



Parkrose School District No. 3

10636 NE Prescott Street
Portland, Oregon 97220-2699
www.parkrose.k12.or.us

Agenda

Board of Education Virtual Board Retreat - Part 1 of 2

Virtually on Zoom

#Meeting_Date_long_weekday#
5:00 PM

1. Call to Order - Board Retreat - 5:00pm to 8:00pm

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2. Approve Agenda

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3. Human Sexuality Curriculum - Julie Sams

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4. Supplemental Plan - Sharie Lewis

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¹The timelines may be extended upon written agreement between both parties.

²The timelines may be extended upon written agreement between both parties.

³The timelines may be extended upon written agreement between both parties.



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5. Break

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6. Review Board & Superintendent Working Agreements

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A. Review Board Norms

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B. Review Board Practices

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7. Review Board Governance Policies (A-B)

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8. 19-20 Goals Follow Up - Student Success Act

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9. Adjournment

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Parkrose School District Board meetings are held in accordance with open meeting laws and with accessibility requirements. If accommodations for individuals with disabilities or for groups exceed boardroom capacity are required, please contact Board Secretary Andrea Stevenson at least two full business days prior to the Board meeting. Contact phone: (503)408-2114 Contact e-mail: andrea_stevenson@parkrose.k12.or.us Contact address: 10636 NE Prescott Street, Portland, Oregon 97220-2699

Parkrose School District prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status or veterans' status of any other persons with whom the individual associates.

Full policies and complaint forms can be requested from your school, the district office or accessed online at www.parkrose.k12.or.us.

Persons having questions about civil rights, equal opportunity and nondiscrimination should contact: Julie Sams, Director of Student Services at julie_sams@parkrose.k12.or.us or 503-408-2118.

Mission: Close the achievement gap by preparing all students for college readiness and success in a global society.

Vision: Every child reads, thinks critically, and graduates ready for college and career.



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Code: BDDH-AR
Adopted: 10/23/95
Revised: 1/30/13

PUBLIC PARTICIPATION IN BOARD MEETINGS

1. Time is set aside on the Board's meeting agenda for Citizen Comments at Regular Board Business meetings. The purpose of this specified time frame is to encourage public involvement in its school district and at the same time allow enough time for the Board to conduct the necessary business for which it is legally responsible.
2. A group of visitors with a common purpose should designate a spokesperson for the group.
3. Discussion or presentation concerning a published agenda item, other than announced items, is limited to its designated place on the agenda, unless otherwise authorized by the chair.
4. A visitor may introduce a topic not on the published agenda. However, the Board of Education, at its discretion, may require that a proposal, inquiry, or request be submitted in writing and reserves the right to refer the matter to the administration for action or for study and to report at a subsequent meeting. The Board shall make a decision at the meeting where information is presented only if the issue is considered an emergency by the Board.
5. At the discretion of the Board chair, when meetings are large or controversial, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing information to the board secretary on a citizen comment card prior to the meeting. This will help the chair provide adequate time for each agenda item and remain within the established time frame.
6. Statements by members of the public should be brief and concise. The chair may, at his/her discretion, establish a time limit on discussion or oral presentation by a visitor on any topic to ensure compliance with the established time frame.
7. Speakers may offer objective criticism of school operations and programs but the Board will not hear complaints concerning specific school personnel. The chair will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals.
8. These procedures will be published on the back of every Board meeting agenda.



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Code: **KL**
Adopted: 10/23/95
Revised: 12.11.17

Public Complaints* (Version 4)

Board members recognize that complaints about schools may be voiced by employees, students, parents and community members from time-to-time. When such complaints are made to a Board member, the Board member shall refer the person making the complaint to the superintendent or designee. A Board member shall not attempt to respond, review, handle or resolve such complaints as the individual board member has no authority to do so.

A complaint of retaliation against a student or a student's parent or guardian who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation, should be made to the superintendent or designee.

A person may initiate a complaint by discussing the matter with the appropriate administrator. That administrator shall attempt to resolve the complaint or identify the reasons for not resolving the issue. In the event a complaint is not resolved within 10 working days at the building level, the complainant may file a written complaint with the superintendent or designee. The superintendent or designee will attempt to resolve the complaint. If the complaint remains unresolved after 10 working days of receipt by the superintendent or designee, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting. Any written complaint bearing the signature of a complainant, and which is presented to the Board, may be considered by the entire Board. A final written decision regarding the complaint shall be made by the Board within 20 working days from receipt of the complaint. The written decision of the Board will be final and will address each allegation in the complaint and reasons for the district's decision. If the Board chooses not to hear the complaint, the superintendent's or designee's decision is final.

The complaint procedure set out above will not be longer than 90 days from the filing date of the original complaint with the administrator.¹²

The district may offer mediation or an other alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.

Complaints against the principal may be filed with the superintendent or designee. The superintendent or designee will attempt to resolve the complaint. If the complaint remains unresolved within 10 working days of receipt by the superintendent or designee, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. A final written decision regarding the complaint shall be made by the Board within 20 working days from receipt of the complaint. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. A final written decision regarding the complaint shall be made by the Board within 20 working days from receipt of the complaint. The

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written decision of the Board will be final and will address each allegation in the complaint and reasons for the district's decision. If the Board decides an investigation is warranted, Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board chair may be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the complaint to the Board. A final written decision regarding the complaint shall be made by the Board within 20 working days from receipt of the complaint. The written decision of the Board will be final and will address each allegation in the complaint and reasons for the district's decision. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. Once the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

A complainant must file a complaint within the later of either time limit set below, in accordance with State law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.

The final decision for a complaint processed under this Board policy that alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), ORS 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion) or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant is a student, parent or guardian of a student attending school in the district or a person that resides in the district, and the complaint is not resolved through the complaint process above, the complainant may have appeal rights with the Deputy Superintendent of Public Instruction as outlined in OAR 581-002-0040.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination) and the complaint is not resolved at the local level through administrative regulation AC-AR - Discrimination Complaint Procedure, the complaint may meet the criteria to file an appeal with the Superintendent of Public Instruction as outlined in OAR 581-021-0049.

END OF POLICY

Legal Reference(s):

2019-2020 Board Norms

I. Focused Use of Meeting Time

- Start on time, use time wisely and end on time.
- Allow all members time to express themselves without feeling rushed by:
 - Utilizing the phrase, “I agree with_____” to avoid repetition of the same ideas and points.
 - Balance Board members’ speaking time.
 - Be succinct to maintain opportunity for all to express themselves.
- Engage in meaningful discussion.
- Develop a system to provide updates regarding the work of District committees.
- Allow moments of silence between commentaries to provide time to consider the discussion.

II. Orderly Procedure

- Effectively employ parliamentary procedure to facilitate a smooth meeting.
- Relegate input and comments from the public to the time allotted for public testimony to maintain equal opportunity to speak.

III. Consider Staff and District Capacity and Resources

- Be cognizant of diminishing resources and time when requesting action from staff.
- Assess whether a majority of the Board desires particular information from staff before making the request for it.

IV. Thoughtful Deliberation and Conversation

- Actively listen to those sharing their points of view, to facilitate full understanding and the possibility of changing viewpoints.
- Vocalize what another individual’s statement has helped you learn or reconsider.
- Facilitate focused, open conversation. Be aware of body language.
- Refrain from deriding other individuals’ ideas. Strive to value all opinions.
- Avoid assigning “ownership” of a question, thought, or idea expressed by a single Board member during a meeting, to encourage open discussion and exploration of ideas and information.

Board Requests Regarding Staff Presentations

- Avoid sending additional reports to the Board after packets have been disseminated, in order to facilitate adequate preparation for meetings.
- Develop a system to provide updates regarding the work of District committees.
- Limit staff reports to introductory and additional remarks; avoid restatement of written reports or PowerPoint presentations.
- Keep staff presentations succinct.

2019-2020 Board Practices

- Mentor Agreement - new board members set up with a “mentor” board member as a go-to for questions and navigating their new role.
- Executive Sessions longer than 30 minutes go at the end of the Board Meeting.
- Approve agenda at start of meeting
- Round Robin - questions/comments in rounds, moving to the left, rotating with each topic (left) for starting the question/comment period
- Rotate seating quarterly (move one to the left, Chair/VC center)
- Decorum - refer to board norms document
- Use [Equity Lens](#) in Decision Making, have a printed copy available for each board member at every meeting
- Professional Development
 - OSBA summer (as interested)
 - OSBA November (as interested)
 - AVID summer
 - National AVID / NSBA
 - Previous agreed to practice was one board member to a national conference and rotate which board member had the opportunity



Summary of Equity Funding Scenario Recommendations 19-20

75% Funding Recommendations

Activity	Percentage of Responses
Hire 4 elementary Physical Education teachers	92.9%
Hire Special Education teacher at Parkrose High School	92.9%
Bring current educational assistants in Parkrose schools up to 35 hours a week	85.7%
Develop scholarship program for teacher pathway program for classified staff to recruit and retain staff of color in Parkrose.	85.7%
Hire Educational assistant support for each elementary (4FTE) and our middle school (1 FTE)	78.6%
Hire special education teacher and educational assistant at elementary to support a communication focused classroom	78.6%
Hire Equity and Inclusion coaches (5FTE)	71.4%
Hire an art teacher for Parkrose Middle School	71.4%
Community Partnership for social emotional support	71.4%
Hire additional Emerging Bilingual teachers to support newcomers to English in Parkrose	64.3%
Hire 5 family engagement specialists at .875 FTE for elementary and middle schools	50%
Add two middle school sports in fall and winter	42.9%
SB 13 curriculum support to implement Native American Studies into all schools.	42.9%
Develop teacher and assistant cohort to train and implement Universal Design for Learning in core classrooms to support all students, but specifically to support core instruction for students with disabilities	35.7%
Add to School library resources for equitable access to books and media at all schools	28.6%

50% Funding Recommendations

Activity	Percentage of Responses
Bring current educational assistants in Parkrose schools up to 35 hours a week	92.9%
Hire 4 elementary Physical Education teachers	78.6%
Hire Special Education teacher at Parkrose High School	71.4%
Hire an art teacher for Parkrose Middle School	64.3%
Hire additional Emerging Bilingual teachers to support newcomers to English in Parkrose	50%
Hire 5 family engagement specialists at .875 FTE for elementary and middle schools	42.9%
Develop scholarship program for teacher pathway program for classified staff to recruit and retain staff of color in Parkrose.	42.9%
Hire Educational assistant support for each elementary (4FTE)and our middle school (1 FTE)	42.9%
Hire Equity and Inclusion coaches (5FTE)	35.7%
Add two middle school sports in fall and winter	35.7%
Hire special education teacher and educational assistant at elementary to support a communication focused classroom	35.7%
SB 13 curriculum support to implement Native American Studies into all schools.	21.4%
Add to School library resources for equitable access to books and media at all schools	21.4%
Community Partnership for social emotional support	21.4%
Develop teacher and assistant cohort to train and implement Universal Design for Learning in core classrooms to support all students, but specifically to support core instruction for students with disabilities	0%

25% Funding Recommendations

Activity	Percentage of Responses
Hire Special Education teacher at Parkrose High School	57.1%
Hire 4 elementary Physical Education teachers	42.9%
Hire an art teacher for Parkrose Middle School	35.7%
Hire additional Emerging Bilingual teachers to support newcomers to English in Parkrose	35.7%
Bring current educational assistants in Parkrose schools up to 35 hours a week	28.6%
Add two middle school sports in fall and winter	28.6%
Hire special education teacher and educational assistant at elementary to support a communication focused classroom	21.4%
Hire Equity and Inclusion coaches (5FTE)	21.4%
SB 13 curriculum support to implement Native American Studies into all schools.	21.4%
Develop scholarship program for teacher pathway program for classified staff to recruit and retain staff of color in Parkrose.	21.4%
Hire Educational assistant support for each elementary (4FTE)and our middle school (1 FTE)	14.3%
Hire 5 family engagement specialists at .875 FTE for elementary and middle schools	14.3%
Add to School library resources for equitable access to books and media at all schools	14.3%
Community Partnership for social emotional support	14.3%
Develop teacher and assistant cohort to train and implement Universal Design for Learning in core classrooms to support all students, but specifically to support core instruction for students with disabilities	0%

Comments/Questions Summary

- Prioritization of activities that serve students directly-classroom certified positions, educational assistants.
- Concerns voiced around the implementation of coaching system-will this be effective?
- Could partial funding be an option? Could we creatively combine positions to serve multiple sites?
- Extra funds should be put toward mid or high level priorities.
- Important to consider the feedback of students and families, and ensure that these values are clearly visible in the funding choices we make. Student and family voice matter.