

CONSENT C
December 11, 2025

REASON FOR BOARD CONSIDERATION:

Approval of the attached revised policy.

RECOMMENDATION:

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

BUDGET IMPACT/SOURCE OF FUNDS:

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

ATTACHMENTS:

Drafts of the following policy to review:

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

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff



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

Instructional Materials**

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and library materials in school and classroom libraries, and that those materials should be inclusive of populations represented in a global society.

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

1. Any person responsible for the selection or retention of library materials may not prohibit the selection or retention of, or refuse to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by any individual or group against whom discrimination is prohibited under ORS 659.850, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability.

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

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

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

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

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

Definitions

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

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

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

“School library” means any collection of library materials made available to students at school, either at a central location of the school, at a common area for one or more grades of the school, or through an online remote education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. These materials are not adopted by the Board.

“Classroom library” means any collection of library materials made available to students in a single classroom or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use. These materials are not adopted by the Board.

Core Instructional Materials

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent or designee to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide for involvement of administrators, staff, parents, students, and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

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

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

instructional materials may be considered under administrative regulation IIA-AR(2) - Reconsideration of Core Instructional Materials.

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

Supplemental Instructional Materials

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

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

School Library Materials

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

Classroom Library Materials

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

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

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 332.107](#)
[ORS 336.035](#)
[ORS 336.082](#)
[ORS 336.840](#)

[ORS 337.120](#)
[ORS 337.141](#)
[ORS 337.150](#)
[ORS 337.260](#)
[ORS 337.511](#)

[ORS 339.155](#)
[ORS 659.850](#)
[OAR 581-011-0050 - 0117](#)
[OAR 581-021-0045](#)

[OAR 581-021-0046](#)
[OAR 581-022-2310](#)

[OAR 581-022-2340](#)
[OAR 581-022-2350](#)

[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2024).
Title VI of the Civil Rights Act, 42 U.S.C. § 2000d (2024); 28 C.F.R. §§ 42.101-42.106 (2024).
Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2024); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2024); 29 C.F.R. Part 1630 (2024); 28 C.F.R. Part 35 (2024).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).
Senate Bill 1098 (2025).

SUPERINTENDENT EVALUATION PROCESS

CONSENT D
December 11, 2025

ORIGINATED BY:

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

BUDGET IMPACT/SOURCE OF FUNDS:

Not applicable.

BACKGROUND:

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

ATTACHMENTS:

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

CONTACT:

Jena Benologa, Board Chair

SUPERINTENDENT EVALUATION TIMELINE AND PROCESS

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

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

ARTICLE 7 EVALUATION

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

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

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

ARTICLE 8 PERFORMANCE GOALS

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



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

Qualifications and Duties of the Superintendent

Qualifications and Reporting

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

The superintendent is directly responsible to the Board.

Duties of the Superintendent

The superintendent:

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

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

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

END OF POLICY

Legal Reference(s):

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

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

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

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

Cross Reference(s):

CBG - Evaluation of the Superintendent



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

Evaluation of the Superintendent

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

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

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

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

END OF POLICY

Legal Reference(s):

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

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

[OAR 581-022-1720](#)

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

Cross Reference(s):

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

**OREGON SCHOOL BOARDS ASSOCIATION ELECTION -
BOARD POSITION 8**

CONSENT E
December 11, 2025

SUPERINTENDENT'S RECOMMENDATION:

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

- OSBA Board Position 8 – Chrissy Reitz (only candidate)

ORIGINATED BY:

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

BACKGROUND:

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

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

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

ATTACHMENTS:

- A. OSBA 2025 Official Clackamas Region Ballot
- B. Candidate Nomination Form, Questionnaire and Personal/Professional Resume for OSBA Board of Directors Position 8 – Chrissy Reitz (only candidate)

PRESENTER:

Jena Benologa, Board Chair



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

2025 OSBA Election Information - Clackamas Region

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

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

Clackamas Region Official Ballot

1. Board of Directors Position 07

No candidate filed for Board of Directors Position 7

2. Board of Directors Position 08

Chrissy Reitz

3. Legislative Policy Committee Position 07

Heather Ray

4. Legislative Policy Committee Position 08

Jena Benologa

Board Action Verification

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

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

* 7. Type your name and title.

Send me a copy of my responses via email

Done

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OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____

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

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

Name

Date

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

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

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

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

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

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

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

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

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

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

Additional comments:

**OREGON SCHOOL BOARDS ASSOCIATION ELECTION -
LEGISLATIVE POLICY COMMITTEE POSITION 7**

CONSENT F
December 11, 2025

SUPERINTENDENT'S RECOMMENDATION:

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

- OSBA Legislative Policy Committee Position 7 – Heather Ray (only candidate)

ORIGINATED BY:

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BACKGROUND:

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

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

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

ATTACHMENTS:

- A. OSBA 2025 Official Clackamas Region Ballot
- B. Candidate Nomination Form, Questionnaire and Personal/Professional Resume for OSBA Legislative Policy Committee Position 7 – Heather Ray (only candidate)

PRESENTER:

Jena Benologa, Board Chair



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

2025 OSBA Election Information - Clackamas Region

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

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

Clackamas Region Official Ballot

1. Board of Directors Position 07

- No candidate filed for Board of Directors Position 7

2. Board of Directors Position 08

Chrissy Reitz

3. Legislative Policy Committee Position 07

Heather Ray

4. Legislative Policy Committee Position 08

Jena Benologa

Board Action Verification

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

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

* 7. Type your name and title.

Send me a copy of my responses via email

Done

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[Privacy & Cookie Notice](#)

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____



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

Name

Date

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

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

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

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

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

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

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

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

Additional comments:

OREGON SCHOOL BOARDS ASSOCIATION ELECTION
LEGISLATIVE POLICY COMMITTEE POSITION 8

CONSENT G
December 11, 2025

SUPERINTENDENT'S RECOMMENDATION:

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

- OSBA Legislative Policy Committee Position 8 – Jena Benologa (only candidate)

ORIGINATED BY:

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

BACKGROUND:

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

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

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

ATTACHMENTS:

- A. OSBA 2025 Official Clackamas Region Ballot
- B. Candidate Nomination Form, Questionnaire and Personal/Professional Resume for OSBA Legislative Policy Committee Position 8 – Jena Benologa (only candidate)

PRESENTER:

Jena Benologa, Board Chair



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

2025 OSBA Election Information - Clackamas Region

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Clackamas Region Official Ballot

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- No candidate filed for Board of Directors Position 7

2. Board of Directors Position 08

Chrissy Reitz

3. Legislative Policy Committee Position 07

Heather Ray

4. Legislative Policy Committee Position 08

Jena Benologa

Board Action Verification

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

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

* 7. Type your name and title.

Send me a copy of my responses via email

Done

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[Privacy & Cookie Notice](#)

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Jena Benologa

Date: 9/3/25

Address: 6604 SE Hemlock Street

City/Zip: Milwaukie 97222

Business phone: _____

Residence phone: _____

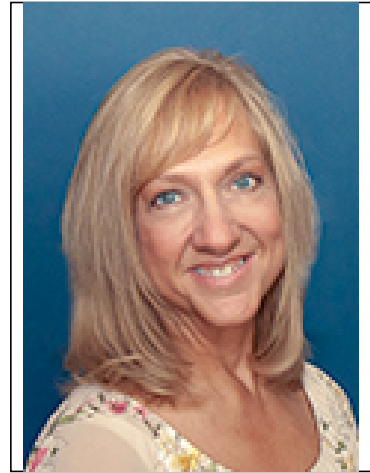
Cell phone: 5037301210

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

District/ESD/CC: North Clackamas

Term expires: 2027 Years on board: 6

Region: Clackamas



Position #: 2

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

Jena Benologa

9/3/25

Name

Date

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

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

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

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

NCSD Board Chair and Vice Chair

Clackamas ESD Budget Committee Chair

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

Other education board positions held/dates:

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

Current CESD budget committee Chair

Occupation (Include at least the past five years):

Employers:

Cultural Homestay International

Dates:

Feb 2016 to present

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

High school: David Douglas- graduated 1984

College: Portland State 1984-86: 1989-90

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

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

Activities, other state and local community services:

Neighborhood Assoc in years past

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

President of Sleighbells, a local non-profit

Hobbies/special interests:

cooking, gardening, my dogs, decorating, hiking

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

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

Additional comments:

TRAVEL PERMISSION REQUEST

Rex Putnam High School Cheerleading

CONSENT H

December 11, 2025

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the request to travel.

BACKGROUND:

Rex Putnam High School is requesting permission for 13 students and 2 chaperones to travel to Fort Worth, Texas for the National Cheer Competition, January 22-26, 2026. The trip will cost approximately \$1,155 per person to be funded by Snap Raise, kid's clinics, and donations and contributions.

SOURCE OF FUNDS:

See attached Application for Permission to Travel

ATTACHMENTS:

Application for Permission to Travel and required attachments

STAFF CONTACT:

Petra Callin, Executive Director of Secondary Programs

Section II – Budget Information – Cost per Student

Expenses (per student)

- 1. Transportation \$ 475
 - 2. Lodging (no home stays) \$ 230
 - 3. Meals \$ 150
 - 4. Fees/Event Expense \$ 270
 - 5. Other \$ 30
- Breakfast is provided with hotel lodging, two main meals will be provided by the team, and snacks/groceries will be purchased in TX for at the hotel.

Description of other expenses: Parking fees and gas for rental vehicles.

6. Total cost per student (total lines 1 through 5): \$ 1155

7. # of chaperones 2

8. # of students 13

9. Total # of students + chaperones 15

10. Total cost of participation (Line 6 x Line 9): \$ 17,325.00

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

a. # Full-Day Substitute(s) # of Days @ \$318.50 = \$ 0.00

b. # Half-Day Substitute(s) # of Days @ \$159.25 = \$ 0.00

c. Total Sub Cost \$ 0.00

TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.): \$ 17,325.00

Funding for Planning Purposes (estimates only)

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

Expenses will be paid by athletes and through fundraising.

- 2. Amount of fund balance allocated for this trip: 2,000.00
- 3. Projected fundraising income*: 5,000.00
- 4. Projected contributions (donations)*: 2,000.00
- 5. OUT OF POCKET (per student): 641.00

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 17,325.00

*Describe projected fund-raising activities and contributions:

Snap raise \$5,000, Kids Clinic \$1,500, See's Candies \$500, Donations/Contributions \$2,000.

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

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

I have read and understand all trip guidelines.

[Signature]
Trip Leader Signature

10-27-2025
Date

Section IV – Required Attachments for building level approval only.

The following attachments must accompany this application:

- Detailed Itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- Pre-trip Driver Requirements (NCSD minibus-Type 20) upon departure.
- Copy of Permission Release Forms and Emergency Information
- List of chaperones and verification of current background check on file.

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

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

Section VI – Approval

Principal Level: Approved
 Denied

[Signature] 10/30/2025
Principal Date

District Level: Approved
 Denied

[Signature] 11/21/25
Executive Director of Elementary/Secondary Date

Date of Board Approval: _____

NCA High School Cheer National – Rex Putnam Cheer Itinerary 2026

Thursday, January 22, 2026

9:00am – Meet at PDX (parent drop-off)
11:26am – Depart PDX, Alaska #392
5:14 pm – Land in Dallas, TX
5:45pm – Pick up rental vans at DFW
6:30 pm – Team Dinner (WhatABurger)
6:00pm – Team Dinner (location TBD)
7:30pm – Check in at hotel
8:00pm – Team Meeting
9:00pm – In Room
10:00pm – Lights Out

Friday, January 23, 2026

9:00am – Breakfast at hotel
10:00am – Drive to Convention Center for on-site registration
10:30am – NCA Nationals - Practice and preparation for competitions
6:00pm – Team Dinner (location TBD)
8:00pm – Team Meeting at Hotel
9:00pm – In Rooms
10:00pm – Lights Out

Saturday, January 24, 2026

8:00am – Day One of Team Competition
Includes: Practice, Warm-up, Competition, and watching/supporting other teams during the day. Team together all day.
6:00pm – Team Dinner (location TBD)
8:00pm – Team Meeting at Hotel
9:00pm – In Rooms
10:00pm – Lights Out

Sunday, January 25, 2026

8:00am – Day Two of Team Competition
Includes: Practice, Warm-up, Competition, and watching/supporting other teams during the day. Team together all day.
6:00pm – Team Dinner (location TBD)
8:00pm – Team Meeting at Hotel
9:00pm – In Rooms
10:00pm – Lights Out

Monday, January 26, 2026

10:30am – Check-out of hotel, transfer to airport in rental vans
11:00 - Team Lunch (Location TBD)
2:00 – Return rental vans and check in at the airport
4:45 PM – Depart Dallas, Alaska #646
7:12pm – Arrive at PDX (parent pick-up)

Hotel Accommodations:

Best Western Plus Fort Worth North

NCA High School Cheer National – Rex Putnam Cheer Itinerary 2026

3751 Northeast Loop 820
Fort Worth, TX 76137
(817) 847-0044

Competition Venue:

Fort Worth Convention Center
1201 Houston St.
Fort Worth, TX 76102
(817) 392-6338

TRAVEL PERMISSION REQUEST

Rex Putnam High School Chamber Orchestra

CONSENT I

December 11, 2025

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the request to travel.

BACKGROUND:

Rex Putnam High School is requesting permission for 22 students and 4 chaperones to travel to Anaheim, California, May 29-June 1, 2026 for musical performances. The trip will cost approximately \$950.00 per student to be funded by fundraising concerts, dine-in nights, pizza and candy sales, and donations from local businesses.

SOURCE OF FUNDS:

See attached Application for Permission to Travel

ATTACHMENTS:

Application for Permission to Travel and required attachments

STAFF CONTACT:

Petra Callin, Executive Director of Secondary Programs



2025-2026 Application for Permission to Travel

Section I – General Information (check all that apply)

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

School: Rex Putnam High School Name of group: Chamber Orchestra

Dates of travel: 5/29/26-6/1/26 Initiator: Martin Kwon

Destination: Anaheim, California Application date: 10/23/25

Number of nights of overnight stay: 3 Time of departure: 7am

Number of school days students will miss: 2

Rationale for missed school days:

To facilitate a lower cost of travel for families and to have enough time spent at the park to complete the two performance opportunities (the chosen dates minimize missed school days)

Number of students: 11 male 11 female Number of chaperones: 1 male 3 female

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

Person verifying background checks will be: Tia Takano Initial here when completed: TS

Purpose of travel:

The group will perform for the public in Disneyland, and also have a music workshop in the recording studio.

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

Students will get assignments ahead of time and should complete them before departure, during travel, or upon arriving home.

What specific responsibilities have been assigned to the chaperones?

Chaperones will be assigned between 5 and 10 students to supervise. They will oversee the activities of assigned students and make sure they adhere to standards set forth in the conduct agreement.

Section II – Budget Information – Cost per Student

Expenses (per student)

- 1. Transportation \$ 280
- 2. Lodging (no home stays) \$ 200
- 3. Meals \$ 120 Lunch/Dinner provided by Team-snacks/breakfast purchased by students.
- 4. Fees/Event Expense \$ 350
- 5. Other \$ _____

Description of other expenses: _____

6. Total cost per student (total lines 1 through 5): \$ 950

7. # of chaperones 4

8. # of students 22

9. **Total # of students + chaperones** 26

10. Total cost of participation (Line 6 x Line 9): \$ 24,700.00

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

a. 2 # Full-Day Substitute(s) 1 # of Days @ \$318.50 = \$ 637.00

b. 0 # Half-Day Substitute(s) 0 # of Days @ \$159.25 = \$ 0.00

c. **Total Sub Cost** \$ 637.00

TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.): \$ 25,337.00

Funding for Planning Purposes (estimates only)

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

2. Amount of fund balance allocated for this trip: 9,627.00

3. Projected fundraising income*: 4,000.00

4. Projected contributions (donations)*: 1,000.00

5. OUT OF POCKET (per student): 530.00

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 25,337.00

*Describe projected fund-raising activities and contributions:

Fundraising concerts, dine-in nights, pizza and candy sales, sponsorships from local businesses and donations.

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

Section III – Transportation and Lodging Information

Transportation: NCS D bus Nondistrict commercial transportation (bus, train, plane)
 NCS D mini bus (Type 20) Private/personal vehicles (Must have parent/guardian release form)
 Rental Vehicle* (no rental of 15-passenger vans allowed)

For use of NCS D minibus, please identify the NCS D current certified mini-bus drivers:

Name of minibus Driver(s): _____

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

Number of miles round trip: _____

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

Name of rental vehicle Driver(s): _____

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

Pacific Coachways 11771 Markon Dr. Garden Grove, CA 92841- 1-866-649-2550 (the charter bus will be used for all transportation of students during the trip.)
Alaska Airlines

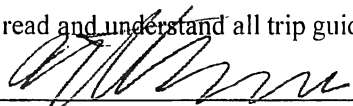
Name and location of lodging and description of room arrangements (chaperones may not share rooms with students; see item #2 under Chaperone Guidelines). Students are not allowed to stay with host families without written permission from Superintendent or designee. This is in accordance with Volunteer Policy IICC-AR(1):

Quality Inn and Suites Anaheim Maingate
871 S. Harbor Blvd.
Anaheim, CA 92805

*Students will be lodged 4 to a room by gender and chaperones will be lodged separately by gender.

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

I have read and understand all trip guidelines.


Trip Leader Signature

10/21/25
Date

Section IV – Required Attachments for building level approval only.

The following attachments must accompany this application:

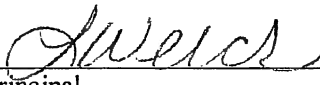
- Detailed Itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- Pre-trip Driver Requirements (NCSD minibus-Type 20) upon departure.
- Copy of Permission Release Forms and Emergency Information
- List of chaperones and verification of current background check on file.

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


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

Section VI – Approval

Principal Level: Approved
 Denied


Principal 10/30/2025
Date

District Level: Approved
 Denied


Executive Director of Elementary/Secondary 11/24/25
Date

Date of Board Approval: _____

2026 Disneyland Itinerary

RPHS Chamber Orchestra

Friday, May 29

8:30am – Arrive at PDX Alaska Airlines terminal
10:42am – Depart from PDX on Alaska Flight AS__
1:00pm – Arrive in Burbank. Bus to hotel.
2:00pm – Check into Quality Inn and Suites Anaheim
Maingate
Hotel 2:30pm – Meeting about behavior and expectations.
3:00pm – Disneyland time!!!!
12:00am – Disney closes. Return to hotel
12:30am – Room check

Saturday, May 30 – Performance Day!!

7:30am – Breakfast at Hotel
8:30am – Group Walk to California Adventure
9:30am – Meet at Stage 12 for performance
11:00am – Performance
11:45am – Performance Over
12:00pm – Disney fun – check in at regular intervals
12:00am – Disney closes. Return to hotel
12:30pm – Room check and lights out

Sunday, May 31 – Clinic Day!!

7:30am – Breakfast at Hotel
8:30am – Disneyland Fun Time!!
11:45am – Meet at Downtown Disney Studio
12:30pm – Recording Workshop for Orch and Band
2:00pm – Clinic Over
2:00pm – Disney fun – check in at regular intervals
12:00am – Disney closes. Return to hotel
12:30am – Room check and lights out

Monday, June 1

4:30am – Wake up
5:00am – Bus to airport
6:00am – Check in at Burbank Airport
7:25am – Flight Departs Burbank on Alaska AS__
9:30am – Arrive at PDX – students will need their own
rides home.

What to bring

- Instrument
- Music
- Concert Clothes
- Black shoes and socks
- Back pack
- Sunscreen!
- Clothes for warm weather
- Clothes for cool weather
- Money for food – 4 days
- Picture ID for the plane trip
- Any other necessary items

It would be a very good idea to pack some food with your luggage. Careful not to pack foods that could rupture on the plane and get on your clothes.

Chaperone Cell Phone Numbers

Mr. Kwon: 503-689-7451
Linda Stoll
Karina O'Hearn
Alexis Hudson
Adam Schneider

TRAVEL PERMISSION REQUEST

Milwaukie High School A-Choir

CONSENT J

December 11, 2025

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the request to travel.

BACKGROUND:

Milwaukie High School is requesting permission for 46 students and 6 chaperones to travel to Nashville, Tennessee, April 17-21, 2026 for musical performances. The trip will cost approximately \$1,379.56 per student to be funded by wreath sales, restaurant fundraisers, valograms, and bottle drop.

SOURCE OF FUNDS:

See attached Application for Permission to Travel

ATTACHMENTS:

Application for Permission to Travel and required attachments

STAFF CONTACT:

Petra Callin, Executive Director of Secondary Programs

Section II – Budget Information – Cost per Student

Expenses (per student)

- 1. Transportation \$ 721
- 2. Lodging (no home stays) \$ 320
- 3. Meals \$ 123
- 4. Fees/Event Expense \$ 215.56
- 5. Other \$ _____

Breakfast is provided with hotel lodging, some main meals will be provided by the team, the rest will be paid for by students.

Description of other expenses: _____

6. Total cost per student (total lines 1 through 5): \$ 1379.56

7. # of chaperones 6

8. # of students 46

9. Total # of students + chaperones 52

10. Total cost of participation (Line 6 x Line 9): \$ 71,737.12

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

a. 1 # Full-Day Substitute(s) 3 # of Days @ \$318.50 = \$ 955.50

b. # Half-Day Substitute(s) # of Days @ \$159.25 = \$ 0.00

c. Total Sub Cost \$ 955.50

TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.): \$ 72,692.62

Funding for Planning Purposes (estimates only)

1. Does your current account balance cover this trip? No.

a. If no, please explain

We will be fundraising all the way up to the trip.

2. Amount of fund balance allocated for this trip: 13,000.00

3. Projected fundraising income*: 11,292.62

4. Projected contributions (donations)*: 7,000.00

5. OUT OF POCKET (per student): 900.00

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 72,692.62

*Describe projected fund-raising activities and contributions:

Wreath sales, Burgerville Choir night, concert fundraisers, valograms, bottle drop and direct requests for support from students to family and friends.

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

Section III – Transportation and Lodging Information

Transportation:

NCS D bus

Nondistrict commercial transportation (bus, train, plane)

NCS D mini bus (Type 20)

Private/personal vehicles (Must have parent/guardian release form)

Rental Vehicle* (no rental of 15-passenger vans allowed)

For use of NCS D minibus, please identify the NCS D current certified mini-bus drivers:

Name of minibus Driver(s): _____

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

Number of miles round trip: _____

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

Name of rental vehicle Driver(s): _____

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

Alaska airlines and Metro Livery-charter bus

Name and location of lodging and description of room arrangements (chaperones may not share rooms with students; see item #2 under Chaperone Guidelines). Students are not allowed to stay with host families without written permission from Superintendent or designee. This is in accordance with Volunteer Policy IICC-AR(1):

Location 1: Holiday Inn Nashville Vanderbilt, 2613 West End Ave, Nashville, TN 37203

Location 2: Dollywood's DreamMore Resort and Spa, 2525 DreamMore Wy, Pigeon Forge, TN 37863

We will be using two hotels for this trip. In both locations, students will be assigned four to a room, and all rooms will be gender-specific.

For safety and supervision, a strict no-visitation policy is enforced:

-Students may not visit other student rooms.

-Chaperones may not enter student rooms, and students may not enter chaperone rooms.

-Chaperones will be assigned two to a room, which will also be gender-specific.

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

I have read and understand all trip guidelines.

William Dolan
Trip Leader Signature

OCT. 10, 2025
Date

Section IV – Required Attachments for building level approval only.

The following attachments must accompany this application:

- Detailed Itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- Pre-trip Driver Requirements (NCSD minibus-Type 20) upon departure. □
- Copy of Permission Release Forms and Emergency Information
- List of chaperones and verification of current background check on file.

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

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

Section VI – Approval

Principal Level: Approved
 Denied

[Signature] 10-13-25
Principal Date

District Level: Approved
 Denied

[Signature] 10/13/25
Executive Director of Elementary/Secondary Date

Date of Board Approval: _____

Nashville, TN | Choir Performance Tour | April 17-21



Day 1 - Fri, April 17

Morning

7:30 am - Meet in Milwaukee Choir Room with all belongings.
8:00 am - Travel by district bus to airport.
Depart on Alaska AS1376 - PDX April 17, 2026 - 10:34 AM

Afternoon

Lunch provided on plane
 Homework on plane

Evening

4:51 PM (1:51 PST)
 Arrive Nashville, TN
Pick up bags and meet Motorcoach Driver.
5:30 pm - University Clinic at Belmont Attend a hands-on clinic with a university professor. Get a taste of what it is like to study music in a college environment

6:45 pm - Check Into Hotel/Downtime
 Holiday Inn Nashville-Vanderbilt (Dwtm) by IHG

7 pm - Pizza at Hotel - GF/Vegan options available

8 pm - Walk Broadway as a group: experience the sounds of the city and live music. Stay as a group.

11 pm - Room check, Lights Out - Midnight (~9pm PST)

Day 2 - Sat, April 18

Morning

8 am - Group Breakfast at Hotel
Visit RCA Studio B Tour Nashville's oldest recording studio where performers like Elvis, Patsy Cline and Dolly Parton recorded their hit songs. Then spend time recording your

Afternoon

Lunch at Assembly Food Hall (Downtown/SoBro)
 Homework time at hotel.

Opry Tour

Learn the history of this famous venue where the biggest stars have performed

Dinner at Hard Rock Cafe

Evening

Attend performance at the Grand Ole Opry!
Possible 20 min. performance for crowds in the Opry Plaza prior to the show.

Day 3 - Sun, April 19

Morning

7 am Early Group Breakfast at Hotel
Drive to Pigeon Forge on Charter Bus
Homework on charter bus.
11:00 am - Check-in at Hotel

Afternoon

Lunch at Hotel
Noon - Dollywood on the Trolley

Evening

8 pm - Dinner Show Hatfield & McCoy Dinner Feud
Return to hotel
Lights Out - 10 pm

Day 4 - Mon, April 20

Morning

Early Group Breakfast at Hotel
Performance in Dollywood as guests enter.
Depart for Dollywood (live performances, Rides)

Afternoon

Lunch with family groups in Dollywood
Break at hotel for homework time.

Evening

Dinner in Dollywood
*****Optional early return to hotel with chaperone pair.**
Firework/Closing Show in Dollywood
Later group return to the Hotel
Lights Out - 11 pm

Day 5 - Tue, April 21

Morning

Early Breakfast and check out at hotel
Charter bus drive to Nashville.
Homework on bus and at airport while waiting to depart.

Afternoon/ Evening

Nashville Parthenon in Centennial Park, a full-scale replica of the Parthenon in Athens. It also serves as Nashville's art museum. The park itself is a beautiful spot for a group photo and a bit of fresh air
Depart for Airport
 AS1377
 Nashville, TN
 April 21, 2026
 05:51 PM
 Arrive in Portland
 8:50 PM

Chaperones

District Approved

Teresa Rickard



Vounteer

Melinda Jordan



Volunteer and Current NCSD
Sub for ESS

Rachel Phelps



Volunteer and Current NCSD
Sub for ESS

Benji Rickard



Vounteer

Brad Mead



Vounteer

Wily Dolan

NCSD District
Employee

TRAVEL PERMISSION REQUEST

Rex Putnam High School Band

CONSENT K

December 11, 2025

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the request to travel.

BACKGROUND:

Rex Putnam High School is requesting permission for 23 students and 6 chaperones to travel to Anaheim, California, April 17-20, 2026 for musical performances. The trip will cost approximately \$1,290.00 per student to be funded by wreath sales, can/bottle drives, pancake feeds, car wash, raffles, and a contribution from the RPHS Music Boosters.

SOURCE OF FUNDS:

See attached Application for Permission to Travel

ATTACHMENTS:

Application for Permission to Travel and required attachments

STAFF CONTACT:

Petra Callin, Executive Director of Secondary Programs



2025-2026 Application for Permission to Travel

Section I – General Information (check all that apply)

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

School: Rex Putnam High School Name of group: Band

Dates of travel: 4/17-20, 2026 Initiator: Jeff Wilson

Destination: Anaheim, California Application date: 10/28/25

Number of nights of overnight stay: 3 Time of departure: 8:00 am

Number of school days students will miss: 2

Rationale for missed school days:

The Disneyland tour offers students a unique educational experience beyond the classroom through musical growth, performance experience, teamwork and leadership, and cultural exposure.

Number of students: 16 male 7 female Number of chaperones: 3 male 3 female Parent chaperones will pay for their own cost.

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

Person verifying background checks will be: Tia Takano Initial here when completed: TS

Purpose of travel:

The Disneyland music trip offers students a unique educational experience beyond the classroom through musical growth, performance experience, teamwork & leadership, cultural exposure. This trip provides significant educational value, outweighing the short-term absence from school.

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

To ensure students stay on track academically during the Disneyland music trip, teachers will provide assignments in advance, allowing students to complete work before departure. Online resources and class materials will be accessible through the school's learning platform so students can stay engaged while away. Flexible deadlines will be arranged.

What specific responsibilities have been assigned to the chaperones?

All chaperones are there to help the directors with the safety and transportation of all members All chaperones are expected to help at all times during the course of the travel, trip, and return home.

Section II – Budget Information – Cost per Student

Expenses (per student)

- 1. Transportation \$ 500
- 2. Lodging (no home stays) \$ 350
- 3. Meals \$ 240 Lunch/Dinner provided by Team-snacks/breakfast purchased by students.
- 4. Fees/Event Expense \$ 200
- 5. Other \$ _____

Description of other expenses: _____

6. Total cost per student (total lines 1 through 5): \$ 1290

7. # of chaperones 6

8. # of students 23

9. **Total # of students + chaperones** 29

10. Total cost of participation (Line 6 x Line 9): \$ 37,410.00

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

a. 2 # Full-Day Substitute(s) 2 # of Days @ \$318.50 = \$ 1,274.00

b. # Half-Day Substitute(s) # of Days @ \$159.25 = \$ 0.00

c. **Total Sub Cost** \$ 1,274.00

TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.): \$ 38,684.00

Funding for Planning Purposes (estimates only)

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

Students will fundraise and deposit money in to the account to cover the cost of the trip.

- 2. Amount of fund balance allocated for this trip: _____
- 3. Projected fundraising income*: 18,000.00
- 4. Projected contributions (donations)*: 10,400.00
- 5. OUT OF POCKET (per student): 450.00

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 38,684.00

*Describe projected fund-raising activities and contributions:

Wreath sales, can/bottle drive, pancake feed x2, car wash, 50/50 raffle x4. RPHS music boosters will donate toward cost of the trip to off set the cost for all travelers.

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

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

I have read and understand all trip guidelines.

Jeff White
Trip Leader Signature

10/30/25
Date

Section IV – Required Attachments for building level approval only.

The following attachments must accompany this application:

- Detailed Itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- Pre-trip Driver Requirements (NCSD minibus-Type 20) upon departure.
- Copy of Permission Release Forms and Emergency Information
- List of chaperones and verification of current background check on file.

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

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

Section VI – Approval

Principal Level: Approved
 Denied

District Level: Approved
 Denied

Shelton 11/6/2025
Principal Date

[Signature] 12/4/25
Executive Director of Elementary/Secondary Date

Date of Board Approval: _____

Disneyland Itinerary

Rex Putnam Band

Friday, April 17

8:15am – Arrive at PDX Alaska Airlines terminal
10:26am – Depart from PDX on Alaska Flight AS0317
12:53pm – Arrive in LAX. Bus to hotel.
2:00pm – Check into Fairfield Anaheim Hotel
2:00pm – Meeting about behavior and expectations.
2:30pm – Disneyland time!!!!
11:30pm – Disney closes. Return to hotel
12:00am – Room check/Lights out

Saturday, April 18 – Performance Day!!

7:30am – Snack store open
8:00am – Snack store closes
8:30am – Group Walk to California Adventure
9:30am – Meet at Stage 12 for performance
11:00am – Wind Ensemble Performance
11:45am – Performance Over
12:00pm – Disney fun – check in at regular intervals
11:30pm – Disney closes. Return to hotel
12:00am – Room check/Lights out

Sunday, April 19 – Clinic Day!!

7:00am – Snack store open
7:30am – Snack store closes
8:00am – Disneyland Fun Time!!
11:45am – Meet at Downtown Disney Studio
12:30pm – Recording Workshop
2:00pm – Clinic Over
2:00pm – Disney fun – check in at regular intervals
11:30pm – Disney closes. Return to hotel
12:00am – Room check/Lights out

Monday, April 20

8:00am – Snack store open
8:45am – Snack store closes
10:00am – Check out of hotel
11:00pm – Santa Monica Pier Day!!!!
4:00pm – Check in at Burbank Airport
6:10pm – Flight Departs Burbank on Alaska AS0201
8:29pm – Arrive at PDX – students will need their own rides home.

What to bring

- * Instrument
- * Music (warm ups, chorales, etc.)
- * Concert Dress/Tux
- * Black shoes and socks
- * Back pack
- * Sunscreen!
- * Clothes for warm weather
- * One outfit for cool weather
- * Money for food – 5 days
- * Picture id for the plane trip
- * Any other necessary items

Chaperone Cell phone Numbers

Mr. Wilson 503-720-3353

TRAVEL PERMISSION REQUEST

Adrienne C. Nelson High School Speech and Debate

CONSENT L

December 11, 2025

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the request to travel.

BACKGROUND:

Adrienne C. Nelson High School is requesting permission for 6 students and 2 chaperones to travel to a Speech and Debate tournament, January 8-11, 2026 in Tempe, Arizona. This trip will cost \$700.00 per student to be funded by current money in account, restaurant fundraiser, and donations. Students will have the opportunity to compete in this Speech and Debate tournament hosted by Arizona State University to compete at a higher level.

SOURCE OF FUNDS:

See attached Application for Permission to Travel

ATTACHMENTS:

Application for Permission to Travel and required attachments

STAFF CONTACT:

Petra Callin, Executive Director of Secondary Programs

Section II – Budget Information – Cost per Student

Expenses (per student)

- 1. Transportation \$ 350
- 2. Lodging (no home stays) \$ 150
- 3. Meals \$ 100
- 4. Fees/Event Expense \$ 100
- 5. Other \$ _____

Two main meals will be provided by Team. Snacks/ groceries will be purchased in AZ for at the hotel.

Description of other expenses: _____

6. **Total cost per student (total lines 1 through 5):** \$ 700

7. # of chaperones 2

8. # of students 6

9. **Total # of students + chaperones** 8

10. **Total cost of participation (Line 6 x Line 9):** \$ 5,600.00

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

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

b. # Half-Day Substitute(s) # of Days @ \$159.25 = \$ 0.00

c. **Total Sub Cost** \$ 318.50

TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.): \$ 5,918.50

Funding for Planning Purposes (estimates only)

1. Does your current account balance cover this trip? Yes

a. If no, please explain

2. Amount of fund balance allocated for this trip: 500.00

3. Projected fundraising income*: 2,500.00

4. Projected contributions (donations)*: _____

5. OUT OF POCKET (per student): 500.00

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 5,918.50

*Describe projected fund-raising activities and contributions:

We have requested students cover the travel and lodging expenses for this trip and have already received the money into our account. We are also having a Chipotle fundraiser on Nov. 4th. We have already received a \$500 donation from a Big Questions fundraiser last year and have earned \$450 for coaching a district-wide World Schools Debate Team last year.

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

Section III – Transportation and Lodging Information

Transportation: NCS D bus Nondistrict commercial transportation (bus, train, plane)
 NCS D mini bus (Type 20) Private/personal vehicles (Must have parent/guardian release form)
 Rental Vehicle* (no rental of 15-passenger vans allowed)

For use of NCS D minibus, please identify the NCS D current certified mini-bus drivers:

Name of minibus Driver(s): _____

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

Number of miles round trip: _____

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

Name of rental vehicle Driver(s): _____

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

Southwest Airlines
Valley Metro Public Transit in Tempe, AZ. (Bus routes and schedules have been confirmed by trip leader.)

Name and location of lodging and description of room arrangements (chaperones may not share rooms with students; see item #2 under Chaperone Guidelines). Students are not allowed to stay with host families without written permission from Superintendent or designee. This is in accordance with Volunteer Policy IICC-AR(1):

Hotel Wyndham Phoenix Airport, Tempe
16000 52nd Street
Tempe, AZ 85281

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

I have read and understand all trip guidelines.

Bryan Blum
Trip Leader Signature

10/17/28
Date

Section IV – Required Attachments for building level approval only.

The following attachments must accompany this application:

- Detailed Itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- Pre-trip Driver Requirements (NCSD minibus-Type 20) upon departure.
- Copy of Permission Release Forms and Emergency Information
- List of chaperones and verification of current background check on file.

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

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

Section VI – Approval

Principal Level: Approved
 Denied

District Level: Approved
 Denied

[Signature] 12/4/2025
Principal Date
[Signature] 12/4/25
Executive Director of Elementary/Secondary Date

Date of Board Approval: _____

Team Itinerary

Note: The Tournament schedule reflects the start times of rounds. Most rounds last at least one hour.

Thursday 1/8/2026

- Parents will drive students to the Portland airport
- Flight departs at 2:15PM; lands at 5:45PM
- Arrive at hotel, near 6pm unpack, settle. We will have dinner as a team near 7PM. Return to hotel to prepare for tournament tomorrow.

Friday 1/9/2026

- Students will leave the hotel by 6:30 AM to arrive at ASU on time for the start of the tournament.
- Mr. Phillips and Ms. Lesieur will judge and coach at the tournament from 7:30 AM to 6:00 PM
- Lunch will be eaten as a team near the ASU campus near 12 PM
- Students will compete in the tournament from around 8:00 AM until 6:00 PM
- We will eat dinner together as a team at 7PM
- Mr. Phillips and Ms. Lesieur will take time to reflect with students on their rounds and practice at hotel as needed
- Mr. Phillips and Ms. Lesieur will conduct bed checks at 10:00 PM

Saturday 1/10/2026

- Students will leave the hotel by 6:30 AM to arrive at ASU on time for the start of the tournament.
- Mr. Phillips and Ms. Lesieur will judge and coach at the tournament from 7:30 AM to 6:00 PM
- Lunch will be eaten as a team near the ASU campus near 12 PM
- Students will compete in the tournament from around 8:00 AM until 8:00 PM
- We will eat dinner together in small groups as time allows, this tournament runs later for semifinalists the food schedule will need to be more dynamic today.
- Mr. Phillips and Ms. Lesieur will take time to reflect with students on their rounds and practice at hotel as needed
- Mr. Phillips and Ms. Lesieur will conduct bed checks at 10:00 PM

Sunday 1/11/2026

- The team will be in competition from 8:00 AM until around 2:30 PM The Awards ceremony is scheduled to start at 3:00 PM and should end at 5:00 PM.
- Students and Chaperones will leave from the tournament and make arrangements for dinner.
- After dinner, the team will return to the Phoenix Airport and depart at 8:55 PM
- We should arrive in Portland at 11:50 PM on 1/11/2026. Parents will pick up students at PDX airport and arrive home

Speech Schedule

Event Buildings:

Drama/Humor: Durham Hall (DH) and Social Sciences (SS)

Duo/POI: Durham Hall (DH)

Extemp/Imp: Business Administration (BA) and Business Administration Center (BAC)

Oratory/Info: Business Administration (BA), Business Administration Center (BAC), Discovery Hall (DISC), Bulldog Hall (BDH)

Friday, January 9th

8am **Judge Training LSE 106**

8:30am Extemp Draw

9am Round I A (Pattern A: Drama, Duo, Extemp, Info)

10:30am Round I B (Pattern B: Humor, Impromptu, Oratory, POI)

1pm Extemp Draw

1:30pm Round II A

3pm Round II B

4:30pm Extemp Draw

5pm Round III A

Saturday, January 10th

8:30am Round III B

10am Round IV B

12pm Extemp Draw

12:30pm Round IV A

2pm B Quarterfinals

3:30pm Extemp Draw

4pm A Quarterfinals

5:30pm B Semifinals

6:30pm Extemp Draw

7pm A Semifinals

Sunday, January 11th

8am EXT draw Social Sciences Building (SS 229)

8:30am (LSE 104) Extemp Finals, POI Finals (LSA 191)

10am (LSE 104) Impromptu Finals, Duo Finals (LSA 191)

11:30am (LSA 191) Informative Finals, Humor Finals (LSE 104)

1pm Original (LSE 104) Oratory Finals, Drama Finals (LSA 191)

3pm Speech Awards LSA 191

LD Schedule

Varsity LD buildings: Wexler (WXMLR) and Physical Sciences F-wing H-wing (PSH). These are connected buildings.

Novice LD buildings: Wexler (WXMLR) and Physical Sciences F-wing H-wing (PSH). These are connected buildings.

Friday, January 9th

8:30am Round 1
 11:30am Round 2
 2:30pm Round 3
 5:30pm Round 4

Saturday, January 10th

8:30am Round 5
 11:30am Round 6
 3pm Elim 1
 ASAP Elim 2

Sunday, January 11th - All Sunday rounds in Durham Hall

8:30am Elim 3
 Remaining elims proceed asap



Trip & Price Details

Price Passengers Payment Confirmation

✈ Flight [Modify](#)

✈ Thu 1/8 # 3073 **PDX** → **PHX** 2 hr 30 min Nonstop Choice Preferred
 2:15 PM 5:45 PM

8 Passengers | [Open Seating](#)

Base fare **\$3,073.52**
 8 Passenger(s)

Taxes and fees **\$475.28**

Flight total **\$3,548.80**

or from \$348/mo*
 with **WJ flexpay** [Learn more](#)

✈ Sun 1/11 # 588 **PHX** → **PDX** 2 hr 50 min Nonstop Choice Preferred
 8:55 PM 10:45 PM

8 Passengers | [Open Seating](#)

Helpful Information:

- All fares and fare ranges are subject to change until purchased and are per person for each way of travel.

YOUTH EQUITY ADVISORY COMMITTEE

REPORT

Agenda Item #1
December 11, 2025

ORIGINATED BY:

This is an informational update presented to the School Board.

BACKGROUND:

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

The committee's specific goals include:

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

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

ATTACHMENTS:

[YEAC School Board Representation 2025-2026](#)

PRESENTER/STAFF CONTACT:

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

Youth Equity Advisory Committee

Student Representatives

December 11, 2025



NCS D Strategic Points

Student Experience & Success




We prepare each student through engagement, effective instruction, empowerment, and skill development in order to succeed in life and career

People & Culture



We foster a welcoming and affirming environment through intentional, culturally inclusive practices where each student and employee is equipped to perform at their highest level

Resources & Service



We maximize resources and services through strategic investment, innovative practices, and continuous improvement processes to strengthen the school community and advance student outcomes

Family & Community Collaboration



We elevate student achievement and well-being through collaboration and active partnership with families and community

The Art of Community



We foster a welcoming and affirming environment through intentional, culturally inclusive practices where each student and employee is equipped to perform at their highest level.

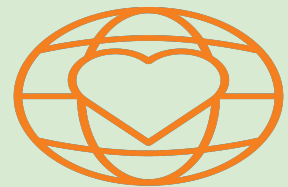


- We acknowledge that we bring our own lived experiences into our conversations
- We strive to be in community with one another with care
- We try to stay curious about each other
- We recognize that we need each other's help to become better listeners
- We slow down, so we have time to think and reflect
- We remember that conversation is a natural way we think together
- We expect it to get messy at times
- We will listen with intention to learn something new

O U R V I S I O N



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











**People
& Culture**

Our Considerations



**Family & Community
Collaboration**

**STUDENT VOICES:
OUR SCHOOL'S FUTURE**

<p>LEARNING & SCHOOL ENVIRONMENT</p>  <p>Quality Classes Facilities Art/Music Chromebooks</p>	<p>FOOD, NUTRITION & FACILITIES</p>  <p>Two Lunches More Options Better Food Clean Bathrooms</p>	<p>MENTAL HEALTH & WELLNESS</p>  <p>Counseling Therapy Substance Abuse Support, Resources</p>
<p>SAFETY, BULLYING & ACCOUNTABILITY</p>  <p>Anti-Bullying No Harassment, Conflict Resolution Fair Discipline</p>		<p>POST-SECONDARY OPTIONS</p>  <p>College Prep Career Pathways Guest Speakers Guidance</p>
<p>EQUITY, INCLUSION & CULTURE</p>  <p>Belonging Representation More Pride</p>	<p>STUDENT VOICE & RIGHTS</p> <p>Hear Us School Board Rep. More Connections Student Responsibilities</p>	<p>POLICY & EXTERNAL FACTORS</p>  <p>District Policies Safe & Welcoming Schools</p>



**Student Experience
& Success**



**Resources
& Service**

Discussion #1



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

Discussion #2



What upcoming events should the School Board know about?

Discussion #3



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

T H A N K Y O U !

SUPERINTENDENT'S RECOMMENDATION:

This data is presented for Board information.

ORIGINATED BY:

Board request for information and discussion regarding North Clackamas School District's literacy progress and strategic path forward.

BACKGROUND:

North Clackamas School District has implemented a comprehensive, aligned literacy framework, focused on ensuring literacy proficiency for every student regardless of zip code, mobility, race, language, disability, gender, teacher, or school resources. The district's approach emphasizes consistent, high-quality, differentiated instruction aligned with the science of reading, including whole-group instruction for all students, data-driven small-group instruction, and aligned intervention for acceleration.

Key Progress Highlights (2018-2025):

- **Kindergarten:** 30% increase in proficiency (339 more students)
- **Grade 1:** 22% increase in proficiency (257 more students)
- **Grade 2:** 9% increase in proficiency (105 more students)

Current Year (2024-25) proficiency:

- **Kindergarten:** 65%
- **Grade 1:** 59%
- **Grade 2:** 63%

Successful Strategies Include:

- K-3 literacy coaches and reading specialists
- Common school improvement plans focused on 2nd-grade fluency
- Science of reading-aligned professional development
- Student goal-setting practices
- Collaborative planning and data utilization
- Paraeducator intensive training

ATTACHMENTS:

Board Presentation: [Literacy: Progress & Path Forward](#)

PRESENTER / STAFF CONTACT:

Ivonne Dibblee, Assistant Superintendent of Education
Patricia Ahrens, Executive Director of Elementary Programs
Jen Burkart, Associate Director of Teaching, Learning, and Professional Development
Katrina Edwards, Principal, Duncan Elementary
Rosina Hardy, Principal, Ardenwald Elementary
Nathan Mount, Principal, Bilquist Elementary
Nadia Boria, Literacy Coach

Literacy: Progress & Path Forward

December 11, 2025



Progress Over Time

Year	Grade K % Proficient	Grade 1 % Proficient	Grade 2 % Proficient
DIBELS 2018-2019 (Pre-COVID)	35%	37%	N/A
COVID: No Testing			
DIBELS 2021-2022	42%	53%	54%
FastBridge 2022-2023	56%	64%	57%
FastBridge 2023-2024	47%	50%	55%
FastBridge 2024-2025	65%	59%	63%
% Change & Number of Students	+30% or 339⁸⁴ Students	+22% or 257 Students	+9% or 105 Students



E₁ V₁ E₁ R₁ Y₄
S₁ I₁ N₁ G₂ L₁ E₁
O₁ N₁ E₁

Literacy proficiency for every student, regardless of zip code, mobility, race, language, disability, gender, teacher, or school resources

ALIGNED FRAMEWORK

Consistent, high-quality, differentiated & engaging instruction



- District-wide instructional framework aligned to **science of reading**
- Whole Group instruction for **all**
- Data driven **small group** instruction
- Aligned intervention for **acceleration**

LITERACY TIMELINE

2021-2022

- Prioritized Science of Reading Professional Learning
- Adopted aligned Phonics Materials

2022-2023

- Establish Coaching to Implement Professional Learning & Resources
- Extended Learning Opportunities with 30 Teacher Cohort
- Initiated Teacher Observations of Teachers

2022-2023

- Expanded to 2nd Teacher Cohort
- Increased Coaching
- Designed Principal Literacy Walks
- Added New Universal Screener/Assessment (FastBridge/STAR)

2024-2025

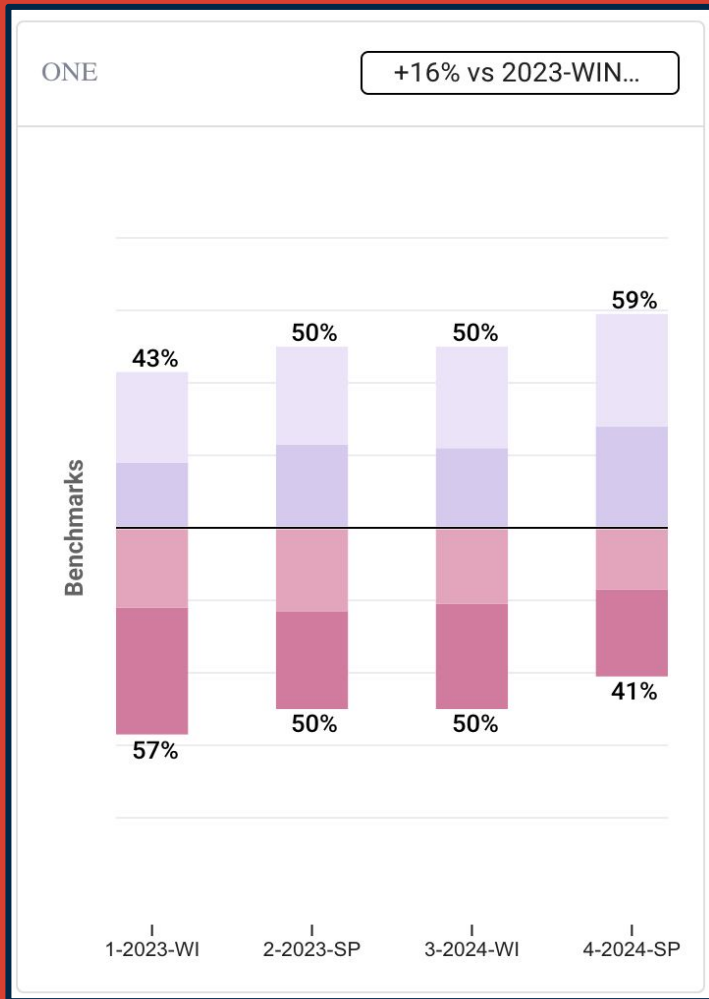
- Initiated Target & Focal Schools (Early Literacy Success Grant)
- Implemented K-5 Literacy Data Meetings
- Added Adaptive Software, LEXIA & Imagine Learning
- Aligned all Elementary School Improvement Plans: 2nd Grade Fluency

2025-2026

- Enhanced Literacy Focused Data Meetings
- Expanded Target Schools (Comprehensive Literacy Development grant)
- Deepened K-5 Writing Focus
- Utilized Plan-Do-Study-Act Cycles for Improvement

GROWTH ON GROWTH COMPOUNDING EFFECTS ON OUR DATA

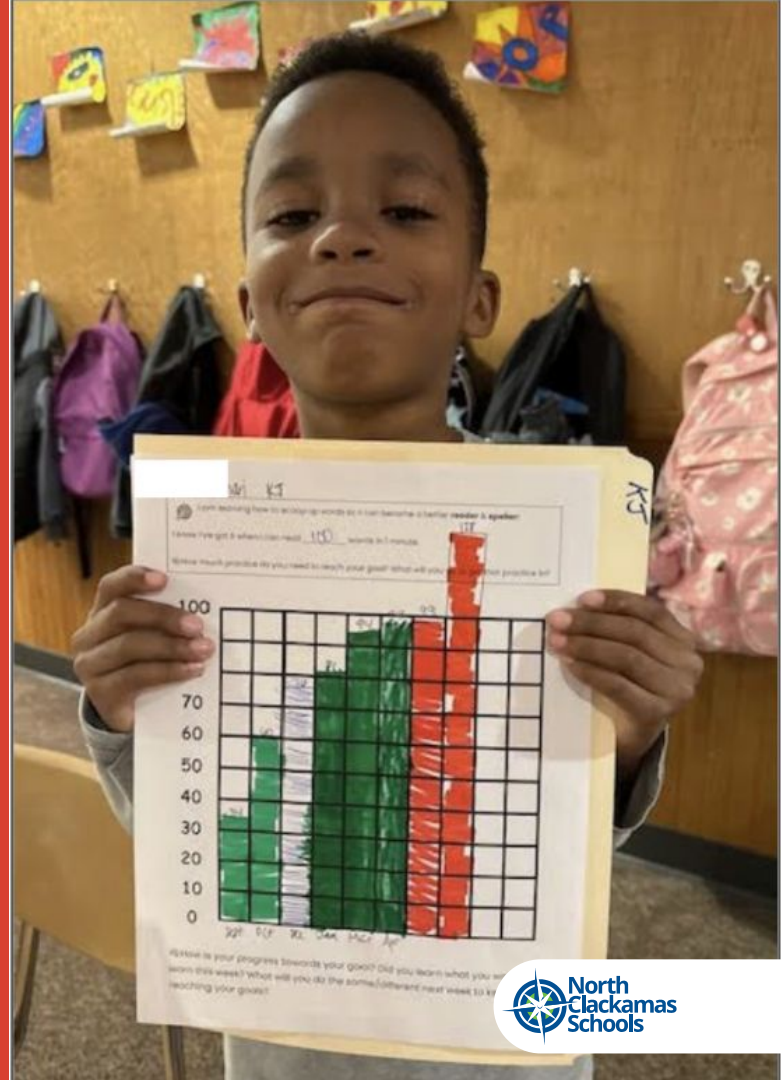
- 117 more Kindergarten students at grade level for letters & sounds
- 7% more students are *entering* 1st grade on grade level
- Our yearly growth from fall to spring in first grade is increasing from 7% to 9%
- 24-25SY: 97 more students left 1st grade proficient in reading



COMMON SCHOOL IMPROVEMENT PLANS: 2ND GRADE FLUENCY

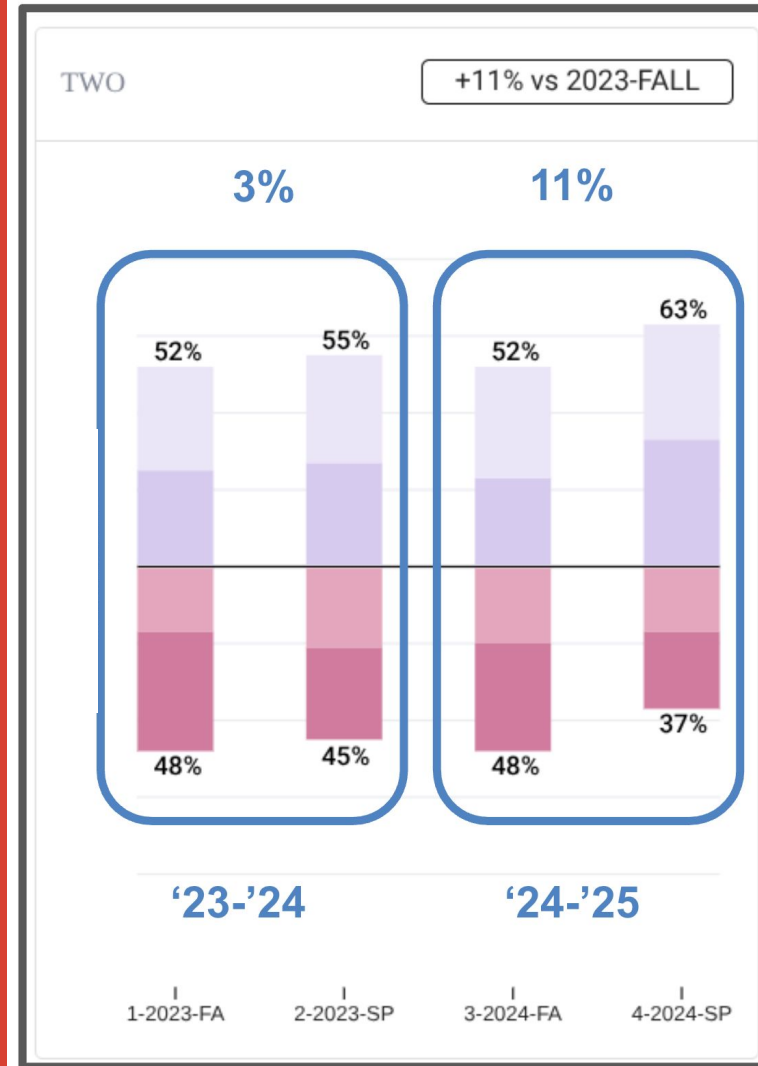
- Elementary Administrators set intentional goals based on individual student growth projections
- All teachers set goals based on classroom data and used Science of Reading aligned strategies to support student growth
- Students used goal-setting charts to make their progress visible

89



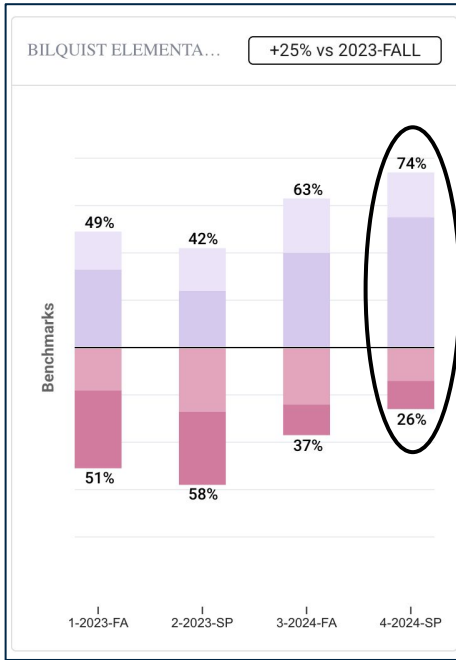
COMMON SCHOOL IMPROVEMENT PLANS: 2ND GRADE FLUENCY

- Before a common 2nd Grade SIP
Goal: 3% Growth
- With a common 2nd Grade SIP
Goal: 11% Growth (~151
Students)
- Overall accelerated growth (16%)
for students of color with
academic disparities with a 9%
proficiency gap
- DLI Spanish Fluency 8% increase
in proficiency

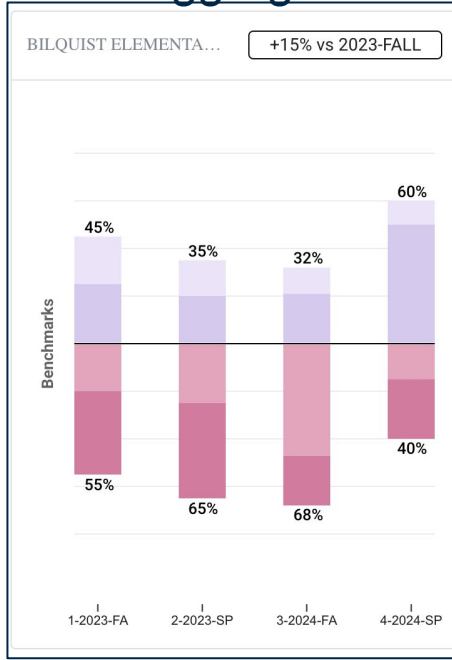


LEADERSHIP INSIGHTS: BILQUIST

All



Disaggregated



Strategies:

- Early Literacy Success Grant Target School
- K-3 Literacy Coach & K-3 Reading Specialist
- Teams collaborate with coach

Results:

- Bilquist, a Title 1 Elementary, is outperforming 6 out of 10 on our Non-Title Schools
- 11% growth with 74% of 2nd graders headed to 3rd grade proficient
- Increased growth for students of color with historic academic disparities



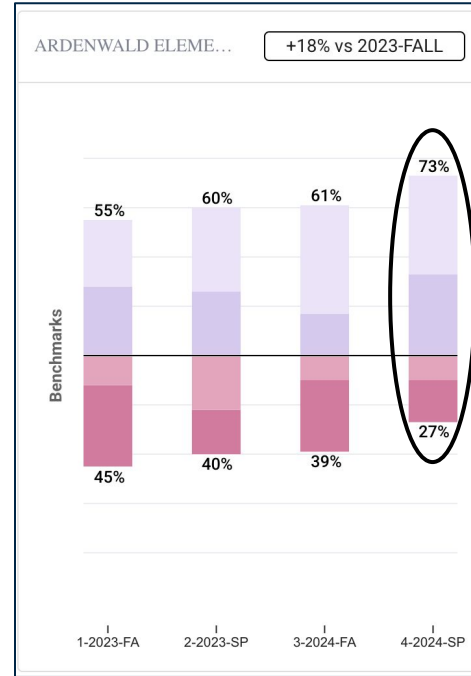
SPOTLIGHT: ARDENWALD

Strategies:

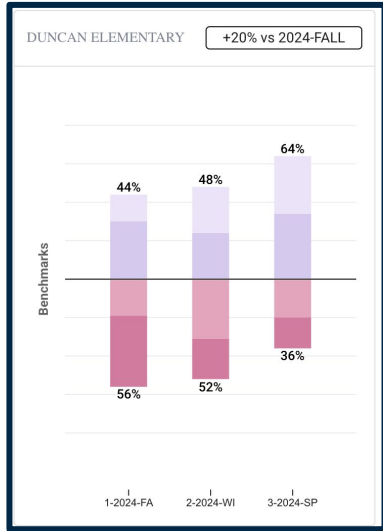
- Teachers participated in literacy cohort
- Teams collaboratively plan
- Instructional coach routinely utilizes data
- Paraeducators participated in intensive training
- Students' used goal setting

Results:

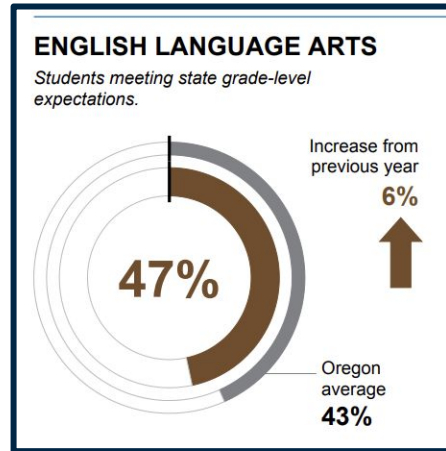
- Ardenwald, a Title 1 Elementary, is outperforming 6 out of 10 on our Non-Title Schools
- 12% growth with 73% of 2nd graders headed to 3rd grade proficient



WHAT'S WORKING: DUNCAN



2nd Grade Fluency



3rd-5th Grade State ELA Assessment



Strategies:

- Teachers participated in literacy cohort
- Teams collaboratively plan
- Instructional coach routinely utilizes data
- Paraeducators participated in intensive training
- Students' used goal setting

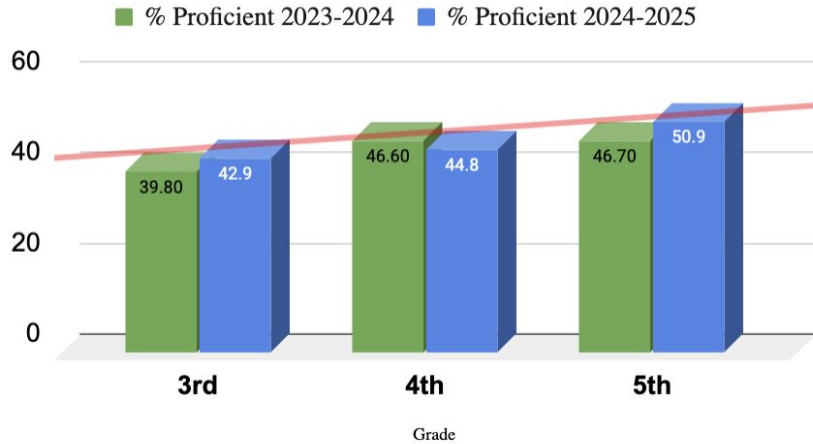
Results:

- 20% increase in 2nd grade fluency scores
- 6% increased in 3rd-5th grade State ELA Assessment

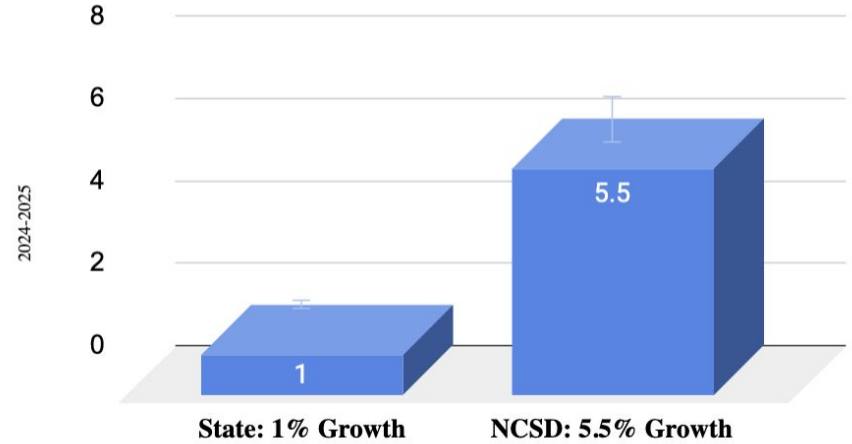


Early Literacy Efforts Beginning to Impact 3rd-5th

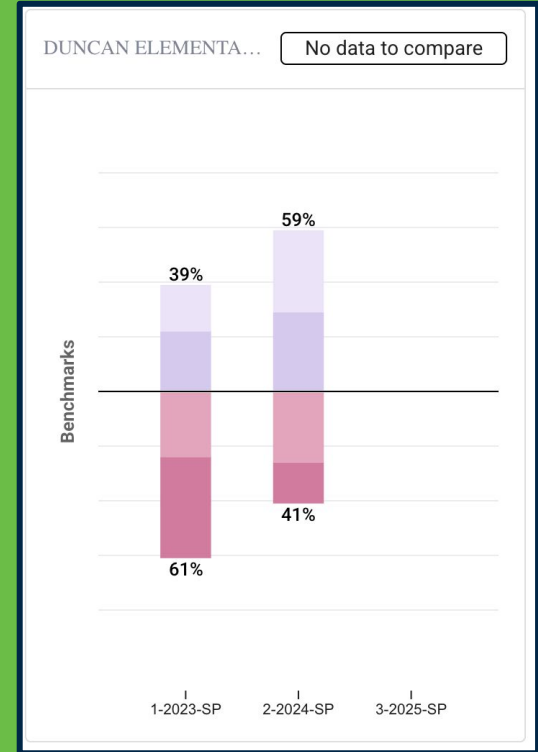
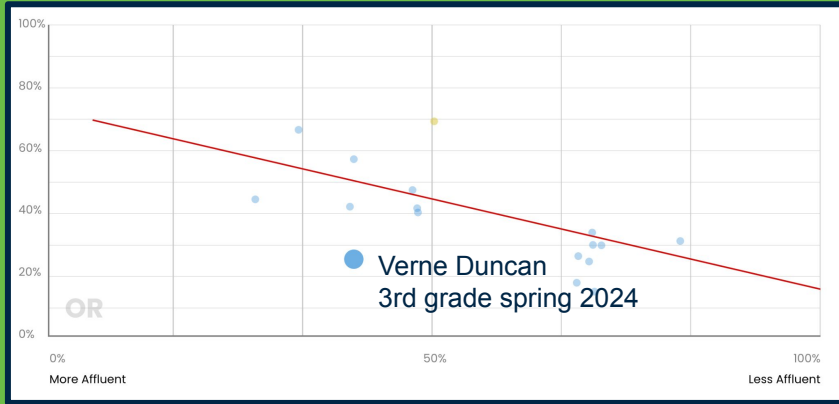
NCS D Combined Growth for 3rd-5th Grade OSAS: 5.5%



3rd-5th Grade OSAS ELA % Growth

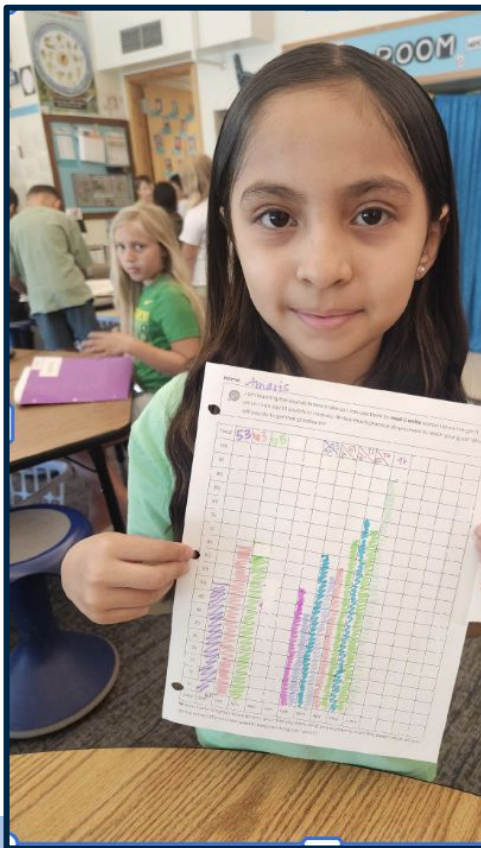
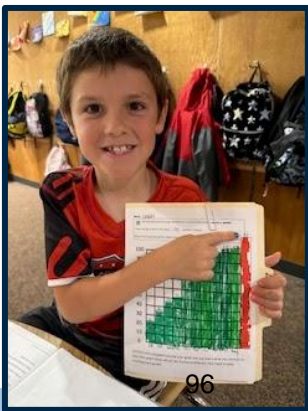
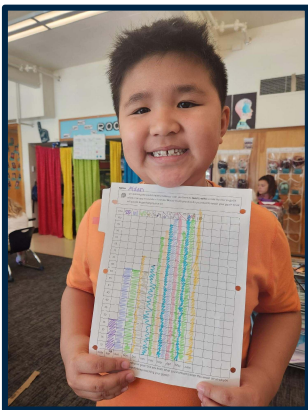
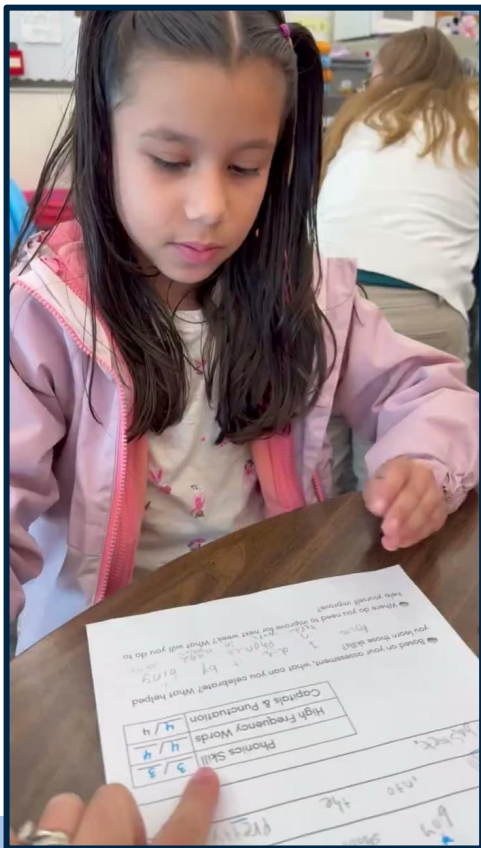


BEYOND A SINGLE SNAPSHOT

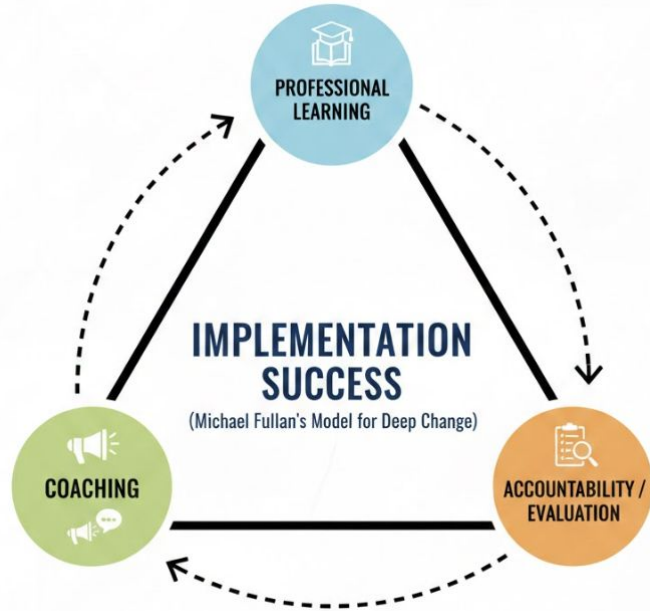


- **Cohort Date:** By spring of 2025, this cohort of student's 4th grade scores increased by 11%
- **Trend Data:** Not a trend, spring of 2025, Verne Duncan's 3rd Grade scores went from 26% to 52% (100% growth) ⁹⁵
- **Early Literacy Data:** 3rd graders fall entry data on the rise by 20%

EMPOWERED LEARNERS: STUDENT GOAL SETTING



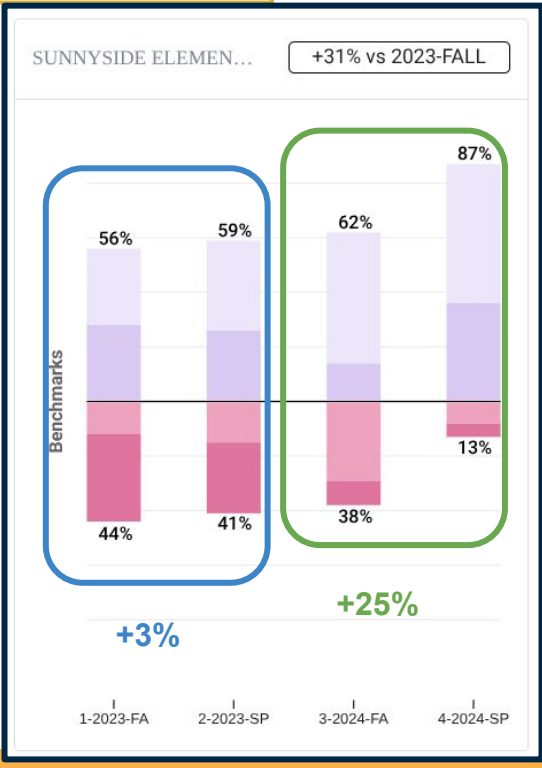
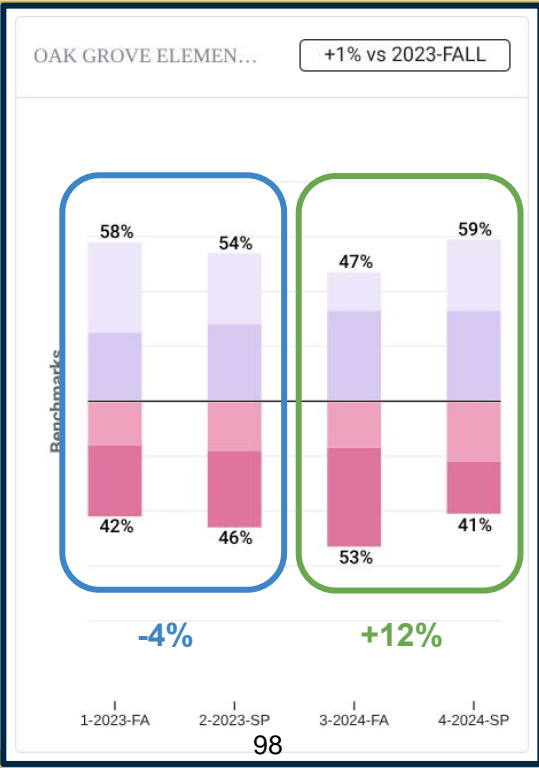
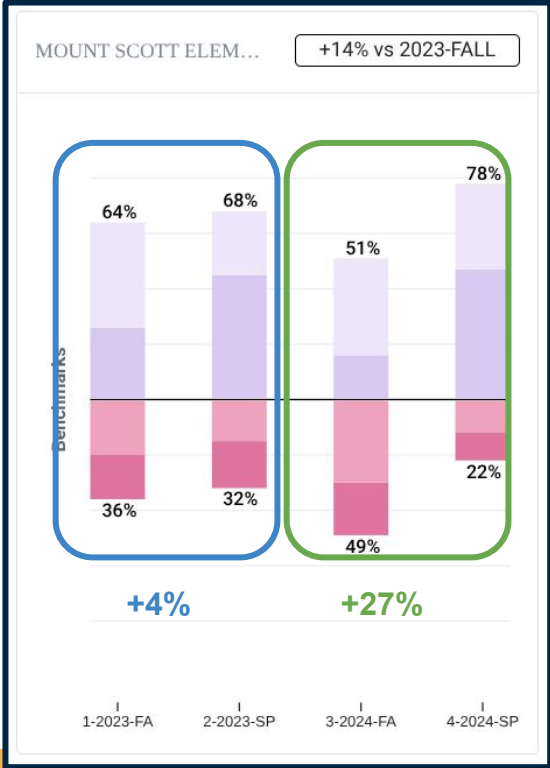
THE CONDITIONS BEHIND OUR GROWTH



- Varying class sizes
- Title and Non-Title schools
- Grant funded Target schools and non-grant funded schools
- New teachers and experienced teachers
- Large schools and small schools

Coaching and Professional Learning: The Difference Makers

23/24 Pre Literacy Coaching 24/25 With Literacy Coaching



EXTENDING SUCCESS TO MIDDLE SCHOOL



- Middle School Literacy Cohort
- Literacy Coaches
- Adaptive Software (PowerUp)
- Screening Data (FastBridge)
- Common Standards-Based Assessments
- Literacy Data Meetings



WHAT'S NEXT?

- PreK-12th Grade Literacy Alignment Plan (Comprehensive Literacy Development Grant)
- Literacy Checkpoints PreK-12
- Birth to PreK Family Engagement
- High School Literacy Cohorts

Questions & Comments?



ENDING FUND BALANCE

DISCUSSION

Agenda Item #5
December 11, 2025

BACKGROUND:

The North Clackamas School District Board Fund Balance Policy reads in part:

The Board recognizes its responsibility to establish an unreserved fund balance in an amount sufficient to:

- 1. Protect the district from unnecessary borrowing in order to meet cash-flow needs;*
- 2. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;*
- 3. Meet the uncertainties of state and federal funding;*
- 4. Help ensure a district credit rating that would qualify the district for lower interest costs and greater marketability of bonds that may be necessary in the construction and renovation of school facilities; and*
- 5. Help ensure the district operates as an ongoing entity and provide support for future financial stability.*

REASON FOR CONSIDERATION:

It has been over a decade since policy language regarding Ending Fund Balance was last reviewed by the Board. Much has changed in federal, state, and local context since that time.

The current Oregon School Board Association's Model Policy references:

- The Government Finance Officers Association (GFOA) recommends, at a minimum, that general-purpose governments, regardless of size, maintain an unreserved fund balance in their general fund of no less than 5 to 15 percent of regular general fund operating revenues, or of no less than one to two months of regular general fund operating expenditures.
- The Oregon Association of School Business Officials recommends, at a minimum, an unreserved ending fund balance of no less than 3 to 8 percent of the general fund budget.
- 8% as initial policy language, though that percentage is determined by each local School Board.

Time is set aside for the Board to consider the financial health of the school district and if it would like to adopt revised policy language.

ATTACHMENT:

- Current [Board Policy DBDB](#): Fund Balance
- Presentation, Ending Fund Balance, December 11, 2025
- [Draft Board Policy DBDB](#): December 11, 2025

PRESENTER/STAFF CONTACT:

Matt Makara, Executive Director of Finance and Business Services
Tiffany Shireman, Chief of Staff



Code: **DBDB**
Adopted: 4/04/13
Revised/Readopted: 1/23/14

Fund Balance

The Board recognizes its responsibility to establish an unreserved fund balance¹ in an amount sufficient to:

1. Protect the district from unnecessary borrowing in order to meet cash-flow needs;
2. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
3. Meet the uncertainties of state and federal funding;
4. Help ensure a district credit rating that would qualify the district for lower interest costs and greater marketability of bonds that may be necessary in the construction and renovation of school facilities;
and
5. Help ensure the district operates as an ongoing entity and provide support for future financial stability.

Consequently, unless otherwise approved by the Board in advance, the Board directs the superintendent or designee to develop and manage the general fund budget in such a way to ensure a minimum fund balance of 5 percent of total adopted revenues. The Board will receive reports from the superintendent or designee when the fund balance is expected to drop below 4 percent of total adopted revenues without prior Board approval.

In determining an appropriate fund balance, the Board will consider a variety of factors with potential impact on the district's budget including the predictability and volatility of its expenditures²; the

¹The Government Finance Officers Association (GFOA) recommends, at a minimum, that general-purpose governments, regardless of size, maintain an unreserved fund balance in their general fund of no less than 5 to 15 percent of regular general fund operating revenues, or of no less than one to two months of regular general fund operating expenditures. The Oregon School Boards Association (OSBA) recommends school boards maintain a minimum ending fund balance of 5 to 8 percent of its General Fund resources (based upon an average-size district of 6,000 ADM). The Oregon Association of School Business Officials recommends, at a minimum, an unreserved ending fund balance of no less than 3 to 8 percent of the general fund budget. In general practice, levels of fund balance, typically, are less for larger governments than for smaller governments because of the magnitude of the amounts involved and because the diversification of their revenues and expenditures often results in lower degrees of volatility.

²Higher levels of unreserved fund balance may be needed if significant revenue sources are subject to unpredictable fluctuations or if operating expenditures are highly volatile.

availability of resources in other funds as well as the potential drain upon general fund resources from other funds³; liquidity⁴; and designations⁵. Such factors will be reviewed annually.

The fund balance shall not be used to fund ongoing expenses without a sustainable fiscal plan.

END OF POLICY

Legal Reference(s):

[ORS 294.311\(18\)](#)

[ORS 294.371](#)

[ORS 332.107](#)

³The availability of resources in other funds may reduce the amount of unreserved fund balance needed in the general fund, just as deficits in other funds may require that a higher level of unreserved fund balance be maintained in the general fund.

⁴The disparity between when financial resources actually become available to make payments and the average maturity of related liabilities may require that a higher level of resources be maintained.

⁵The need to maintain a higher level of unreserved fund balance to compensate for any portion of unreserved fund balance already designated for a special purpose.



Code: **DBDB**
Adopted: 4/04/13
Revised/Readopted: 1/23/14

Fund Balance

The Board recognizes its responsibility to establish an unreserved fund balance¹ in an amount sufficient to:

1. Protect the district from unnecessary borrowing in order to meet cash-flow needs;
2. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
3. Meet the uncertainties of state and federal funding;
4. Help ensure a district credit rating that would qualify the district for lower interest costs and greater marketability of bonds that may be necessary in the construction and renovation of school facilities; and
5. Help ensure the district operates as an ongoing entity and provide support for future financial stability.

Consequently, unless otherwise approved by the Board in advance, the Board directs the ~~s~~Superintendent or designee to develop and manage the general fund budget in such a way to ensure a minimum fund balance of ~~58~~ percent of total adopted ~~revenues~~ resources. The Board will receive reports from the ~~s~~Superintendent or designee when the fund balance is expected to drop below ~~46~~ percent of total adopted ~~revenues~~ resources without prior Board approval.

In determining an appropriate fund balance, the Board will consider a variety of factors with potential impact on the district's budget including the predictability and volatility of its expenditures²; the availability of resources in other funds as well as the potential drain upon general fund resources from other funds³; liquidity⁴; and designations⁵. Such factors will be reviewed annually.

¹The Government Finance Officers Association (GFOA) recommends, at a minimum, that general-purpose governments, regardless of size, maintain an unreserved fund balance in their general fund of no less than 5 to 15 percent of regular general fund operating revenues, or of no less than one to two months of regular general fund operating expenditures. ~~The Oregon School Boards Association (OSBA) recommends school boards maintain a minimum ending fund balance of 5 to 8 percent of its General Fund resources (based upon an average size district of 6,000 ADM).~~ The Oregon Association of School Business Officials recommends, at a minimum, an unreserved ending fund balance of no less than 3 to 8 percent of the general fund budget. In general practice, levels of fund balance, typically, are less for larger governments than for smaller governments because of the magnitude of the amounts involved and because the diversification of their revenues and expenditures often results in lower degrees of volatility.

²Higher levels of unreserved fund balance may be needed if significant revenue sources are subject to unpredictable fluctuations or if operating expenditures are highly volatile.

³The availability of resources in other funds may reduce the amount of unreserved fund balance needed in the general fund, just as deficits in other funds may require that a higher level of unreserved fund balance be maintained in the general fund.

The fund balance shall not be used to fund ongoing expenses without a sustainable fiscal plan.

END OF POLICY

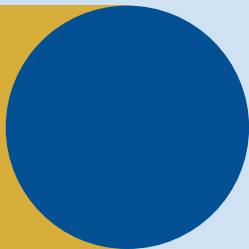
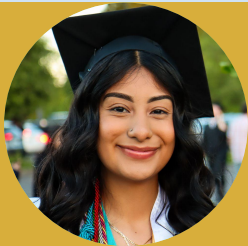
Legal Reference(s):

[ORS 294.311\(18\)](#)
[ORS 294.371](#)

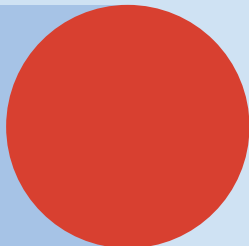
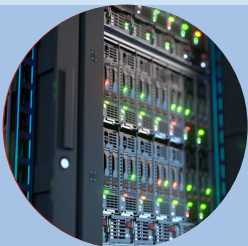
[ORS 332.107](#)

⁴The disparity between when financial resources actually become available to make payments and the average maturity of related liabilities may require that a higher level of resources be maintained.

⁵The need to maintain a higher level of unreserved fund balance to compensate for any portion of unreserved fund balance already designated for a special purpose.

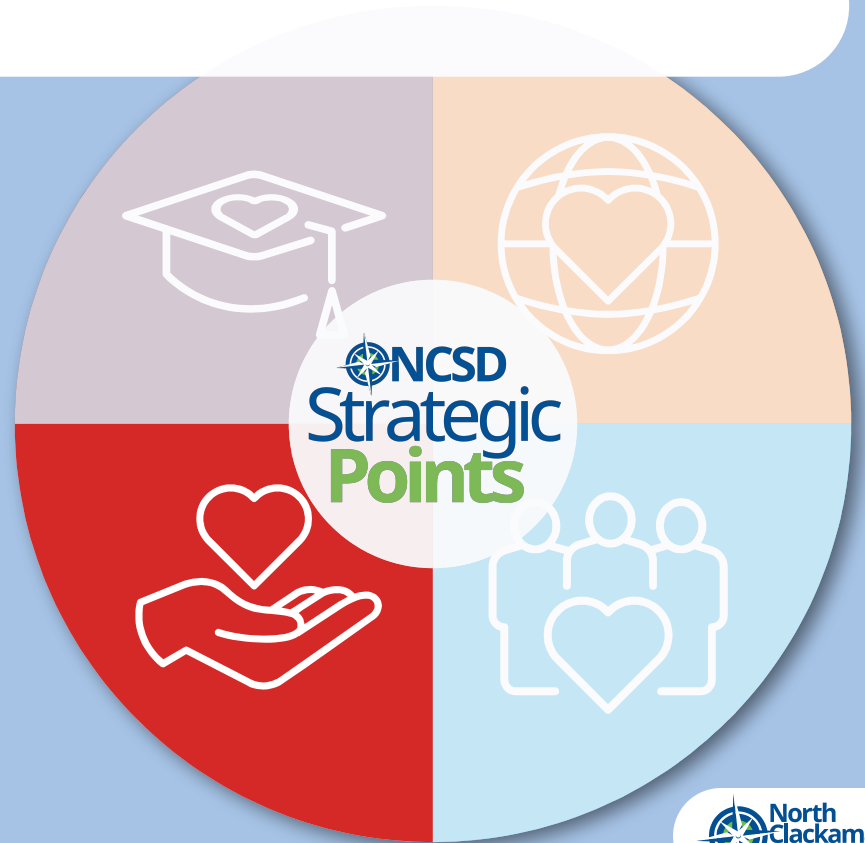


Ending Fund Balance: Policy Revision Board Discussion



Resources and Services

Continue effective decision-making that ensures financial stewardship and transparency



Measures of a School District's Financial Health

- Condition of Physical Assets
- Annual Auditor Opinions
- Community Support for Bond and Local Option Levies
- Sustainability of spending to support district activities (eg. staffing, technology, vehicles, asset preservation)
- Policy Guardrails
- Ending Fund Balance / Reserves



What is an “Ending Fund Balance”?

- Function as NCSD’s financial reserves
- Calculated as a percentage of all general fund resources (Beginning Fund Balance & revenues)
- Have been strategically maintained at greater than 15% in order to:
 - Prepare for increasing PERS expenses, as rate relief from 20-year, bonded PERS side account ends
 - Protect against potential loss from State/Federal revenue fluctuations
 - Maintain NCSD’s Bond Rating
 - Preserve physical assets, critical unfunded maintenance¹¹
 - Address unexpected, unfunded mandates

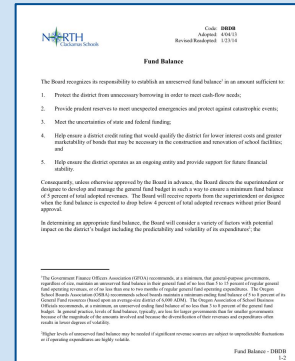


NCSB Current Policy

- Last revised over a decade ago
- Explains the why for a robust Ending Fund Balance:
 - Protect the district from unnecessary borrowing
 - Meet unexpected emergencies
 - Meet the uncertainties of state and federal funding
 - Help ensure a district credit rating
 - Future financial stability
- Identifies a minimum 5% threshold



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The availability of resources in other funds may reduce the amount of unreserved fund balance needed in the general fund, and an effective cash flow may reduce the higher level of unreserved fund balance to be reported in the general fund.

The report between the financial sections closely tracks available to state agencies and the average history of related liabilities may require that a higher level of resources be maintained.

The need to maintain a higher level of unreserved fund balance to maintain for any portion of unreserved fund balance already designated for a special purpose.

Fund Balance - DSDS 12

Looking ahead: Next Decade

- Fundamental shifts in the stability of funding resulting from State & Federal policy changes
- Declining birth rates
- Risks associated with voter support for Operating & Bond levies
- Instability in Bond Credit Ratings for Public School Districts
- Long term risks in state economic outlook



Other Organizations' Recommendations

- **Government Finance Officers' Association:**
 - No less than 5-15% of general fund revenues
 - Or, no less than 2 months of General Fund operating revenue or expenses
 - For NCSD, this would be approximately 16%
- **Oregon Association of School Business Officials**
 - At minimum, from 3% to 8% of the budget
- **Oregon School Boards Association's Model Policy:**
 - 8% as a starting point for Board discussion
 - Generally seeing 5-8% in policy language



Draft Policy for Discussion

- Use “resources” rather than “revenues” ~ technical fix, matches wording to reflect how NCSD (and other organizations) calculate and present Ending Fund Balance
- Identifies a minimum 8% Ending Fund Balance as a start for discussion, per OSBA Model Policy
- Updates footnote per OSBA Model Policy



North Clackamas Schools	
Code: 1800	Adopted: 10/11
North Clackamas Schools	Revised/Amended: 12/14
Fund Balance	
The Board recognizes its responsibility to establish an assessment of fund balance to be assessed sufficient to:	
1. Protect the district from insolvency, borrowing in order to meet cash flow needs.	
2. Provide prudent reserves to avert unexpected contingencies and protect against catastrophic events.	
3. Meet the requirements of state and federal funding.	
4. Safely assess a district's credit rating and credit quality for district bond issues, state loans and general obligation bonds, and the ability to borrow for the purposes of the expansion and renovation of school facilities and	
5. Safely assess the district's operations in an ongoing way and provide support for future financial needs.	
Consolidated reserve information approved by the Board in advance, the Board directs the Superintendent or designee to develop and manage the general fund budget to such a way to secure a minimum fund balance of 8% of general fund available resources. The Board will review reserve levels for observations or trigger events that necessitate an adjustment to long-term financial goals.	
The Superintendent or designee shall submit to the Board an annual budget request of general fund available resources to the Board for approval.	
In determining the general fund balance, the Board will consider history of trends, newly adopted policies on the district's budget including the predictability and reliability of its expenditures, the availability of resources to other funds, and the general fund operations and fund revenues from "Gifts" and Dispositions. Such factors will be reviewed annually.	
115	
The minimum fund balance, assessed quarterly, at a minimum, the general fund resources available to meet the requirements of the district's long-term general fund financial goals, including the requirements of the state and federal funding, and the ability to borrow for the purposes of the expansion and renovation of school facilities and	
Other considerations, as applicable, include the district's credit rating and credit quality for district bond issues, state loans and general obligation bonds, and the ability to borrow for the purposes of the expansion and renovation of school facilities and	
The availability of resources in other funds may reduce the amount of general fund balance needed in the general fund, just as the availability of resources in other funds may require that a portion of general fund resources be committed to the general fund.	
Fund Balance - 12000	
12	

North Clackamas Schools	
The fund balance shall be used to fund ongoing operations and to maintain a minimum fund balance.	
END OF POLICY	
Legal Reference:	
ORS 251.020	ORS 251.020
ORS 251.021	ORS 251.021
The Board recognizes that financial reserves are critical to the district's long-term financial goals, including the requirements of the state and federal funding, and the ability to borrow for the purposes of the expansion and renovation of school facilities and	
The Board will review reserve levels for observations or trigger events that necessitate an adjustment to long-term financial goals.	
The Superintendent or designee shall submit to the Board an annual budget request of general fund available resources to the Board for approval.	
In determining the general fund balance, the Board will consider history of trends, newly adopted policies on the district's budget including the predictability and reliability of its expenditures, the availability of resources to other funds, and the general fund operations and fund revenues from "Gifts" and Dispositions. Such factors will be reviewed annually.	
Fund Balance - 12000	
12	



Next Steps

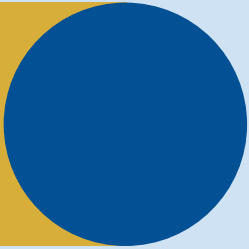
Tonight:

- **Discussion**
- **Direction to Staff on Policy Revision, if any**

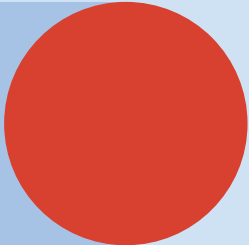
Next Meeting:

- **Scheduled Action on Policy Revision, or**
- **Further Discussion, or**
- **Maintain Current Policy with no further discussion or action**





Thank you!



**STUDENT SUCCESS ACT: STUDENT INVESTMENT
ACCOUNT AGREEMENT**

DISCUSSION/ACTION

Agenda Item #6
December 11, 2025

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the Student Investment Account grant agreement with the Oregon Department of Education.

ORIGINATED BY:

Per the Oregon Department of Education, the Student Investment Account grant agreement is required to be:

- Presented and approved by the governing board at an open meeting with the opportunity for public comment (it cannot be included as a consent agenda item); and
- Made available on the district webpage and at the district office.

BUDGET IMPACT/SOURCE OF FUNDS:

The allocation for 2025-27 biennial from the Student Investment Account to the North Clackamas School District is \$33,858,641.05*.

BACKGROUND:

For the 2025-27 biennial the North Clackamas School District expects to access a total of \$33,858,641.05* from the Student Investment Account.

Per the Student Success Act (2019), funds in the Student Investment Account must be allocated by districts to provide funding to assist in meeting students' mental or behavioral health needs, and increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, economically disadvantaged students, students who are homeless, and students who are foster children.

Key themes emerged from the district's need assessment which included a data review and community, staff, student engagement process. The themes that were identified as most urgent were:

- Class size/Caseload reduction.
- Providing a well rounded, equitable education where students see themselves reflected in the staff, curriculum, and instructional practices.

- Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups.
- Supporting the behavioral and mental health needs of students.
- Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics.

These themes of the most urgent needs helped inform the development of the plan for the Student Investment Account funds. The School Board presentation on February 13, 2025 shared how the district proposed to invest these funds.

*Per the grant agreement, this allocation amount is inclusive of the sponsored Charter Schools in North Clackamas that received SIA allocations, Milwaukie Academy of the Arts, Cascade Heights, and Clackamas Middle College.

ATTACHMENTS:

A. Student Investment Account grant agreement

PRESENTER / STAFF CONTACT:

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

STATE OF OREGON GRANT AGREEMENT

“Student Success Act – Student Investment Account”

Grant No. **39258**

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **North Clackamas SD 12** (“Grantee”), each a “Party” and, together, the “Parties”.

SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the “Act”), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental or behavioral health needs and to increase academic achievement, including reducing academic disparities for student populations identified in ORS 327.180(2)(b). These populations include, but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2025 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

SECTION 4: GRANT MANAGERS

4.1 Agency’s Grant Manager is:

Torrie Higgins
 Office of Education Innovation & Improvement
 255 Capitol St NE
 Salem, OR 97310-0203
 Torrie.higgins@ode.oregon.gov

4.2 Grantee’s Grant Manager is:

Shay James
 12400 SE Freeman Way
 Milwaukie, OR 97222
 james@nclack.k12.or.us

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the “Performance Period”).

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts (“Grant Funds”): the full 2025-27 biennial allocation and a projected Quarter 1 disbursement for the 2027-29 biennium.

Grant Period	Performance Period	Amount
2025-27 Total Biennial Allocation (TBA)	July 1, 2025 – June 30, 2027	\$33,728,933.83
Less: 2025–27 Q1 projected amount made available under Agreement number [34440] (the “Prior Grant Agreement.”)	July 1, 2025 – June 30, 2027	(\$4,285,562.76)
2025-26 Year 1 – Allocation - CURRENT	July 1, 2025 – June 30, 2027	\$12,241,614.82
2026-27 Year 2 – Allocation – RESERVED (not yet released)	July 1, 2025 – June 30, 2027	\$17,201,756.25
2027-29 Quarter 1 projected (2027-29 Q1)	July 1, 2027 – September 30, 2027	\$4,415,269.98
Total Grant Funds (2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)		\$33,858,641.05

The line items provided in the table above have the following meanings:

1. **TBA** equals the total final allocation for 2025 -27 based on the final approved budget.
2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
3. **2025–26 Year 1 Allocation - CURRENT** represents the portion of the 2025-27 TBA remaining after subtracting the amount already made available under the Prior Grant Agreement. These funds are authorized for disbursement during year 1 of the biennium.
4. **2026–27 Year 2 Allocation - RESERVED** represents the portion of the 2025-27 TBA that is identified for Year 2 but not yet released. Disbursement of this amount is contingent upon written authorization from Agency confirming funds are available for release.
5. **2027-29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
6. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Grant Funds include allocations for participating district-sponsored charter schools, as described in Exhibit A, Section 1: Charter School Participation.

Agency will pay the Grant Funds from monies available in the Student Investment Account (“Funding Source”). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

- 7.1.1 Subject to the availability of sufficient moneys in and from the Funding Source based on Agency’s reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2 Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3 Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.

7.2 Conditions Precedent to Disbursement. Agency’s obligation to disburse Grant Funds to

Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
 - 7.2.2 No default as described in Section 15 has occurred; and
 - 7.2.3 Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 **No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.
- 7.4 **Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency’s discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 **Organization/Authority.** Grantee represents and warrants to Agency that:

- 8.1.1 Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;
- 8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;

- 8.1.3** This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4** If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5** There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.
- 8.2 False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.
- 8.3 No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

- 9.1 Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:
- “Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.
- “Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.
- 9.2 Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.
- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed

above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product, then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.
- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one

calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.

10.4 Subgrants/Contracts. Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.

10.5 Background Check. If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

11.1 Indemnity. Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys’ fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this Section).

11.2 Defense. Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon’s interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.

11.3 Limitation. Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless

of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a “public body” as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute

short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

- 15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;
 - 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
 - 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.
- 15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any

limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

- 17.1 Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2 Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3 Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4 Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

- 18.1 **Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 **By Agency.** Agency may terminate this Grant as follows:
 - 18.2.1 At Agency's discretion, upon 30 days advance written notice to Grantee;
 - 18.2.2 Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant;
 - 18.2.3 Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or
 - 18.2.4 Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.
- 18.3 **By Grantee.** Grantee may terminate this Grant as follows:
 - 18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.

- 18.3.2** If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or
- 18.3.3** Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.
- 18.4 Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

- 19.1 Conflict of Interest.** Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.
- 19.2 Nonappropriation.** Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.
- 19.3 Amendments.** The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.
- 19.4 Notice.** Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.
- 19.5 Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

- 19.6 Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.
- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.
- 19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.
- 19.14 Headings.** The headings and captions to sections of this Grant have been inserted for

identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

19.15 Grant Documents. This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the “Project”)
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

Merger, Waiver. This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: Michelle Choate
Contracting Officer

11/04/2025
Date

North Clackamas SD 12

By: _____
Authorized Signature

Date

Printed Name

Title

Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

By: AAG Devon Thorson
Assistant Attorney General

11/04/2025 via email
Date

EXHIBIT A THE PROJECT

SECTION I – BACKGROUND AND GOALS

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

- 1) Meeting students’ mental and behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; English language learners; economically disadvantaged students; students who are homeless; and students who are foster children.

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

Charter School Participation

The Grantee’s approved Integrated Plan includes outcomes and strategies and a two-year budget for **Cascade Heights Public Charter School, Clackamas Middle College, and Milwaukie Academy of the Arts**, which are district-sponsored charter school(s) participating under the Grantee’s oversight during the 2025–27 biennium.

The Grantees allocation includes funding attributable to the ADMw of these participating charter school(s). The Grantee shall administer and distribute these funds to each charter school in accordance with the executed District Charter Program Agreement , established under the Integrated Guidance, and the requirements of ORS 327.185(4).

SECTION II – PROJECT DEFINITIONS

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

“Act” means the “Student Success Act” codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

“Allowable Project Costs” means Grantee’s actual costs that are reasonable, necessary, and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

“Baseline Targets” means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 “Guidance for Eligible Applicants”.

“Common Metrics” means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

“Disaggregated” has the meaning given in section 12(a) of the Act.

“Five-Year Completion Rate” has the meaning given in section 12(b) of the Act.

“Focal Student Groups” means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are economically disadvantaged, students who are homeless and students who are foster children.

“Four-Year on-Time Graduation Rate” means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

“Gap Closing Targets” or “Closing Gap Targets” means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 “Aligning for Student Success: Integrated Guidance for Six ODE Initiatives”.

“Integrated Programs” means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

“Integrated Plan” means the Grantee’s approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

“Local Optional Metrics” are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

“Longitudinal Performance Growth Targets (LPGTs)” means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee’s Integrated Plan.

“Ninth-grade On-Track Rate” has the meaning given in section 12(d) of the Act.

“Progress Markers” means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

“Regular Attendance Rate” has the meaning given in section 12(f) of the Act.

“SIA Account” means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

“Stretch Targets” means significant improvement set forth in the Integrated Plan by the district in either: (I) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 “Guidance for Eligible Applicants”.

“Third-Grade Reading Proficiency Rate” has the meaning given in section 12(g) of the Act.

SECTION III – PROJECT ACTIVITIES

Integrated Plan Implementation

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee’s approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the “Allowable Use of Grant Funds” section below.

Allowable Use of Grant Funds

Grantee must use the Grant Funds only for:

1. Increasing instructional time, which may include:
 - More hours or days of instructional time;
 - Summer programs;
 - Before-school or after-school programs; or
 - Technological investments that minimize class time used for student assessments.
2. Addressing students’ health or safety needs, which may include:
 - Social-emotional learning and development;
 - Student mental and behavioral health;
 - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
 - Student health and wellness;
 - Trauma-informed practices;
 - School health professionals and assistants;
 - Facility improvements directly related to improving student health or safety.
3. Reducing class sizes, which may include:

- increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
- Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
 - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
 - Broadened curricular options at all grade levels, including access to:
 - Art, music, and physical education classes;
 - Science, technology, engineering, and mathematics (STEM) education;
 - Career and technical education, including career and technical student organization programs;
 - Electives that are engaging to students;
 - Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
 - Dropout prevention programs and transition supports;
 - Life skills classes;
 - Talented and gifted programs;
 - Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or \$500,000 annually, whichever is less, of Grantee’s total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

SECTION IV – REPORTING REQUIREMENTS

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

Reporting Period	Due Date	Deliverable
July 1 – September 30	November 15	Submit financial and performance progress report.
October 1 – December 31	February 15	Submit financial and performance progress report. Include board minutes showing the Financial Audit was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	August 15	Submit financial report of expenditures AND Annual Report (narrative responses). The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee’s progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

SIA Grant Monitoring

The Agency will monitor Grantee’s performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency’s monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency’s discretion including but not limited to: Grantee’s compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee’s progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee’s training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

SECTION V – DISBURSEMENT

Disbursement of Grant Funds

Agency will disburse the Grant Funds using its Electronic Grants Management System (“EGMS”), on a quarterly basis as outlined below:

Quarter	Disbursement Date	Quarterly Disbursement Amount/%
Q1	July 1, 2025	Variable projection (made available under prior agreement; <i>may differ from the projected 12.5%</i>)
Q2	October 1, 2025	True-Up / Adjustment to reconcile Q1 difference (<i>ensures Q1 + Q2 equals 25% of TBA</i>)
Q3	January 1, 2026	12.5%
Q4	April 1, 2026	12.5%
Q5	July 1, 2026	12.5%
Q6	October 1, 2026	12.5%
Q7	January 1, 2027	12.5%
Q8	April 1, 2027	12.5%
2027-29 Q1	July 1, 2027	12.5% (Projected) of 2027–29 Biennium

Disbursements outlined in the table above are subject to the following:

1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
2. Disbursements will be made as advance payments, not reimbursements.
3. Q3 – Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
4. Grantees are encouraged to draw down funds according to the schedule. **All funds for 2025-27 Q1 – Q8 must be drawn down and expended by June 30th, 2027.**
5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

Allocation and Projections

1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 Q1.
2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.
3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 – June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.
4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 – 2029 biennium.

EXHIBIT B COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK NORTH CLACKAMAS SD 12

SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A ‘Start to See,’ B ‘Gaining Traction,’ and C ‘Profound Progress,’ representing advancement from early signs of progress to substantial and transformational changes.

- A. **“Start to See: Early Signs of Progress”** Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?
- B. **“Gaining Traction: Intermediate Changes”** Based on your investments and activities, are you seeing any of these impacts?
- C. **“Profound Progress: Substantial and Significant Changes”** Based on your investments and activities, are any of these more transformational changes noticeable?

A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

C. Profound Progress: Substantial and Significant Changes

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

SECTION II – FINALIZED CO-DEVELOPED LPGTS

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

Target Type	2025-26	2026-27	2027-28
Four Year Cohort Graduation			
Baseline Target: All Students	92.8%	94.9%	>95%
Stretch Target: All Students	>95%	>95%	>95%
Gap-Closing Target: All Focal Group Students	94.2%	>95%	>95%
Five Year Cohort Completion			
Baseline Target: All Students	>95%	>95%	>95%
Stretch Target: All Students	>95%	>95%	>95%
Gap-Closing Target: All Focal Group Students	>95%	>95%	>95%
9th Grade on-Track			
Baseline Target: All Students	>95%	>95%	>95%
Stretch Target: All Students	>95%	>95%	>95%
Gap-Closing Target: All Focal Group Students	>95%	>95%	>95%
3rd Grade ELA Proficiency			
Baseline Target: All Students	47.9%	49.6%	51.3%
Stretch Target: All Students	50.5%	53.0%	55.6%
Gap-Closing Target: All Focal Group Students	40.5%	43.9%	47.3%
Regular Attenders			
Baseline Target: All Students	71.3%	71.9%	72.5%
Stretch Target: All Students	72.2%	73.1%	74.0%
Gap-Closing Target: All Focal Group Students	54.1%	55.3%	56.5%

SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)

Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they have described in their Integrated Plan.

	2025-26	2026-27	2027-28
Local Optional Metrics			
Baseline Target: All Students			
Stretch Target: All Students			
Gap-Closing Target: All Focal Group Students			

EXHIBIT C INSURANCE

INSURANCE REQUIREMENTS

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

WORKERS' COMPENSATION & EMPLOYERS' LIABILITY

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than \$5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

COMMERCIAL GENERAL LIABILITY

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$2,000,000 annual aggregate limit.

AUTOMOBILE LIABILITY INSURANCE

Required **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY

Required **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient’s subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per claim and not less than \$2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true “following form” or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor’s primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

ADDITIONAL INSURED

All liability insurance, except for Workers’ Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient’s activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient’s activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee’s first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee’s insurer(s).

CONTINUOUS CLAIMS MADE COVERAGE

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient’s completion and Agency’s acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

CERTIFICATE(S) AND PROOF OF INSURANCE

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

NOTICE OF CHANGE OR CANCELLATION

The Grantee/Recipient or its insurer must provide at least 30 days’ written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency’s representatives responsible for verification of the insurance coverages required under this Exhibit C.

Additional Coverages That May Apply:

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

Required **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient’s Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than \$1,000,000 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

Required **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient's employees and volunteers. Policy endorsement's definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient's employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.

ELEMENTARY SCHOOL PLAYGROUND PURCHASE

DISCUSSION/ACTION

Agenda Item #7
December 11, 2025

SUPERINTENDENT’S RECOMMENDATION:

Board approves the purchase from Buell Recreation for a replacement playground structure and surfacing for Ardenwald Elementary School for a total cost of \$348,343.00.

BUDGET IMPACT/SOURCE OF FUNDS:

General Fund.

BACKGROUND:

The District has implemented a playground replacement program to maintain safe and reliable play structures for our students, which also meet the Americans with Disabilities Act (ADA) requirements, promoting accessibility and inclusivity while reducing maintenance costs.

In Spring 2025, the District evaluated all school playgrounds to determine which ones needed to be updated/replaced due to equipment conditions and playground accessibility. As part of the 2016 Capital Construction Bond, some schools had playground structure replacements completed, but were also included in the Spring evaluation.

Older playground structures are more expensive to maintain and increase the risk for injury to students due to equipment failure or damaged parts. Some older structures become so damaged that the parts become impossible to repair or replace. Ardenwald Elementary’s playground structure is over 20 years old and has been identified as the next highest priority based on the District’s comprehensive assessment.

The proposed playground structure components meet and exceed the District’s minimum standard of 25% accessibility and inclusivity. The playground area as a whole will be 100% accessible, as turf is the intended surfacing, which gives access to all ground-level components.

Input from Facility Operations, Risk Management, and Ardenwald building staff has been solicited in determining the particular components of the playground equipment to be installed. This contract allows for the procurement of the structure and the installation which will occur July of 2026.

STAFF CONTACT:

Teresa Neff-Webster, Chief of Operations