



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

Agenda

North Clackamas School Board
Thursday, October 23, 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	2
	Flag Salute	3
	Consent Agenda	
	A. Employment Changes	
	B. Minutes - October 9, 2025	4
7:05	1. Human Resources Hiring Update	7
	Presenter: Michelle Riddell	
7:40	2. Policy Revisions - Discussion	26
	Presenter: Michelle Riddell	
7:45	Adjourn	



Native Land Acknowledgment

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



Flag Salute

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

NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS MEETING
October 9, 2025
Boardroom/YouTube

Open Session

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

Tory McVay	-	Vice Chair
Paul Kemp	-	Director
April Olson	-	Director
Samantha Tamt্রেng	-	Director
Glenn Wachter	-	Director
Donna Collingwood	-	Board Secretary

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

Vice Chair Tory McVay opened the meeting with a brief acknowledgement of the passing of State Representative Hòa Nguyễn. He shared about her valued accomplishments and advocacy.

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

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

R25/26-12

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

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

- Licensed appointments, transfers, and terminations

Minutes - September 25, 2025 - Approve the minutes of the regular Board Meeting held September 25, 2025.

Policy Revisions -

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

JFCEB – Personal Electronic Devices and Social Media - Student (Delete)

JFCEB - Personal Electronic Devices and Social Media - Student

GCAB - Personal Electronic Devices and Social Media - Staff

GCBD/GDBD - Sick Leave - Personal Illness and Injury Leave

GCBDE/GDBDE - Military Leave of Absence (New Policy)

Motion passed 5-0 - Kemp, McVay, Olson, Tamteng, Wachter voted yes.

North Clackamas Education Association (NCEA) Featured Educator –

NCEA Representatives Danielle Heinlein and Blake Auler-Murphy recognized school psychologist Lisa Baker as NCEA Featured Educator for October.

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

2025-2026 Class Size Report - Assistant Superintendent of Education Ivonne Dibblee, Executive Director of Teaching, Learning & Professional Development Tammy O'Neill, Executive Director of Secondary Programs Petra Callin, and Executive Director of Elementary Programs Patricia Ahrens gave a report on class sizes for elementary, middle, and high schools. Questions and comments from the Board were addressed.

2025 Summer Learning Report - Assistant Superintendent of Education Ivonne Dibblee and Director of Community Services Natalie Whisler gave an annual update on the summer learning program. Questions and comments from the Board were addressed.

Division 22 Report – The district is required to report annually on compliance with Oregon's Division 22 standards for public elementary and secondary schools. NCS D was compliant with the required standards for the 2024-2025 school year with the exceptions of OAR 581-022-2263 (regarding middle school Physical Education instructional minutes) and OAR 581-022-2045 (regarding Substance Use Prevention and Intervention). NCS D became compliant with OAR 581-022-2263 prior to the first day of the current school year and expects to be compliant with OAR 581-022-2045 by June 30, 2026. Staff will post compliance information on the school district website and submit required reporting prior to the Oregon Department of Education's November deadlines.

There being no further business to come before the Board, the meeting adjourned at 7:36 p.m.

Unapproved

Draft

HUMAN RESOURCES HIRING UPDATE

REPORT

Agenda Item #1
October 23, 2025

SUPERINTENDENT'S RECOMMENDATION:

Update on licensed, classified, and administrative hiring for the 2025-26 school year.

BACKGROUND:

Each year, the District provides an update on hiring, recruitment, and retention strategies. Our ongoing focus is to build and sustain a workforce that reflects the racial, ethnic, and linguistic diversity of our students while ensuring high-quality staffing across all employee groups.

Staffing Challenges and Recruitment Efforts

Licensed Positions:

The District's proactive early hiring strategy and continued collaboration with the North Clackamas Education Association through negotiated letters of intent have produced strong results, particularly in traditionally hard-to-fill positions.

This year, we successfully hired 38 Special Education staff and five Spanish Dual Language Immersion teachers. We began the school year with only a small number of vacancies, and our licensed retention rate increased to 92%, up from 89% the prior year.

Classified Positions:

Classified hiring continues to require focused attention, particularly in CARE before- and after-school paraeducator roles and Nutrition Services. However, targeted strategies have led to significant progress.

With the support of our recruiters, we expanded outreach through personalized application assistance and in-person hiring events, resulting in improved staffing levels in Nutrition Services, Custodial, and Transportation departments. Notably, building paraeducator positions were fully staffed for the first time this past year. Our classified retention rate increased to 86%, up from 80% the year before.

ATTACHMENTS:

2025-2026 Hiring Update

PRESENTER / STAFF CONTACT:

Michelle Riddell, Chief of Human Resources & Business Services

Will Ruehle, Director, Human Resources

Joe Bridgeman, Associate Director, Licensed

John Brooks, Interim Associate Director, Classified

Keylah Boyer, Associate Director, Recruitment, Retention, and Strategic Initiatives

North Clackamas School District Hiring Update for 2025-2026

	2014-15 NEW HIRES			2015-2016 NEW HIRES			2016-2017 NEW HIRES			2017-2018 NEW HIRES			2018-2019 NEW HIRES			2019-2020 NEW HIRES		
	Admin (11)	Licensed (159)	Classified (111)	Admin (12)	Licensed (162)	Classified (101)	Admin (5)	Licensed (162)	Classified (102)	Admin (8)	Licensed (125)	Classified (100)	Admin (10)	Licensed (135)	Classified (102)	Admin (17)	Licensed (150)	Classified (97)
Staff of Color	0.0%	15.8%	23.1%	16.6%	16.1%	20.9%	40.0%	10.5%	22.5%	50.0%	21.6%	18.0%	40.0%	21.4%	17.7%	23.5%	20.0%	33.0%
American Indian/Alaskan Native, non-Hispanic	0.0%	1.3%	0.0%	0.0%	0.0%	2.0%	0.0%	0.0%	0.0%	0.0%	1.6%	2.0%	0.0%	1.5%	2.0%	0.0%	1.3%	1.0%
Asian, non-Hispanic	0.0%	3.8%	0.0%	0.0%	3.7%	1.0%	0.0%	1.2%	4.9%	0.0%	4.8%	4.0%	20.0%	5.1%	1.0%	0.0%	3.3%	6.2%
Black/African-American, non-Hispanic	0.0%	0.6%	3.1%	0.0%	1.9%	3.0%	20.0%	0.0%	4.9%	37.5%	2.4%	2.0%	0.0%	3.6%	3.9%	11.8%	0.7%	4.1%
Hispanic, regardless of race	0.0%	5.7%	18.5%	8.3%	8.6%	12.9%	20.0%	6.2%	9.8%	12.5%	9.6%	9.0%	20.0%	7.3%	8.8%	11.8%	12.7%	20.6%
Pacific Islander, non-Hispanic	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%
Two or more Races, non-Hispanic	0.0%	3.8%	1.5%	8.3%	1.9%	2.0%	0.0%	3.0%	2.9%	0.0%	3.2%	0.0%	0.0%	2.9%	0.0%	0.0%	2.0%	1.0%
White, non-Hispanic	100.0%	84.2%	76.9%	83.4%	84.6%	79.1%	60.0%	89.5%	77.5%	50.0%	78.4%	82.0%	60.0%	79.6%	83.3%	76.5%	80.0%	67.0%

	2020-2021 NEW HIRES			2021-2022 NEW HIRES**			2022-2023 NEW HIRES			2023-2024 NEW HIRES			2024-2025 NEW HIRES			2025-2026 NEW HIRES		
	Admin (7)	Licensed (102)	Classified (29)	Admin (17)	Licensed (203)	Classified (266)	Admin (15)	Licensed (201)	Classified (105)	Admin (10)	Licensed (150)	Classified (159)	Admin (14)	Licensed (155)	Classified (122)	Admin (2)	Licensed (144)	Classified (91)
Staff of Color	71.4%	33.3%	58.6%	47.1%	23.6%	44.7%	46.7%	28.4%	60.0%	27.30%	35.30%	37.30%	57.1%	30.3%	25.2%	50.0%	22.2%	41.5%
American Indian/Alaskan Native, non-Hispanic	0.0%	1.3%	3.4%	0.0%	0.0%	1.5%	0.0%	0.5%	0.0%	0.0%	0.7%	0.6%	0.0%	0.6%	0.0%	0.0%	0.0%	1.6%
Asian, non-Hispanic	0.0%	3.3%	6.9%	0.0%	5.4%	6.8%	6.7%	4.0%	5.7%	0.0%	8.0%	5.0%	0.0%	7.7%	2.5%	0.0%	1.6%	9.8%
Black/African-American, non-Hispanic	42.9%	0.7%	3.4%	5.9%	3.4%	1.5%	6.7%	2.5%	1.0%	10.0%	4.0%	1.9%	7.1%	1.3%	2.5%	50.0%	2.4%	1.2%
Hispanic, regardless of race	14.3%	12.7%	41.4%	29.4%	11.3%	18.8%	26.7%	17.4%	19.0%	20.0%	14.7%	20.1%	50.0%	13.5%	19.7%	0.0%	13.5%	25.6%
Pacific Islander, non-Hispanic	0.0%	0.0%	3.4%	0.0%	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%
Two or more Races, non-Hispanic	14.3%	2.0%	0.0%	11.8%	3.4%	15.0%	6.7%	4.0%	34.3%	0.0%	7.3%	12.7%	0.0%	2.6%	0.0%	0.0%	4.8%	4.9%
White, non-Hispanic	28.6%	66.7%	41.4%	52.9%	76.4%	55.3%	53.3%	71.6%	40.0%	70.0%	64.7%	59.7%	42.9%	74.8%	69.7%	50.0%	77.8%	58.5%

** data of new hires for FULL year

	ALL STAFF - HISTORICAL												CURRENT 25-26				
	SY 13-14 (1870)	SY 14-15 (1948)	SY 15-16 (1948)	SY 16-17 (2029)	SY 17-18 (2022)	SY 18-19 (2056)	SY 19-20 (2124)	SY 20-21 (2076)	SY 21-22 (2189)	SY 22-23 (2155)	SY 23-24 (2177)	SY 24-25 (2266)	Admin (107)	Licensed (1086)	Classified (1110)	All Staff (2302)	Students (16915)
Staff of Color	8.2%	9.6%	10.0%	10.5%	11.7%	13.1%	14.4%	15.7%	19.4%	21.9%	24.3%	22.0%	29.9%	17.0%	26.8%	22.3%	48.1%
													-2.2%	-0.1%	+0.8%	+0.3%	+1.5%
American Indian/Alaskan Native, non-Hispanic	0.3%	0.2%	0.4%	0.2%	0.5%	0.5%	0.6%	0.7%	0.7%	0.7%	0.4%	0.4%	0.0%	0.3%	0.6%	0.4%	0.4%
Asian, non-Hispanic	2.2%	2.2%	2.3%	2.2%	2.5%	2.8%	2.9%	2.9%	3.5%	3.8%	4.3%	4.3%	2.8%	4.5%	4.2%	4.1%	12.4%
Black/African-American, non-Hispanic	0.7%	0.9%	0.9%	1.1%	1.3%	1.4%	1.6%	1.8%	1.8%	1.9%	2.0%	2.1%	9.4%	1.3%	2.2%	2.3%	3.5%
Hispanic, regardless of race	3.7%	5.2%	4.8%	5.3%	5.4%	6.3%	7.3%	7.9%	9.8%	10.1%	10.5%	11.3%	16.0%	7.7%	14.5%	11.9%	21.0%
Pacific Islander, non-Hispanic	0.2%	0.2%	0.1%	0.1%	0.2%	0.2%	0.1%	0.2%	0.2%	10.0%	0.3%	0.4%	0.0%	0.3%	0.6%	0.3%	0.7%
Two or more Races, non-Hispanic	1.1%	0.9%	1.5%	1.6%	1.8%	1.8%	1.9%	2.0%	3.4%	5.2%	6.5%	3.2%	3.8%	3.2%	3.1%	3.5%	10.1%
White, non-Hispanic	91.8%	90.4%	89.8%	89.5%	88.3%	86.9%	85.6%	84.6%	80.6%	78.1%	75.7%	78.0%	67.9%	82.9%	74.0%	77.7%	51.9%

New Administrative Staff
Total: 2

New Licensed Staff
Total: 144
85 New to District
59 Rehired

New Classified Staff
Total: 91

144 Total Licensed Hires
69 Elementary 15 District Office
22 Middle School
38 High School

	VETERANS					
	16-17	17-18	18-19	23-24	24-25	25-26
Applied	57	53	56	80	79	33
Hired	4	5	7	2	1	1

North Clackamas Schools

H₄ U₁ M₃ A₁ N₁ R₁ E₁ S₁ O₁ U₁ R₁ C₃ E₁ S₁

Human Resources Department Board Update Recruitment & Hiring

Michelle Riddell, Chief of Human Resources & Business Services

Will Ruehle, Director, Human Resources

Dr. Joe Bridgeman, Associate Director, Licensed

John Brooks, Interim Associate Director, Classified

Dr. Keylah Boyer, Associate Director, Recruitment, Retention & Strategic Initiatives

Equity • Relationships • Integrity • Empowerment • Care

PEOPLE & CULTURE



- **Recruit, hire, and retain** exceptional employees with a strong sense of commitment to the **school district's mission, vision, and core values**
- Strengthen practices that lead to a **workforce that reflects the diversity** of the North Clackamas community
- Foster **professional growth and leadership across all levels of the organization**
- **Cultivate** a collaborative environment that empowers employees and provides job satisfaction

2025-2026 Recruitment & Hiring

Licensed

Hired 144 Licensed Staff

- ★ 85 New to District
- ★ 59 Temporary Staff - Rehired



Secondary Teachers	41
Elementary Teachers	42
Special Education	38
English Language Development Staff	3
Counselors	11
Instructional Coach	8
Nurse	1
Total	144



2025-2026 Recruitment & Hiring

Licensed

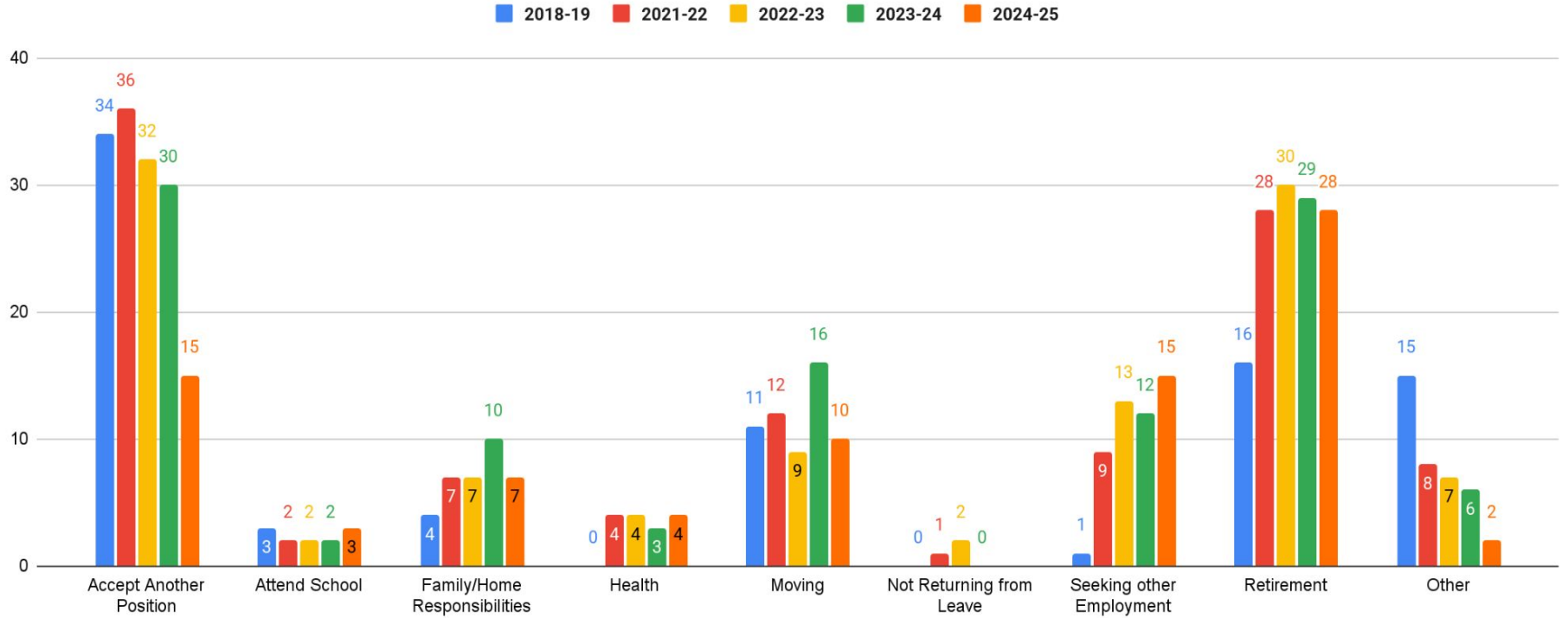
Processed 349 employment shifts:

- ★ Internal transfers
- ★ Title and FTE changes
- ★ New hires and rehires
- ★ Resignations and retirements

Elementary	69
High School	38
Middle School	22
District Office	15
Total	144



Licensed Staff - Voluntary Separation Metrics



2025-2026 Recruitment & Hiring

Classified



Hired 91 New Classified Staff

Processed 291 Employment Shifts:

Internal transfers, Title and FTE changes, New hires & rehires and Resignations & Retirements

Instructional Support	55
Administrative Support	6
Operations Support	30



2025-2026 Recruitment & Hiring

Transportation



- ★ **4 New Bus Drivers**
- ★ **4 Bus Aides**

Transportation Recruitment Specialist continues to partner with:

- Work Safe
- Goodwill Job Connection
- Touch A Truck Event



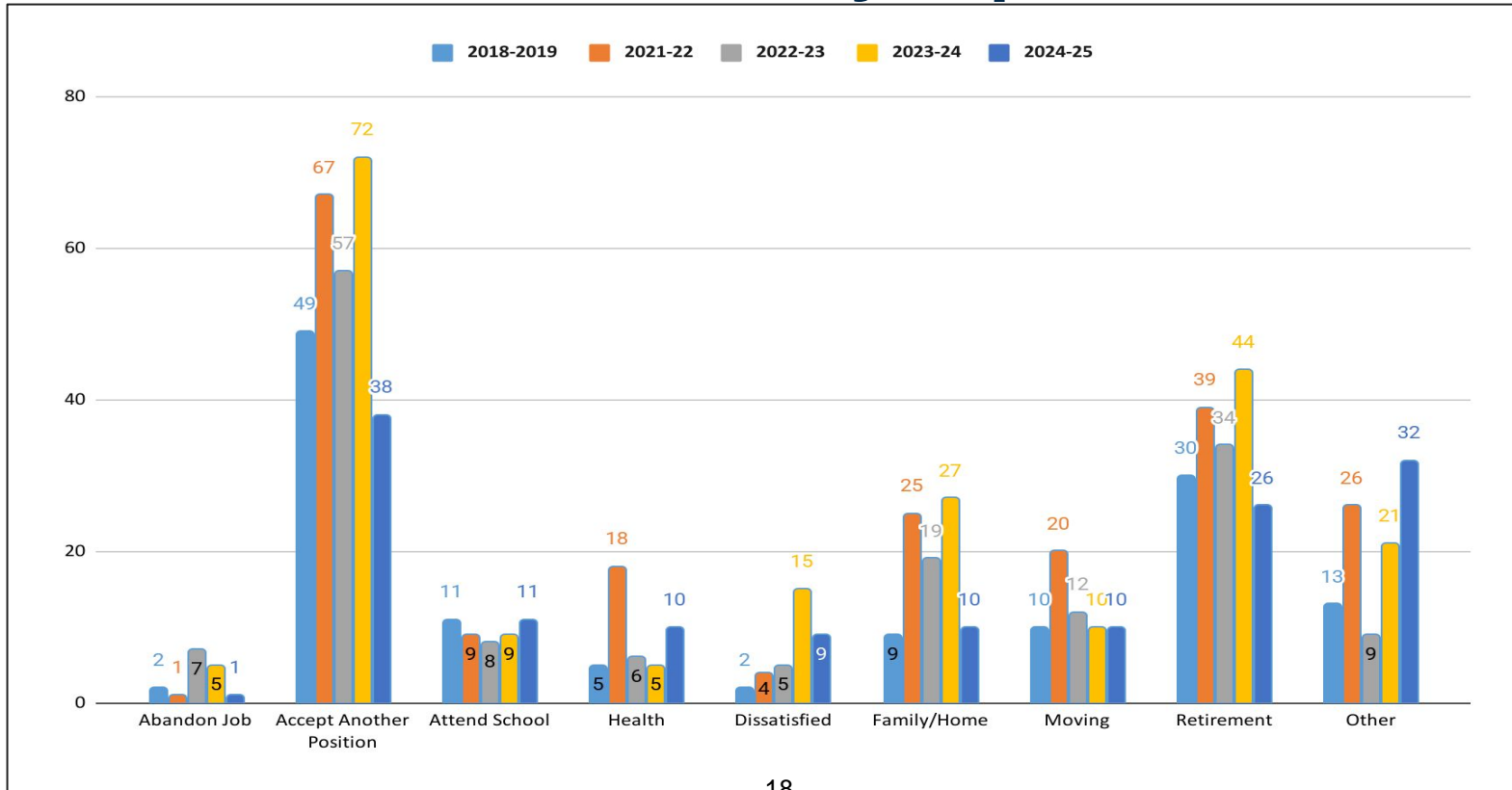
2025-2026 Recruitment & Hiring

Nutrition Services, Facilities, & C.A.R.E.

- ★ 12 New hires in Nutrition Services
- ★ 9 New hires in Facilities
- ★ 5 New hires in CARE



Classified Staff - Voluntary Separation Metrics



Retention



Licensed Retention

18-19	21-22	22-23	23-24	24-25
92%	90%	90%	89%	92%

Classified Retention

18-19	21-22	22-23	23-24	24-25
86%	79%	84%	80%	86%



2025-2026 Recruitment & Hiring Administrators

- ★ Hired 2 New Administrators
- ★ 12 Internal Transfers



Staff Demographics

2025-26 Staff of Color:

- ★ All Licensed: **17.0%**
- ★ All Classified: **26.8%**
- ★ All Administrator: **29.9%**
- ★ All Staff: **22.3%**

2025-26 Students of Color: 48.1%

Recruitment Strategies

- **Posted Hard to Fill positions early** as Pools and hired by offering letters of intent
 - Special Education Teacher Pool - Posted in January
 - School Psychologist Pool - Posted in January
 - Speech Language Pathologist Pool - Posted in January
 - Dual Language Immersion Teacher Pool - Posted in February
- Hosted a **Virtual Information Session for School Psychology Students** to learn more about **NCS D Internship opportunities**
- Participated in the **Career Fair at Sabin Schellenberg** to **introduce students to opportunities in NCS D**



RECRUITMENT EVENTS

- **Third Annual NCSL Career Fair 2025 hosted at Clackamas Community College**
 - **140** Candidates Recruited
 - **Focus:** Recruiting both Classified & Licensed Candidates
- **Oregon Professional Educators Fair**
 - **123** Candidates Recruited
 - **Focus:** Licensed Candidates
 - NCSL Administrators recommended Licensed staff for letters of intent
- **NCSL Classified Career Connection**
 - **32** Candidates Recruited
 - **Focus:** Classified Candidates - Custodians, Nutrition Services, Transportation and CARE positions - while providing application support

R E C R U I T M E N T

E V E N T S



- **Special Education Virtual Recruitment Event**
 - **26** Candidates Recruited
 - **Focus:** Virtual information sessions for SPED Teachers, School Psychologists, and SLPs
- **Student Educator Virtual Recruitment Event**
 - **22** Candidates Recruited
 - **Focus:** Opportunity for student teachers to learn more about NCSD and participate in a group screening interviews with NCSD administrators
- **ESS/NCSD Classified Substitute Job Fair**
 - **25** Candidates Recruited
 - **Focus:** Classified paraeducator and administrative assistant substitutes with ESS



Thank You
Questions?

POLICY REVISIONS

DISCUSSION
Agenda Item #2
October 23, 2025

REASON FOR BOARD CONSIDERATION:

First reading of the attached revised policies.

RECOMMENDATION:

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

BUDGET IMPACT/SOURCE OF FUNDS:

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

ATTACHMENTS:

Drafts of the following policies to review:

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

PRESENTER / STAFF CONTACT:

Michelle Riddell, Chief of Human Resources & Business Services



Code: IKF
Adopted: 3/19/09
Revised/Readopted: 6/23/11; 5/17/12; 1/14/16;
8/25/16; 10/12/17; 7/03/18;
9/27/18; 7/11/19; 12/12/19;
8/11/22; 3/13/25
Orig. Code: IKF

Graduation Requirements**

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

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

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

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

¹ "Foster child" is defined in ORS 30.297.

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

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

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

Diploma

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

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

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

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

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

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

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

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

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

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

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

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

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

Modified Diploma

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

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

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

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;

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

4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One-half credit in personal financial education;¹²
6. One-half credit in higher education and career path skills;¹³
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

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

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

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

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

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

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

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

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

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

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

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

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

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

Essential Skills

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

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

Essential Skills Appeal

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

Extended Diploma

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

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

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;

- c. Two credits in science;
- d. Three credits in history, geography, economics or civics;
- e. One credit in health;
- f. One credit in physical education; and
- g. One credit in the arts or a world language; and

Have a documented history of:

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

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

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

Certificate of Attendance

A certificate of attendance¹⁵ will be awarded to students who:

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

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

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

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

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

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

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

Honors Diploma

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

Early/Late Graduation

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

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

Other District Responsibilities

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

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

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

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

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

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

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

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

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

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

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

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

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

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

END OF POLICY

Legal Reference(s):

ORS 329.007	ORS 339.115	OAR 581-022-2010
ORS 329.045	ORS 339.505	OAR 581-022-2015
ORS 329.451	ORS 343.295	OAR 581-022-2020
ORS 329.479		OAR 581-022-2025
ORS 332.107	OAR 581-021-0009	OAR 581-022-2030
ORS 332.114	OAR 581-022-0102	OAR 581-022-2115
ORS 336.585	OAR 581-022-2000	OAR 581-022-2120
ORS 336.590	OAR 581-022-2005	OAR 581-022-2505

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

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

Cross Reference(s):

IKFB - Graduation Exercises

IL - Assessment Program

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



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

Medical Requirements for School Sports Participation, Immunizations, Concussions and Other Brain Injuries**

Immunization

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

School Sports Participation

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

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

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

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

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

² Documentation requirements for exemptions are outlined in ORS 433.267.

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

Concussions and Other Brain Injuries

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

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

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

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

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

END OF POLICY

Legal Reference(s):

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

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

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

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

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

[ORS 326.580](#)
[ORS 336.479](#)
[ORS 336.485 - 336.490](#)

[ORS 433.235 - 433.280](#)
[OAR 333-019-0010](#)

[OAR 333-050-0010 - 050-0120](#)
[OAR 581-021-0041](#)
[OAR 581-021-3007](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).
House Bill 3007 (2025)

Cross Reference(s):

IGDJ - Interscholastic Athletics/Activities

Immunization of Students**

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

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

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

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

END OF POLICY

Legal Reference(s):

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

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

HB 3000 (2013)

¹Documentation required for exemption is outlined in ORS 433.267.