



Agenda

North Clackamas School Board
Thursday, December 10, 2020 - 6:30 PM
Zoom/YouTube

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

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

6:30	Call to Order - Native Land Acknowledgement	
	Minutes - November 12, 2020	2
	Consent Agenda	
	A. Employment Changes	
	B. Policy Revisions	5
6:35	1. Community Requests	
6:50	2. Milwaukie El Puente Elementary School - School Presentation	16
	Presenter: Khaliyah Williams-Rodriguez	
7:20	3. Superintendent's Report	
7:35	4. Board Reports	
7:45	5. School Boundary Modification - Discussion	35
	Presenter: Cindy Detchon	
8:00	6. New Course Proposals - Discussion	50
	Presenter: Petra Callin	
8:15	7. Policy Revisions - Discussion	60
	Presenter: Tiffany Shireman	
8:25	8. OSBA Election - Action	64
	Presenter: Matt Utterback	
8:30	9. Superintendent Evaluation Process - Action	85
	Presenter: Matt Utterback	
8:35	Adjourn	

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

Work Session

With due notice having been given and a quorum present, Chair Libra Forde convened open session at 5:32 p.m. with the following members present:

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

Also present were Cindy Detchon, Derrick Brown, Gayellyn Jacobson, Khaliyah Williams-Rodriguez, Libby Miller, Mark Moser, Maureen Callahan, Petra Callin, Shay James, Shelly Reggiani, and Tiffany Shireman. Community members and district employees were provided a live stream on YouTube.

Reopening Schools: New Health Metrics and Equity-Based Decision Tools –

Superintendent Matt Utterback reviewed the new state health metrics that provide guidance for the reopening of schools in Oregon, the state’s equity-based decision tool, and the District’s plans for transition to hybrid instruction for K-3 students. Questions and comments were addressed.

The work session recessed at 6:33 p.m. Board Chair Libra Forde convened open session at 6:38 p.m. Vice Chair Mitzi Bauer read the Native Land Acknowledgement.

Minutes

- R20/21-38 Tory McVay moved, Steven Schroedl seconded the motion to approve the minutes of the work session/governance Board meeting held October 17, 2020. Motion passed unanimously.

- R20/21-39 Steven Schroedl moved, Kathy Wai seconded the motion to approve the minutes of the regular Board meeting held October 22, 2020. Motion passed unanimously.

Consent Agenda – Steven Schroedl moved, Mitzi Bauer seconded the motion to adopt the consent agenda as recommended:

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

Licensed – appointments, additional assignments, terminations

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

DJ – District Purchasing

GBH/JECAC – School Custodial/Non-Custodial Parent Relations

GBN/JBA – Sexual Harassment

GBNAB – Sexual Harassment

Jena Benologa, Libra Forde, Mitzi Bauer, Orlando Perez, Steven Schroedl, and Tory McVay voted to approve. Motion passed 6-0. Kathy Wai was not present due to a technical difficulty.

Community Requests – English Language Development Specialist Christina Moran, Portland, shared concerns regarding her elementary students that are not engaging in Comprehensive Distance Learning.

NCEA Featured Educator – NCEA Vice-President Andrea Anderson recognized Kelli Wright, 1st grade teacher at Ardenwald Elementary School, as the NCEA Featured Educator for November.

School Presentation: Rock Creek Middle School – Executive Director of Middle Schools Libby Miller introduced Rock Creek Middle School Principal John Brooks. Rock Creek Assistant Principals Aaron Moreno and Tricia Halonen assisted in presenting information regarding Rock Creek Middle School and their experiences with distance learning.

Capital Construction Bond Update – Senior Director of Capital Projects Ron Stewart, Chief Financial Officer Gayellyn Jacobson, and Assistant Superintendent of Operations Cindy Detchon provided information and responded to questions regarding the status of the capital construction bond program.

Human Resources Recruiting, Hiring and Retainment Update – Executive Director of Human Resources Mark Moser and Talent Acquisition and Retention Specialist Michelle Doyle reported on the status of hiring and ongoing efforts to improve processes in the areas of recruitment, retainment and

creating a diverse workforce. Questions and comments from the Board were addressed.

Oregon School Boards Association (OSBA) Election – The Board reviewed the OSBA ballot of candidates for OSBA Board Positions 7 and 8, and Resolution 1 to adopt the proposed 2021-2022 OSBA Legislative Priorities and Principles.

Policy Revisions – Chief of Staff Tiffany Shireman presented revisions to the following policies as recommended by the Policy Review Committee:

Policy ACB & ACB-AR – All Students Belong/Hate Symbols, newly proposed due to the Oregon Department of Education’s temporary administrative rule.

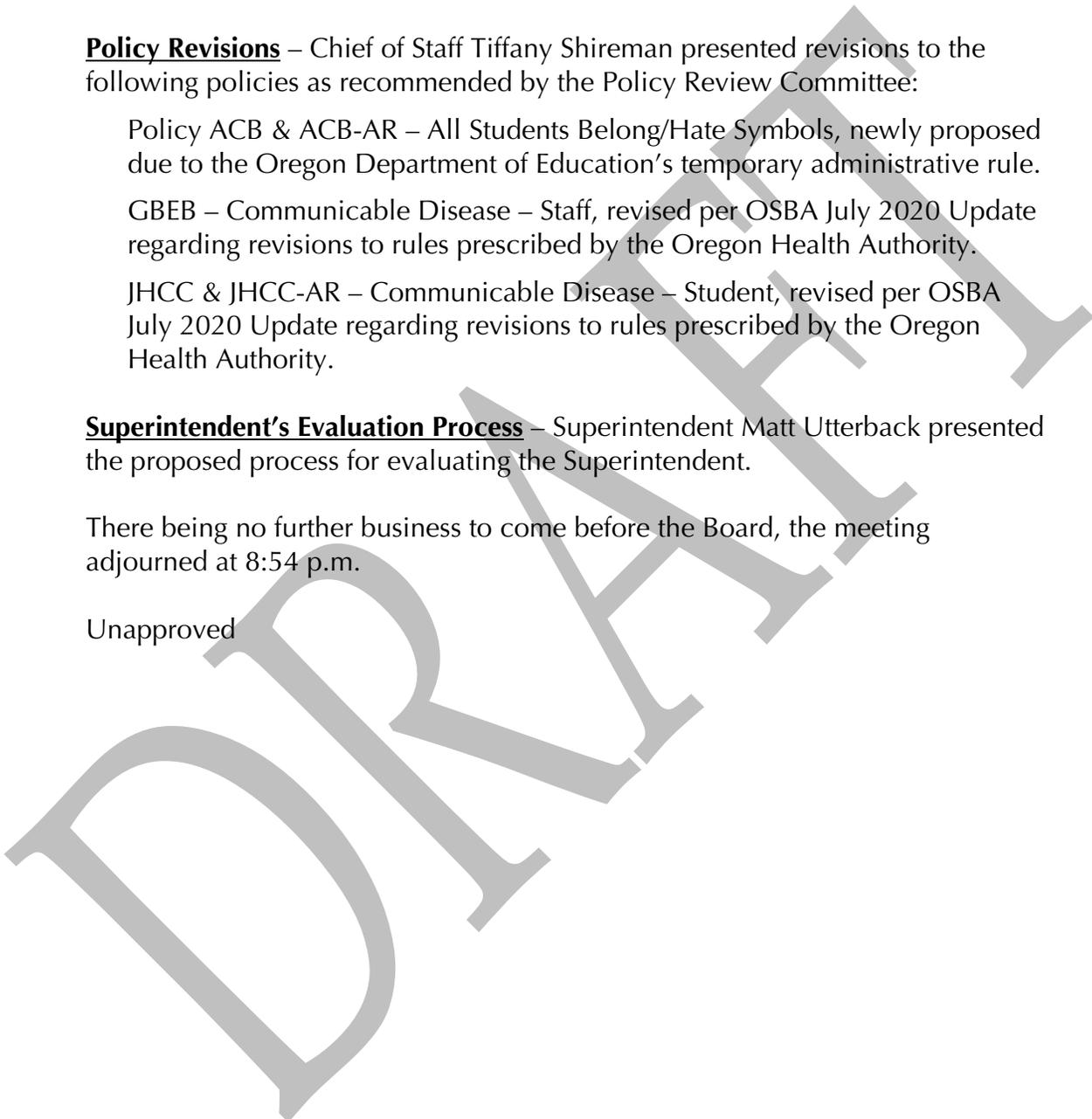
GBEB – Communicable Disease – Staff, revised per OSBA July 2020 Update regarding revisions to rules prescribed by the Oregon Health Authority.

JHCC & JHCC-AR – Communicable Disease – Student, revised per OSBA July 2020 Update regarding revisions to rules prescribed by the Oregon Health Authority.

Superintendent’s Evaluation Process – Superintendent Matt Utterback presented the proposed process for evaluating the Superintendent.

There being no further business to come before the Board, the meeting adjourned at 8:54 p.m.

Unapproved



POLICY REVISIONS

CONSENT
December 10, 2020

REASON FOR BOARD CONSIDERATION:

Approval of the attached revised policies and administrative regulations.

COMMITTEE RECOMMENDATION:

The Policy Review Committee, with membership of both staff and Board, reviewed and recommends the following policy revisions.

BUDGET IMPACT/SOURCE OF FUNDS:

There are no known or anticipated increases to costs with the proposed policy change other than there will be professional development needs for staff related to Policy ACB and Administrative Regulation ACB-AR.

ATTACHMENTS:

Drafts of the following policies to approve:

Policy	Title	Reason
ACB	All Student Belong/Hate Symbols Policy/AR	Oregon Department of Education (ODE) temporary administrative rule with the Secretary of State, adopted 9/17/20 by the State Board of Education, that focuses on the health and safety of our students and educators by creating a safer and more inclusive school climate.
ACB-AR	All Student Belong/Hate Symbols Policy/AR	
GBEB	Communicable Disease - Staff	OSBA July 2020 Update revisions to rules prescribed by the Oregon Health Authority (OHA) affecting school attendance by staff and students to protect public health.
JHCC	Communicable Disease - Student	OSBA July 2020 Update revisions to rules prescribed by the Oregon Health Authority (OHA) affecting school attendance by staff and students to protect public health.
JHCC-AR	Communicable Disease - Student	

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff

All Students Belong

The North Clackamas School District is committed to equity and the success of each student. Equity fosters an inclusive and barrier-free environment where each student will have access to a high-quality education and can follow their own path in reaching their full potential.

All students, employees, and visitors are entitled to a high-quality educational, work environment and space, that is free from discrimination or harassment based on perceived or actual race, ethnicity, family economics, mobility, language, marital status, gender, sexual orientation, gender identity, disability, initial proficiencies, religion, or national origin.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, ethnicity, family economics, mobility, language, marital status, gender, sexual orientation, gender identity, disability, initial proficiencies, religion, or national origin including, the noose, Nazi swastika, or confederate flag¹ and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The presence or display of symbols of hate including the noose, Nazi swastika, or confederate flag based on one’s perceived or actual race, ethnicity, family economics, mobility, language, marital status, gender, sexual orientation, gender identity, disability, initial proficiencies, religion, or national origin create an atmosphere of fear and intimidation and therefore deny or inhibits students’ full access to education and learning experiences.

The district prohibits the use or display of any symbols of hate on district property or in any district- or school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned to the Oregon State Standards.

¹ While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

In responding to the use of any symbols of hate, the district will use learning and restorative measures as the first consideration whenever appropriate.

The district prohibits retaliation against an individual because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

Legal Reference(s):

[ORS 659.850](#)
[ORS 659.852](#)
[OAR 581-002-0005](#)
[OAR 581-022-2312](#)
[OAR 581-022-2370](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).
State v. Robertson, 293 Or. 402 (1982).

Legal Reference(s):

[ORS 330.430](#)
[ORS 332.107](#)
[ORS 332.172](#)

Bias Incident Complaint Procedure

The term “bias incident” is defined in policy. Persons impacted by a bias incident shall be defined broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident.

Step 1 (School/Program staff member): When a staff member learns of a potential bias incident, the staff member will prioritize the safety and well-being of all persons impacted and promptly report the incident to the building or program administrator.

Step 2 (School/Program Administrator): The administrator shall acknowledge receipt of the complaint, document the complaint to writing, and investigate any complaint of a bias incident. Responding staff will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and implement steps to prevent further harm against those persons impacted from taking place.

The administrator will include in any redirection procedures:

- Educational components that address the history and impact of hate;
- Procedural components to ensure the safety, healing, and agency of those impacted by hate;
- Accountability and restorative measures (when appropriate) for people who cause harm; and
- Transformation of the conditions that perpetuated the harm.

The administrator must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly.

The administrator will make a decision within 30 calendar days of receiving the complaint.

All persons impacted will be provided with information relating to the investigation and the outcome of the investigation. At a minimum, the information provided must include:

- That an investigation has been initiated;
- When the investigation has been completed;
- The findings of the investigation and the final determination based on those findings; and
- Actions taken with the person or persons who committed the harassing behavior to remedy the behavior and prevent reoccurrence when the actions relate directly to a person impacted by the event.

If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.

Step 3 (Superintendent or Designee): If a complainant¹ or a respondent wishes to appeal the decision of the administrator, the complainant or respondent may submit a written appeal to the superintendent within 7 calendar days after receipt of the administrator’s response to the complaint.

The superintendent or designee shall acknowledge receipt of the appeal and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the administrator’s decision. The superintendent or designee will respond in writing to the complainant within 30 calendar days.

The superintendent or designee will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Step 4 (School Board): If the complainant or respondent is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within 7 calendar days of receipt of the superintendent or designee’s response to Step 3. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned party and their representative at a Board meeting. The Board’s decision will be final and will address each allegation in the complaint and contain reasons for the Board’s decision. A copy of the Board’s final decision shall be sent to the complainant in writing within 7 calendar days of this meeting.

The superintendent will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

Complaints can be filed with or communicated directly to the administrator or designee, in which case Step 1 will be skipped. Complaints against the administrator can be directed to the superintendent and will begin at Step 3. Complaints against the superintendent or a Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

It is the school district’s goal that the complaint process be resolved within 90 calendar days. When necessary, timelines may be adjusted by the district by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.

The complainant, if a current student in the district, or the parent of a current student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal² the district’s final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.

¹The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

² An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

District and building administrators will develop and implement instructional materials to ensure that all school employees and staff are made aware of this procedure and related practices. The materials will include reporting procedures, educational processes, and possible consequences.



Code: **GBEB**
Adopted: 5/02/13
Revised/Readopted: 10/25/18

Communicable Disease -- Staff

The district shall provide reasonable protection against the risk of exposure to communicable disease for employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

An employee will not attend or work at a district school or facility while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that the employee has or has been exposed to any for which exclusion is required in accordance with law and per administrative regulation GBEB-AR Communicable Diseases – Staff.

Employees shall comply with all measures adopted by the district and with all rules adopted by Oregon Health Authority, Public Health Division, and the local health department.

Employees shall provide services to students. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

The district shall protect the confidentiality of an employee’s health condition and record to the extent possible and consistent with federal and state law.

The district will include, as part of its emergency plan, a description of the actions to be taken by district staff in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The superintendent will develop administrative regulations necessary to implement this policy.

END OF POLICY

Legal Reference(s):

- | | | |
|---------------------------------------|----------------------------------|----------------------------------|
| ORS 332.107 | OAR 333-018 | OAR 437-002-0360 |
| ORS 431.150 - 431.157 | OAR 333-019-0010 | OAR 437-002-0377 |
| ORS 433.001 - 433.526 | OAR 333-019-0014 | OAR 581-022-2220 |
| | OAR 333-019-1000 | |

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2020). 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 (2019). Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2018); 45 C.F.R. Parts 160, 164 (2019).



Code: JHCC
Adopted: 1/17/13
Revised/Readopted: 10/25/18

Communicable Diseases – Student

The district shall provide all students reasonable protection against the risk of exposure to communicable diseases. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

A student will not attend school in a district school or facility while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that a susceptible student has or has been exposed to any disease for which the student is required to be excluded in accordance with law and per administrative regulation JHDD-AR – Communicable Diseases – Students. If the disease is a reportable disease, the school nurse will report the occurrence to the local health department and alert the building administrator. The administrator will also take whatever reasonable steps necessary to organize and operate programs in a way which both furthers the education and protects the health of students and others.

The district may provide an educational program in an alternative setting for the protection of both the student who has a restrictable disease and the exposed student.

The district will include, as a part of its emergency plan, a description of the actions to be taken by district personnel in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of each student’s health condition and record to the extent possible and consistent with federal and state law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

The superintendent or designee will develop administrative regulations necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 431.150 - 431.157](#)

[ORS 433.001 - 433.526](#)

[OAR 333-018](#)

[OAR 333-019-0010](#)

[OAR 333-019-0014](#)

[OAR 333-019-1000](#)

[OAR 437-002-0360](#)

[OAR 437-002-0377](#)

[OAR 581-022-2220](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2020). 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 (2019).

Communicable Diseases – Student**

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule and include but are not limited to COVID-19¹, chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and infectious tuberculosis, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by the local public health administrator, after determining that it poses a danger to the public’s health.
2. “Susceptible” for a child means lacking documentation of immunization required under OAR 333-050-0050.
3. “Reportable diseases” means a disease or condition, the reporting of which enables a public health authority to take action to protect or to benefit the public health.

Restrictable Diseases

1. A student of the district will not attend a district school or facility while in a communicable stage of a restrictable disease, including a communicable stage of COVID-19², unless authorized to do so under Oregon law. When an administrator has reason to suspect any child has a restrictable disease, the administrator shall send the student home.
2. An administrator shall exclude a susceptible child from school if the administrator has reason to suspect that the student has been exposed to measles, mumps, rubella, diphtheria, pertussis, hepatitis A, or hepatitis B, unless the local health officer determines that exclusion is not necessary to protect the public’s health. The administrator may request the local health officer to make a determination as allowed by law. If the disease is reportable, the school nurse will report the occurrence to the local health department and alert the building administrator.
3. An administrator shall exclude a student if the administrator has been notified by a local public health administrator or local public health officer that the student has had a substantial exposure to an individual with COVID-19 and exclusion is deemed necessary by same.
4. A student will be excluded in such instances until such time as the student or the parent of the student presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505 - 677.525, a nurse practitioner licensed under ORS 678.375 -678.390, local

¹ Added per OAR 333-019-1000(2).

² “Communicable stage of COVID-19” means having a positive presumptive or confirmed test of COVID-19.

health department nurse or district nurse stating that the student does not have or is not a carrier of any restrictable diseases.

5. The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. A student may remain in an alternative educational setting until such time as a certificate from a physician, physician assistant, nurse practitioner, local health department nurse or district nurse states that the student does not have or is not a carrier of any restrictable disease, or until such time as a local public health administrator states that the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. A restrictable disease exclusion for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may also be removed by a district nurse or health care provider.
6. More stringent exclusion standards for students from school may be adopted by the local health department.
7. The district's emergency preparedness plan shall address the district's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by the Oregon Health Authority, Public Health Division and the local health department.
2. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate district response when the administrator is notified that a student or an employee has been exposed to a restrictable disease that is also a reportable disease.
3. An administrator shall determine other persons who may be informed of a student's communicable disease when a legitimate educational interest exists or for health and safety reasons in accordance with law.

Education

1. The administrator or designee shall seek information from the district's nurse or other appropriate health officials regarding the health needs/hazards of all students and the impact on the educational needs of a student diagnosed with a restrictable disease or exposed to a restrictable disease.
2. The administrator or designee shall, utilizing information obtained above, determine an educational program for such a student and implement the program in an appropriate (i.e., regular or alternative) setting.
3. The administrator or designee shall review the appropriateness of the educational program and the educational setting of each individual student diagnosed with a restrictable disease.

Equipment and Training

1. The administrator or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The administrator or designee shall consult with the district's nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.

3. All district personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA). (See policy EBBAA)

** 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.

MILWAUKIE EL PUENTE ELEMENTARY SCHOOL

PRESENTATION

Agenda Item #2
December 10, 2020

SUPERINTENDENT'S RECOMMENDATION:

This item is presented for Board Information.

BACKGROUND:

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

Milwaukie El Puente Elementary is featured this month and will present the following:

- Welcome/Introductions
- Mission
- School Areas of Focus
- Questions/Answers

ATTACHMENTS:

- Milwaukie El Puente Elementary Data Summary Sheet
- 2019-2020 Oregon At-A-Glance School Profile
- Milwaukie El Puente Presentation Slides

PRESENTER / STAFF CONTACT:

Khaliyah Williams-Rodriguez, Executive Director of Elementary Programs

Ruth Tucker, Principal of Milwaukie El Puente

Glory Okeke, Assistant Principal of Milwaukie El Puente

OTHERS NOTIFIED OF ITEM:

PTO members of Milwaukie El Puente Elementary School

Staff of Milwaukie El Puente Elementary School



Milwaukie El Puente Elementary School

Principal: Ruth Tucker

Assistant Principal: Glory Okeke

Program & Enrollment Information			Race & Ethnicity Information*		
	Number	Percent		Number	Percent
Total Number of Students	400	100%	Hispanic/Non-Hispanic	198/202	50%/50%
English Learners	125	31%	Multi-Racial	26	7%
Students with Disabilities	81	20%	American Indian/ Alaska Native	15	4%
Economically Disadvantaged Students	178	45%	Asian	32	8%
Male	203	51%	Black/African American	15	4%
Female	197	49%	Hawaiian/Pacific Islander	1	0%
Non-Binary	NA	NA	White	373	93%

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

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

- Kindergarten – 1
- First Grade – 2
- Second Grade – 3
- Third Grade – 3
- Fourth Grade – 1
- Fifth Grade – 4

Total: 14

Total Milwaukie El Puente Students including VOP - 414



STUDENTS WE SERVE^

308 Student Enrollment

^Student enrollment as of October 1, 2019

DEMOGRAPHICS

American Indian/Alaska Native

Students: **0%**

Teachers: **0%**

Asian

Students: **1%**

Teachers: **0%**

Black/African American

Students: **1%**

Teachers: **0%**

Hispanic/Latino

Students: **66%**

Teachers: **39%**

Multiracial

Students: **4%**

Teachers: **0%**

Native Hawaiian/Pacific Islander

Students: **0%**

Teachers: **0%**

White

Students: **29%**

Teachers: **61%**

INTRODUCTION

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

REQUIRED VACCINATIONS

94%

OUR STAFF (ROUNDED FTE)

17 Teachers

5 Educational assistants

<1 Counselors/Psychologists

93% Average Teacher retention rate

80% of licensed teachers with more than 3 years of experience

No: Same principal for the last 3 years?



STUDENTS WE SERVE^

158 Student Enrollment

^Student enrollment as of October 1, 2019

DEMOGRAPHICS

American Indian/Alaska Native

Students: **1%**

Teachers: **0%**

Asian

Students: **4%**

Teachers: **0%**

Black/African American

Students: **3%**

Teachers: **0%**

Hispanic/Latino

Students: **13%**

Teachers: **23%**

Multiracial

Students: **10%**

Teachers: **0%**

Native Hawaiian/Pacific Islander

Students: **0%**

Teachers: **0%**

White

Students: **70%**

Teachers: **77%**

INTRODUCTION

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

REQUIRED VACCINATIONS

96%

OUR STAFF (ROUNDED FTE)

8 Teachers

7 Educational assistants

<1 Counselors/Psychologists

81% Average Teacher retention rate

60% of licensed teachers with more than 3 years of experience

No: Same principal for the last 3 years?

Milwaukie El Puente Elementary



School Board Presentation

December 10, 2020

Milwaukie El Puente Elementary Mission

Over the years, our building had two different mission statements, as there were two different schools:

Milwaukie: At Milwaukie Elementary, we build on the connections from our past to forge a successful future! We engage students in academic excellence by utilizing technology, embracing the arts, empowering critical and forward thinking, establishing community partnerships, and building resiliency through growth mindset.

El Puente: El Puente Bilingual School's mission is to offer an enriched bilingual educational experience in which all students achieve high academic standards and celebrate cultural diversity. Active involvement and reflection will be an essential part of student learning, problem solving and instruction. Students will participate in cooperative learning activities, develop a sense of social responsibility, and be given leading roles in creating their own democratic environment at school.

Milwaukie El Puente Elementary Mission

Last year, we started the process of creating one common mission and set of values that would guide our work together:

Milwaukie El Puente is a community where everyone is safe, seen, heard and appreciated. Our staff provides enriching learning opportunities that challenge our diverse cultural and linguistic knowledge seekers. Our scholars engage in rigorous academics and learn to become socially and emotionally competent, while having fun.

At Milwaukie/El Puente, we value cultural diversity, physical and emotional safety, high expectations, and having fun while growing to our highest potential.

At Milwaukie/El Puente we believe in respect, empathy, social emotional learning and academics. Creating an environment where our students feel safe, valued and challenged to reach their potential.

MEEP Students, staff, families and students feel respected, have a sense of belonging in a joyful community that encourages linguistic, academic and social-emotional growth and empowers our community to be contributors to positive change in the world.

22

Milwaukie El Puente Elementary Mission

As a result of our school merge, we are now in the position of taking the next steps towards having a Milwaukie El Puente Elementary Mission.

2020 - 2021 Work

Learning and Growing Together

At Milwaukie El Puente, Social Emotional Learning (SEL) and Instruction remain our focus areas. They have evolved over time, and we continue to move the school forward in that direction:

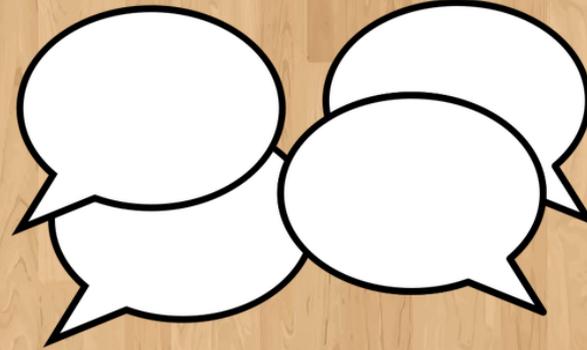
- **Math:** Professional Learning Communities (PLCs) and grade level planning
- **Literacy:** differentiated instruction and interventions
- **Data teams:** progress monitoring
- **Trauma Informed Practices & SEL:** Professional Development, School Climate Team

Focus & Commitment

Connection & Care



Communication



High Quality Instruction



Equity Work



Our Staff

- **Team approach:** Building Advisory Team ~ supporting all members of the team, including our Instructional Assistants
- **Time together:** Math PLC, grade level/vertical alignment time, making space for connection, highlighting each other's strengths
- **Staff meeting format:** mirror student's Social Emotional Learning (SEL) meetings
- **Professional Development:** language development & student engagement, SEL best practices, formative assessments / student feedback during Comprehensive Distance Learning (CDL)

Our Families

- **Beginning of the Year Needs Survey**
- **Café Comunitario Monthly**
- **Parent Workshops**
CDL support, Attention and Focus at Home, Emotional Regulation
- **School Newsletter**
- **Milwaukie El Puente Family Support Center**
- **Community Liaisons**
- **Parent Teacher Organization (PTO)**
Focus on attention

Our Students

- **Opportunities for connection - “Breakfast clubs,” “Lunch bunch”**
- **Morning Meetings follow Social - Emotional Learning best practices**
- **Class Representatives (Kindergarten - 5th grades)**
- **Use of office hours and applied learning time for students/families**
- **CARE Team and Student Engagement Form**
- **Alliance /Affinity Groups**

Bond Construction



New Outdoor Space



Puma Pride



- **Collaboration and Connection**
- **Student Engagement**
- **Creativity and Resilience**
- **Milwaukie El Puente Staff**

Student Voices



Questions / Discussion



SCHOOL BOUNDARY MODIFICATION

DISCUSSION
Agenda Item #5
December 10, 2020

SUPERINTENDENT'S RECOMMENDATION:

The Board approve the appeal to change the boundaries for the area south of the Carver bridge to attend the following school feeder pattern: Verne Duncan Elementary, Happy Valley Middle School, and Adrienne C. Nelson High School beginning in the 2021-22 school year.

BUDGET IMPACT/SOURCE OF FUNDS:

N/A

BACKGROUND:

In June of 2018, the NCSD Board of Directors approved the Superintendent's recommendation to approve the proposed boundary changes to align new feeder patterns for the addition of Beatrice Morrow Cannady Elementary, which opened in 2019 and for Adrienne C. Nelson High School which will open in 2021. The recommendation followed a four-month community process which included:

- 26-member committee of community members, administrators, board members and technical support staff
- Eight committee work sessions
- Two public open houses
- Weekly public updates
- Multiple Board public comment opportunities
- Two Board updates
- Board discussions and action item

In February 2019, the Board received an appeal from 22 families living in the Carver area to amend the decision and allow those families to remain in the Duncan Elementary School boundaries and subsequent feeder pattern. Since the changes would not happen for three more years, the Board agreed to hold the appeal until after October 1, 2020 when more data would be available about enrollment trends and school capacity.

The district recently surveyed the families living within the community in question. Following are the details of that survey:

- Letters were mailed to addresses inviting them to complete the survey (Oct. 28)
- Emails of the letter and survey were sent to those same families (Oct. 28)
- Phone calls were made to homes with conflicting data (Nov. 19-20)
- Reminder emails were sent to those not yet responded (Nov. 23)
- 21 families requested to approve the appeal
- 10 families requested to keep the Board approved boundaries
- 18 families did not respond to the survey.

RATIONALE:

The recommendation to approve the changes requested in the appeal are based on the following information:

1. A new stoplight has been installed at the Carver Bridge facilitating the better flow of traffic. There is no longer the need to transport students from Oregon City along Clackamas River Drive

to I-205 and back out to Clackamas. Transportation time was one of the biggest factors in making the original boundary decision.

2. Current enrollment trends indicate that these schools have the capacity for these additional students.
3. This change would keep this community together and reduce the number of families affected by the boundary changes in 2021. Both of these factors were part of the guiding principles of the boundary realignment committee.
4. The district has purchased land for a future middle school near Adrienne C. Nelson High School and Verne Duncan Elementary School. With the passage of a future bond, this school would open within the next 5-7 years and its boundaries would undoubtedly include the area south of the Carver Bridge. Making the move now would be less disruptive in the long term.

In addition, the approval of this request will not garner additional boundary modification requests as the two-year window for filing such appeals as passed.

ATTACHMENTS:

- A. Appeal letter-February 2019
- B. Superintendent response-March 2019
- C. Appeal letters-October 2020
- D. Letter and survey of families-October/November 2020
- E. Map of affected area

PRESENTER / STAFF CONTACT:

Cindy Detchon, Assistant Superintendent of Operations

From: Jonson, Kathleen E
 Sent: Tuesday, November 27, 2018 8:45 AM
 To: 'Sandra Henderson' <hendersons@nclack.k12.or.us>
 Subject: Petition - seeking approval from Superintendent Utterback and action by school board

Dear Superintendent Utterback,

I am writing on behalf of the community south of Clackamas River. Our students current attend Duncan Elementary. This area is slated to be transitioned to Oregon Trail in 2021. This decision was made by the boundary committee 6 days before their final recommendation. This decision effects only 22 students. Please find attached a petition signed by the parents of this community to keep their kids at Duncan and it's feeder schools in 2021. I am seeking approval from you to add this as an action item for vote by the school board at the December 13th meeting.

We believe this is best decision for mainly two reasons:

1. It will ease the way of the transportation department. It will eliminate the need for a separate bus to transport these kids. It will eliminate the need to transport these kids through/by the Duncan kids on the way to Oregon Trail.
2. It will uphold and respect this community rural core belief by keeping their kids in the most rural school tract.

While it will require an adjustment to the boundary map, we believe it is worth the time and effort . It will also increase the capacity of Duncan to 87% from 81%. This is still a vast improvement from the current 106% capacity rate. If capacity is still a grave concern, I would highly recommend looking at the Riverbend community on 224 that will remain at Duncan in 2021 despite the kids having to be transported past Oregon Trail kids and the school on the way to Duncan. Cindy, during one of the board's boundary discussion stated "there is room at this school for these kids." We do not think 22 kids will make or break any school.

This petition took a lot of time and effort to compile. Every home that I and my kids visited signed this petition except for one family that declined (due to having kids in MS /HS and desire to have them graduation from their mom's school- Clackamas). It was encouraging to hear the heart of this community during these visits. This community values its roots and wants their kids to stay at Duncan. This community has had no part in the recent growth in Happy Valley /Damascus or potential future growth in the area. NCSD is focusing on respecting cultural diversity. Our ask is that this community's traditional values be respected and not be overlooked or diminished in the race to equality and cultural diversity. Please place this item on the December 13 agenda as an action/voting item.

Sincerely,

Kathleen Jonson

From: "Jonson, Kathleen E"

Date: February 23, 2019 at 9:20:15 PM PST

To: "hendersons@nclack.k12.or.us" <hendersons@nclack.k12.or.us> Subject: seeking approval to transition area south of Clackamas River to Cannady Elementary in 2021

Dear Superintendent Utterback and School board members,

I am writing to ask for a vote to transition the community south of Clackamas River to Cannady Elementary and its feeder schools in 2021. I plan on speaking during the board meeting on Thursday Feb. 28th.

As a recap of the last 10 months: this community was switched from Verne Duncan to Oregon Trail and its feeder schools 6 days before the boundary committee's final recommendation. Many parents addressed the board and emailed their feedback regarding this decision. The final recommendation was adopted by the vote of 5-2. In the last few months, my kids and I submitted a petition (signed by all but one family) from this community to support keeping the kids at Duncan. It was submitted to Superintendent Utterback in Nov. I have included the petition and my original email to him below for review. The feedback from him was that the enrollment at Duncan this year was more then expected and that he supported keeping the boundary committee's recommendation. At this point, we are asking transition these kids to Cannady.

Cannady is a good compromise at it will have room for these 22 kids (projected capacity 71%); reunite them with their peers in MS; and keep them in the most rural schools
I will address the 3 arguments which I know will be made against this move then discuss the 2 main reasons this is the best decision. I will go into more details when I address the board.

Arguments:

1. The map will have to be updated. Yes -the color for the area will need to be changed and letters sent to the families in the area explaining the transition change.
2. Other communities could try to transition their students to other schools. Yes - this is a possibility. But doubtful. It takes a lot of time and most people are too busy in this day and age. Do we not want parents to be involved and vested in their children's education? This community, although small in number, has voiced its feelings over the last 10 months. Schools are lost when parents/communities are not responded to, and they then become apathetic. This is not what we want for our school district.
3. The kids will have to be transported by Duncan to go .7 miles to Cannady. Yes. But they already will have to be bused through the Duncan kids to go to Oregon Trail. Now - they will just have to go by Duncan. This will be just like the Mobile home park on 224 that was kept at Duncan. Their kids will be bused through Oregon Trail kids and by Oregon Trail School on their way to Duncan.

Reasons for transition to Cannady:

Transitioning this community to Cannady is the best compromise for this community at this point. This community has had no contribution to the recent growth or projected growth in HV

and Damascus. Please don't punish this community. These 22 kids will not make or break any school. It would mean the world to this community to keep their kids in the most rural schools. My ask of you, as a school board, is that you would place on an upcoming board agenda as an action/ voting item to transition the community south of Clackamas River to Cannady and its feeder schools in 2021.

Sincerely,
Kathleen Jonson

Petition- signed by the parents of Duncan students:

To keep Duncan students who live in the area
south of Clackamas River at

Duncan Elementary and feeder schools in 2021.

Laurie Rogen, Laurie Rogen 14976 S. Hoffman Rd Oregon City
 Alexis Wenker, Alexis Wenker, 1170 S. Forsyth Rd OR 97045
 Matt Long, Matt Long, 17378 S. Carleton Rd Oregon City 97045
 Shawn Williams, Shawn Williams 17100 S. Forsyth Rd Oregon City 97045
 Alan Ramirez 15161 S. Hutton Road
 Josh Kuehl 17895 S. Edgewood St. 97045
 Chris Frite 17840 S. Edgewood St
 Tom Wheeler 17907 S. EDGEWOOD LN.
 Nancy McKinney 17917 S. Dick Dr Oregon City OR 97045
 Bryan Brown 15900 S. Lucky Ln Oregon City, OR 97045
 Natalie Brown 15900 S. Lucky Ln Oregon City, OR 97045
 Kathleen Jensen, Kathleen Jensen 17311 S. Carlson Rd Oregon City OR 97045
 Kimberlee & Brandon Boyd 17285 S. Overlook Rd Oregon City OR 97045
 Kathryn Hopkins 18091 S. Clear Acres Dr Oregon City OR 97045
 Elena Perez 18255 S. Clear Acres Dr Oregon City 97045
 Kevin Mellor 15201 S. Stevens Rd Oregon City, OR 97045
 Elizabeth

Annie Scriven 17710 S. Grantland Rd, Oregon City 97045

John Scriven 17710 S. Grantland Rd, Oregon City 97045

James Steele 15275 S. Rosenbaum OC 97095

James Steele 15282 S Rosenbaum Rd OC 97045

Lucy Steele 15282 S Rosenbaum Rd OR 97045

Frank Jones 17311 S CARLSON RD OC 97045



March 21, 2019

Kathleen Jonson

[REDACTED]
Oregon City, OR 97045

Dear Kathleen:

We have received your request for an appeal of the North Clackamas School Board's decision regarding school boundary realignment approved on June 28, 2018. Specifically, you have requested the School Board reverse its decision and include the area south of the Clackamas River in either the Verne Duncan or Beatrice Morrow Cannady Elementary School attendance areas.

There is not support at the School Board level to consider this appeal at this time. However, given the complexity and nuances of a boundary realignment process, the School Board is willing to extend the window to file an appeal regarding this issue until the Fall of 2020. This extended timeline would provide the District with data on two more enrollment cycles, providing the School Board with additional information to make an informed decision.

Should you wish to appeal the School Board's June 2018 decision that includes the area south of the Clackamas River in the Oregon Trail Elementary School attendance area beginning in the fall of 2021, please submit a written request to the Board Secretary after October 1, 2020.

This letter only extends the window to appeal the School Board's June 2018 boundary realignment decision for families living south of the Clackamas River. This letter does not guarantee the School Board will hear an appeal. Prior to taking any action on a request for appeal, the School Board must first agree to hear the appeal. Should the School Board decide to hear an appeal, a discussion item would be placed on the following School Board meeting agenda. Should the School Board decide not to hear an appeal, the School Board's current decision is final.

Respectfully,

A handwritten signature in black ink that reads "Matthew Utterback".

Matthew Utterback
Superintendent
North Clackamas School District

cc:

Mitzi Bauer, School Board Vice Chair

Tiffany Shireman, Chief of Staff

Cindy Detchon, Executive Director Community Relations

Sandra Henderson, School Board Secretary and Administrative Assistant to the Superintendent

From: Jonson, Kathleen E >

Date: Thu, Oct 15, 2020 at 10:18 AM

Subject: Official request for appeal for S. Clackamas River Verne Duncan area school boundary

Dr. Superintendent Utterback and School Board Members,

First, let me say THANK YOU for all your hard work during these challenging and uncharted times. I appreciate your dedication and service.

Secondly, this email serves as an official request for an appeal, for the South of Carver Bridge (Clackamas River) Verne Duncan area, regarding the upcoming school boundary changes for 2021. Superintendent Utterback wanted us to wait until this month to submit an appeal. As a community, we have been contesting the decision to transition our students to Oregon Trail and its feeder schools for the last two and half years. As a summary:

This area was selected to move just 6 days before the final boundary recommendations were submitted. Since this time, our community has been actively involved in seeking a reversal in this decision.

This is a large rural area, but the number of students is small (~ 23-25). This would have a minimal impact on any current school percentage capacity (especially Duncan or Cannady).

The school is a focal point of the children in this area. They can connect with their peers they cannot easily connect with at home due to our unique rural makeup.

During these challenging times with the focus on celebrating diversity, I ask that our rural community believes /values be respected by keeping our children in the most rural schools.

Most of us moved out of the city/suburbs to have our children attend these more rural schools. Please don't allow them to be moved back into the more suburban school track.

Thus, my ask:

1. Superintendent Utterback: Agree to hear our appeal.
2. This item would be placed on the school board agenda as an action/voting item:

TO KEEP THE COMMUNITY SOUTH OF CARVER BRIDGE (CLACKAMAS RIVER) AT VERNE DUNCAN (OR ALTERNATIVELY TRANSITION TO CANNADY IN ORDER TO REUNITE WITH PEERS IN MS) IN SEPTEMBER 2021.

Thank you for your attention in this matter. Please contact me if you have any questions or comments.

Sincerely,
Kathleen Jonson

From: Elizabeth Mellor

Date: Tue, Oct 20, 2020 at 12:38 PM

Subject: Official request for appeal for S. Clackamas River school boundary

To: <hendersons@nclack.k12.or.us>Dr. Superintendent Utterback and School board members,

As resident of South Clackamas River Areas (South of the Carver Bridge along Springwater Rd) and a parent of 3 children in the North Clackamas School district, I am requesting an appeal of the 2021 school boundary changes. The reasons for my request are as following:

We have lived in our residence for 13 years and our daughters have only gone to school at Verne Duncan or Rock Creek Middle. One reason we moved to our location was the schools and we have lived here with the intention of continuing their education at Verne Duncan and related Middle and High schools.

While the physical area is large, the number of children from this area going to Verne Duncan is minimal (around 23-25 children) and making them change school would have little to no impact on school population. There are multiple new large subdivisions along 172nd with many new children and those numbers will have a much greater impact. Having children moving into these brand new subdivisions go to Oregon Trail Elementary and not Verne Duncan is a better use of the resources. Because the children are just moving to the area, they are not already established at Verne Duncan School, like my children.

Living in a rural setting, all my daughters' friends have been found and maintained at school as there are no neighborhood kids to play and socialize with. Making my children leave their schools mean that they will be leaving their only friends and all the social connections that they have established. Since there are no neighborhood friends, my children will not have friends that will be also moving to a new school and they will not have a cohort of peers that will be making the transition with them.



An option has been given that we can request a transfer in order to stay at Verne Duncan and/or Rock Creek, and in that case we would be responsible for transportation to and from school. Given that most families, including ours, is a 2 job family, transporting children to and from school is not a viable option. Also since we don't live in a neighborhood, we don't have an option to carpool with other parents. This option of transfer is really not an option for most if not all families.

Our area was not added into the boundary school change until days before the final recommendations, and we were not given an opportunity to express our concerns until after the decision was made.

I am requesting that the school board agrees to hear our appeal and that the school board vote or act on the request that the community South Clackamas River area stay at Verne Duncan, Rock Creek and Adrienne C. Nelson High School. I understand that the decision to change the boundaries was a difficult decision and that some children will need to change schools. I also understand that this decision was made even harder with the current challenges around COVID and the online schooling. The South Clackamas River area, while few in number, is a part of Verne Duncan/Rock Creek and those schools/students are a big part of our kids' lives.

If the elementary children are not able to remain at Verne Duncan, the alternative would be to have them move to Cannady so that they may reconnect with their friends/support once in Middle School.

Thank you,

Elizabeth and Kevin Mellor
Oregon City, OR

Carver community boundary survey - Encuesta del área de asistencia de la comunidad Carver.

We recently received two formal requests from families to review the NCSD approved 2021 boundary changes for any families south of the Clackamas River in the Carver community. You received a letter outlining these changes because you have one or more children registered in NCSD with an address in that community. In order for our Board to make an informed decision on this formal appeal, we need to hear from all of the families affected by this potential boundary change. Names and addresses will not be shared publicly.

Recientemente recibimos dos solicitudes formales de familias para revisar los cambios de límites del área de asistencia aprobados por NCSD en 2021 para cualquier familia que vive al sur del río Clackamas en la comunidad de Carver. Usted recibió una carta que describe estos cambios porque tiene uno o más niños registrados en NCSD con su dirección en esa comunidad. Para que nuestra Mesa Directiva pueda tomar una decisión informada sobre esta apelación formal, necesitamos escuchar a todas las familias afectadas por este posible cambio al límite del área de asistencia. Los nombres y direcciones no se compartirán públicamente.

* Required

1. In the 2021-2022 school year, what grade(s) will your child(ren) be in NCSD? (check all that apply) En el año escolar 2021-2022, ¿en qué grado(s) estarán sus hijos en el NCSD? (marque todo lo que corresponda) *

Check all that apply.

- Kindergarten - Jardín de Niños
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th (students have the option of staying at CHS if they live in the ANHS attendance area)
(los estudiantes tienen la opción de quedarse en CHS si viven en el área de asistencia de ANHS)

2. Parent's name (first and last) Nombre del Padre (primer nombre y apellido) *

- 3. Student names (list all who will be enrolled in school in 2021-22) Nombre del estudiante (anote todos los estudiantes que estarán inscritos en la escuela en el año escolar 2021-22) *

- 4. Home address - Dirección *

- 5. What school boundary do you prefer the NCSD School Board select beginning in September 2021? ¿Qué límite del área de asistencia escolar prefiere que seleccione la Mesa Directiva del NCSD a partir de septiembre del 2021? *

Mark only one oval.

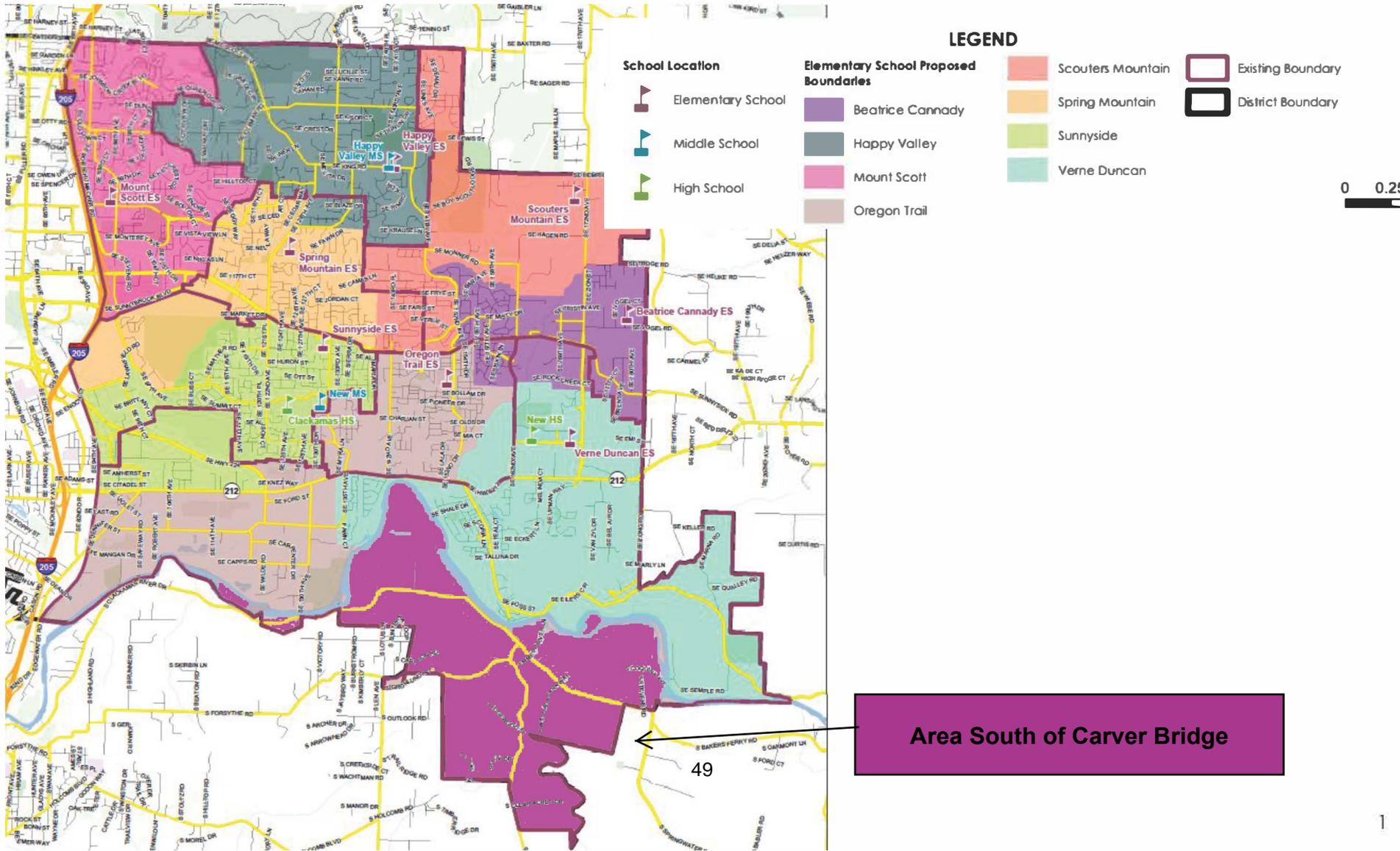
Keep the approved boundary: Oregon Trail Elementary, Rock Creek Middle School, Clackamas High School - Se mantenga el límite del área de asistencia aprobado: Primaria Oregon Trail, Secundaria Rock Creek, Preparatoria Clackamas.

Approve the appealed boundary change: Duncan Elementary, Happy Valley Middle School, Adrienne C. Nelson High School - Aprobar el cambio del límite del área de asistencia apelado: Primaria Duncan, Secundaria Happy Valley, Preparatoria Adrienne C. Nelson.

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Elementary Boundary Map



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NEW COURSE PROPOSALS

DISCUSSION
Agenda Item #6
December 10, 2020

SUPERINTENDENT'S RECOMMENDATION:

Approve Advance Placement (AP) Capstone Courses AP Seminar and AP Research.

ORIGINATED BY:

Board policy IFD/IFE- Recommendations to add new programs or to delete existing programs must be approved by the Board.

COMMITTEE RECOMMENDATION:

High School administrators have reviewed this proposal, and agree with these recommended course additions.

BUDGET IMPACT/SOURCE OF FUNDS:

- High School Success funds will provide .17 FTE planning and coordination for the first two years of implementation for each school.
- High School Success funds will provide .17 FTE for the initial year at each school to support staffing the courses.
- High School Success funds will be used for supplemental research textbook and materials. (Approximately \$3000/school)
- High School Success will fund professional development for teachers through the AP/College Board. (Approximately \$4000)

BACKGROUND:

The Advanced Placement (AP) Capstone diploma program was launched in 2014 and currently approximately 2000 schools have been approved by the College Board to offer this program. The courses build students' writing, reading and research skills, thereby opening access to further advanced coursework in high school and college. The program is recognized by colleges and universities for its rigorous set of standards and preparatory relevancy to diverse courses of study. Both these courses are required for a student to earn an Advanced Placement Diploma.

THE AP SEMINAR AND RESEARCH COURSES AND THE AP CAPSTONE DIPLOMA:

- Aligns to our commitment to ensuring all students leave high school prepared for their post-secondary choices.
- Expand access to AP courses and advance our goal of closing enrollment gaps of historically underserved students in advanced courses.
- Recognizes academic achievement allowing an avenue to recognize more students, more

often while showcasing their research skills.

- Allows students to choose their path and explore their personal interests and passions while developing critical thinking skills. The AP Capstone Diploma program will provide students an avenue to deeply explore topics through multiple lenses and to unpack their understanding in a way that asks them to question their assumptions and think about *why* and *how* they know what they know.

PRESENTERS / STAFF CONTACT:

- Petra Callin, Executive Director of High Schools
- Tammy O’Neill, Associate Director of High Schools and Athletic Programs
- Greg Harris, Principal at Adrienne Nelson High School
- Marilyn Mi, Assistant Principal at Milwaukie High School
- Andrew Gilford, Assistant Principal at Clackamas High School



North Clackamas High School Course Proposal School Board Presentation

December 10, 2020

Course Proposals 2021-2022

PROPOSED ADVANCED PLACEMENT PROGRAMMING

- Rigorous college preparatory courses that systemically and equitably support schools to eliminate barriers, and implement strategies for culturally relevant and inclusive learning environments.
- Proposed courses must be part of a comprehensive course pathway plan that includes equitable opportunities and outcomes for each student.
- Access for students and schools opportunities across the secondary system with an equity lens.
- Aligned to the strategic plan priorities.
- Narrowing the opportunity gap to ensure college preparatory access for historically underserved students.
- Ensure students at all comprehensive high schools have access to an advanced diploma program.

Proposed Courses

Advanced Placement (AP) Capstone is a diploma program based on two, year-long AP courses: **AP Seminar and AP Research**.

- Courses designed to complement other AP courses that the AP Capstone student may take.
- Interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.
- Students who take and earn passing scores on both courses plus an additional four AP courses will receive the AP Capstone Diploma.
- Students who earn scores of 3 or higher on both AP Seminar and Research courses receive the AP Seminar and Research Certificate.

Approximately 2000 schools have been approved to offer the AP Capstone diploma. The benefit of this program include:

- Demonstration of success in rigorous coursework in college applications.
- Develop key academic skills students will utilize in college and beyond.
- Increase in academic self-confidence, independent thinking and problem solving skills which open pathways to additional AP coursework and post secondary options.
- Increased opportunity to earn college credit.

Advanced Placement Seminar

Course Description:

AP Seminar is a college-level course focused on introducing students to research methods. Students will think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a variety of lenses, texts, cross-curricular conversations, and consider multiple points of view to develop a deep understanding of complex issues connected to their own lives.

Prerequisite: None, grades 10-12

Credits:

- 1 Language Arts or 1 Elective

Course Length:

- Full year

Advanced Placement Research

Course Description

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper. This class allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question.

Students may select from two AP Research strands:

- **AP Research: Humanities** will focus on social sciences topics including history, literature, the arts, philosophy, ethics, religion, law, economics and education.
- **AP Research: STEM** will focus on STEM disciplines: Science, Technology, Engineering, and Math.

Prerequisite: AP Seminar, grades 11-12 (this course will be offered beginning 21/22)

Credits:

- .5 Elective

Course Length:

- Half or Full Year (Depending on model)

AP Seminar & Research Costs

Annual Costs:

FTE:

- High School Success funds will provide .17 FTE planning and coordination for the first two years of implementation for each school.
- High School Success funds will provide .17 FTE for the initial year at each school to support staffing the courses.

Resources:

- Supplemental research texts and materials (High School Success funds will be used).

Curriculum Development and Instructional Support:

- Teachers will be trained through the AP/College Board.

Equity

The AP Seminar and Research and the AP Capstone Diploma:

Expands Access

Supports our schools' commitment to ensuring all students leave high school prepared for their post secondary choices. These courses will expand access to AP courses and advance our goal of closing enrollment gaps of historically underserved students in advanced courses.

Recognizes Academic Achievement

The AP Capstone Diploma Program will increase our academic recognition of students and offers an advanced diploma program across our comprehensive high schools.

Allows Students Avenues for Exploration & Critical Thinking

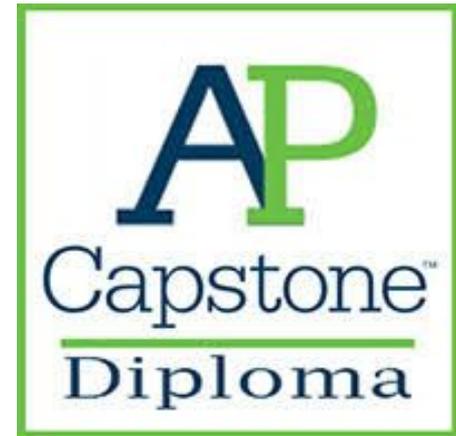
The AP Capstone Diploma program will provide students an avenue to deeply explore topics through multiple lenses and to unpack their understanding in a way that asks them to question their assumptions and think about *why* and *how* they know what they know.

In Closing

We look forward to expanding our opportunities for students.

Questions?

Comments?



POLICY REVISIONS

DISCUSSION
Agenda Item #7
December 10, 2020

REASON FOR BOARD CONSIDERATION:

First reading of the attached revised policies.

COMMITTEE RECOMMENDATION:

The Policy Review Committee, with membership of both staff and Board, reviewed and recommends the following policy revisions.

BUDGET IMPACT/SOURCE OF FUNDS:

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

ATTACHMENTS:

Drafts of the following policies to review:

Policy	Title	Reason
GBL	Personnel Records	Revised due to Senate Bill 155 (2019) which updated statute affecting release of personnel records when requests are received as per OSBA May 2020 Update.
GBLA	Disclosure of Information	

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff

Personnel Records

An official personnel file will be established for each person employed by the district. Such files will be maintained in a central location.

All records containing employee medical condition information such as workers' compensation reports and release/or permission to return to work forms will be kept confidential, in a separate file from personnel records. Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

The superintendent or designee will be responsible for establishing regulations regarding the control, use, safety and maintenance of all personnel records. Employees will be given a copy of evaluations, complaints and written disciplinary actions to be placed in their personnel file, and may submit a written response which will be attached to the file copy. All charges resulting in disciplinary action shall be considered a permanent part of a teacher's personnel file and shall not be removed for any reason.

Except as provided below, and as otherwise may be or as required by law, personnel records of district employees will be available for use and inspection only by the following:

1. The individual employee. An With a written notice of two business days, an employee or designee may arrange with the human resources to inspect the contents of his/her their personnel file by contacting human resources on any day the human resources is open for business;
2. Others designated in writing by the employee in writing may arrange to inspect the contents of the employee's personnel file in the same manner described above;
3. A member of the Board, †The comptroller or auditor when such inspection is pertinent to carrying out their respective duties or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
4. A Board member when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;
5. The superintendent and members of the central office administrative staff designated by the superintendent;
6. District administrators and supervisors who currently or prospectively supervise the employee;
7. Employees of in the human resources department;
8. Attorneys for the district on matters of district business;
9. The disciplinary records[†] of a district employee convicted of a crime listed in ORS 342.143 are not exempt from disclosure under ORS 192.501 or 192.502 and shall be released to any person upon request. Prior to the release of disciplinary records the district shall remove any personally

[†]Disciplinary records is defined as records related to a personnel discipline action or materials or documents supporting that action.

identifiable information from the record that would disclose the identity of a child, a crime victim or a district employee who is not the subject of the disciplinary record. Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);

10. Upon request from a law enforcement agency, the Oregon Department of Human Services, or the Teachers Standards and Practices Commission, or the Oregon Department of Education, a district shall provide the records of investigations of suspected child abuse by a district employee in conducting an investigation related to suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination.

The superintendent may permit persons other than those specified above to use and inspect employee records when, in his/her/their opinion, the person requesting access has a legitimate official purpose. The superintendent or designee will determine in each case the appropriateness and extent of such access.

Release of personnel records to parties other than those authorized to inspect them will be only upon receipt of a court order requiring their release.

END OF POLICY

Legal Reference(s):

[ORS 342.850](#)
[ORS 652.750](#)

[ORS 342.143](#)
[ORS 339.370 – 339.375](#)

OSEA v. Lake County Sch. District, 93 Or. App. 481 (1988).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).

Legal Reference(s):

[ORS 339.370 – 339.374](#)
[ORS 339.388](#)
[ORS 342.143](#)
[ORS 342.850](#)
[ORS 652.750](#)
[OAR 581-022-2405](#)

OSEA v. Lake County Sch. District, 93 Or. App. 481 (1988).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

Cross Reference(s):

ACA - Americans with Disabilities
EH - Electronic Data Management

Disclosure of Information

Authorized district officials may disclose information about a former employee's job performance to a prospective employer. District officials are immune from civil liability for such disclosures under the following conditions:

1. The disclosure of information regarding the former employee's job performance is upon request of the prospective employer or the former employee. This disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was:
 - a. Knowingly false;
 - b. Deliberately misleading;
 - c. Rendered with malicious purpose; or
 - d. Violated civil right of the former employee protected under Oregon Revised Statute (ORS) 659 or ORS 659A.
2. Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
3. The disclosure is a result of a request from law enforcement, Oregon Department of Human Services, Teacher Standards and Practices Commission, or the Oregon Department of Education in conducting an investigation related to suspected abuse or suspected sexual conduct to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;
4. No later than 20 days after receiving a request under ORS 339.374(1)(b), the district, if it has or has had an employment relationship with the applicant shall disclose the information requested.

END OF POLICY

Legal Reference(s):

[ORS 30.178](#)
[ORS 339.370 - 339.374](#)
[ORS 339.378](#)
[ORS 339.388](#)
[ORS Chapter 659](#)
[ORS Chapter 659A](#)

OR. ATTORNEY GENERAL'S PUBLIC RECORDS AND MEETINGS MANUAL.

OREGON SCHOOL BOARDS ASSOCIATION ELECTION

ACTION
Agenda Item #8
December 10, 2020

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 7 - Liz Hartman (only candidate)
- OSBA Board Position 8 - Libra Forde (only candidate)
- Resolution 1 - Adopts proposed 2021-22 OSBA Legislative Priorities and Principles

ORIGINATED BY:

Annual OSBA Election, vote from Board due by December 18, 2020.

BUDGET IMPACT/SOURCE OF FUNDS:

There are no fiscal impacts to the district as a result of the proposed resolutions.

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.

OSBA is organized as one general state association with up to 21 elected representatives established across 14 geographic regions to support member participation and representation. Member boards also elect the Legislative Policy Committee (LPC) and vote on the OSBA Legislative Policies and Priorities.

ATTACHMENTS:

- OSBA 2020 Official Clackamas Region Ballot
- Candidate Nomination Form, Questionnaire and Personal/Professional Resume for OSBA Board of Directors Position 7 – Liz Reynolds (only candidate)
- Candidate Nomination Form, Questionnaire and Personal/Professional Resume for OSBA Board of Directors Position 8 – Libra Forde (only candidate)
- Resolution 1 – Adopts the proposed 2021-22 OSBA Legislative Priorities and Principles.

PRESENTER:

Matt Utterback, Superintendent



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

Election - OSBA 2020 - 0708

2020 OSBA Election

*** 1. OSBA Board of Directors Position 7**

Liz Hartman, Lake Oswego SD

Vote

*** 2. OSBA Board of Directors Position 8**

Libra Forde, North Clackamas SD

Vote

*** 3. Resolution 1 - Adopts the proposed 2021-22 OSBA Legislative Priorities and Principles**

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

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

*** 6. Type your name and title.**

To retain a record of your vote, you MUST print this page before clicking the Done button.

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

Date: September 23, 2020

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

**Nominations are due by 5 pm,
October 2, 2020**

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

Dear Maureen Wolf:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Clackamas Region, Position # 7.

BOARD CANDIDATE INFORMATION

Name: Liz Hartman
District/ESD/Community College: Lake Oswego School District
Address: 1748 Glenmorrie Terrace
City: Lake Oswego Oregon ZIP: 97034
E-mail: 503-701-7727 Phone: 503-701-7727

This nomination was approved by official action of our board of directors at a duly called meeting on September 21, 2020 (date).



(Board Chair signature)

Board Chair name: Sara Pocklington
District: Lake Oswego School District
Address: 4336 Glacier Lily St
City: Lake Oswego, Oregon ZIP: 97035

CANDIDATE QUESTIONNAIRE

OSBA Board of Directors

Name: _____ Liz Hartman _____ Region: _____ Clackamas _____

District/ESD/CC: _____ Lake Oswego _____ Position #: 7 _____

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

9-21-2020

Date

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

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

Strive to fully fund public education in Oregon, educate Board members, advocate for students and school districts, serve students throughout the state of Oregon, continue to improve education in every aspect from equity to special education.

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

I want to continue my service and unfinished work with legislative policy, insured funding for schools and solid, long lasting policies and practices in equity, special education, and mental health needs of students.

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.

I most recently served as chair of the OSBA legislative policy committee, vice chair of OSBA Board of Directors. I have served twice as School Board chair. My strength is the willingness to continually learn by attending webinars, seminars, committee meetings and reading to keep up to date on best practices in education while addressing specific needs in Oregon and my local school district. Lake Oswego School District is one of the leading school districts in graduation rates.

4. What do you see as the two most challenging issues faced by OSBA?

This year, the impact of the Covid pandemic, the change to virtual learning, the long range impact of how this will change education and the funding of education when the state finds itself with less money than anticipated and turning to education to cut the budget.

5. What do you see as the two most challenging issues faced by your region?

Virtual schools and working to provide teachers with the resources they need to deliver a quality education in a safe environment.

6. What is your plan for communicating with boards in your region?

OSBA provides a quick method through email to disperse information but not all board members throughout the region have signed up for information. The best interactions have been through personal emails, and at regional meetings at the statewide conventions in the past and the regional evening meeting. The challenge over the years has been to connect with all board members in the region. Everyone does not have the time to connect with statewide issues. It sometimes takes a couple of years to show the connection between the local board and the statewide representation of OSBA.

Deadline: October 2, 2020, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE PERSONAL/PROFESSIONAL RESUME

OSBA Board of Directors

Name: Liz Hartman Date: September 21, 2020
Address: 1748 Glenmorrie Terrace
City / ZIP: Lake Oswego, 97034
Business phone: 503-636-3634
Residence phone: 604-697-7727
Cell phone: 503-701-7727
E-mail: liz.hartman@loswego.k12.or.us
District/ESD/CC: Lake Oswego School District
Term expires: 2021 Years on board: 7+

Deadline: October 2, 2020, 5 pm
Please send your picture (head shot). A high-resolution digital photo is preferred but a print is acceptable.
E-mail to: OSBAelections@osba.org
or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

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

OSBA Board of Directors -3 years: Chair, Legislative Policy Committee; Vice Chair OSBA Board
Member, OSBA Finance Committee
Served on other sub-committees

Other education board positions held/dates:

LO School Board Chair -two years
Local Option levy – multiple times
Bond levy - 2017

Occupation (Include at least the past five years):

Employers:
Lake Oswego Chamber of Commerce, Executive Director
Community Volunteer
Oregon Health Sciences University Constituent Relations
Director/Alumni Director

Dates:
2018 to current
2000+

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

High school: Franklin High School, Portland
College: Willamette University, Salem
Degrees earned: Bachelor of Arts - Political Science/Speech

Education honors and/or awards:

Other applicable training or education:

Ongoing education for school boards and Chamber of Commerce / Business

Activities, other state and local community services:

Past neighborhood Chair, member of the Comprehensive Plan Review, Dorchester Conference
President/Board/Participant; Lake Grove Presbyterian Church

Hobbies/special interests:

board games, Handbells, Reading

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

League of Women Voters (past), Lake Grove Presbyterian Church Elder / Events Coordinator / Kitchen
Coordinator and training

Additional comments:

Deadline: October 2, 2020, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

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

Date: September 16, 2020

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

**Nominations are due by 5 pm,
October 2, 2020**

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

Dear Maureen Wolf:

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

BOARD CANDIDATE INFORMATION

Name: Libra Forde
District/ESD/Community College: North Clackamas School District
Address: 15345 SE Eckert Lane
City: Damascus Oregon ZIP: 97089
E-mail: libra.forde@nclack.k12.or.us Phone: 808-375-5823

**This nomination was approved by official action of our board of directors at a duly called meeting on
September 15, 2020
(date)**

Mitzi Bauer, Vice-Chair
(Board Chair signature)

Board Chair name: Mitzi Bauer, Vice Chair
District: North Clackamas School District
Address: 12400 SE Freeman Way
City: Milwaukie, Oregon ZIP: 97222

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

Date: September 22, 2020

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

**Nominations are due by 5 pm,
October 2, 2020**

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

Dear Maureen Wolf:

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

BOARD CANDIDATE INFORMATION

Name: Libra Forde

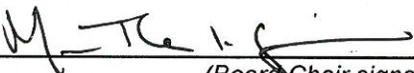
District/ESD/Community College: North Clackamas School District

Address: 12400 SE Freeman Way

City: Milwaukie Oregon ZIP: 97222

E-mail: hendersons@nclack.k12.or.us Phone: 503.353.6002

**This nomination was approved by official action of our board of directors at a duly called meeting on
September 21, 2020
(date)**



(Board Chair signature)

Board Chair name: Martha Spiers

District: Oregon City School District #62

Address: 1417 12th Street/ PO Box 2110

City: Oregon City, Oregon ZIP: 97045

CANDIDATE QUESTIONNAIRE

OSBA Board of Directors

Name: Libra Forde

Region: Clackamas Region Position 8

District/ESD/CC: North Clackamas 12

Position #: Position 8

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors.

Libra Forde
Name

September 18, 2020
Date

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

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

Oregon School Board Association (OSBA) is a network, training team, and advocate for state education boards (K-12, Service Districts, Community Colleges, and the State Board of Education). This work paths the way for these governing bodies to have state and federal advocacy support. OSBA is essentially a brick layer allowing these board to have a strong footing in tough terrain ensuring they thrive with each step on this path.

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

I consistently want to provide a work ethic and commitment that is student centered, compliance understood and culturally specific/responsive. I believe that serving on the OSBA board will provide an opportunity for me to center conversations around these three things beyond just my district. My experience and education in these areas are what I hope to contribute to decision making and supporting all the boards OSBA supports. In addition, I hope to be a driver of solutions with actions toward advancement.

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.

There are three leadership skills I believe I bring to all tables I sit at 1) articulation of the voiceless' experience in education; 2) culturally specific and responsive tools; 3) action-based system development and implementation.

I am a woman of color with experiences in the education world that are less than exemplary. I represent a voice that is often not at the table. In this representation coupled with my experiences, I articulate the gap I and identify solutions. As the Chief Operating Officer of the largest Culturally Specific Community Based Organization in Oregon, I have been leading culturally specific and responsive assessments, programming and tool design. This experience lends well to any table I sit at when it comes to action-based solution discussions. In addition, I have over 20 years experience leading operations in for-profit and non-profit organizations. This experience provided context and a strong foundation for my approach to action-based system development and implementation.

An example would be my leadership on the Clackamas Women's Service Board. We had a need for training on our board that was culturally specific and measurable. I used my community based organization network to gain access to a tool we all designed. This was distributed to each board member and I designed a reporting tool for each member to have a quick and easy way to measure their usage of the tool.

This allowed for us to identify where training was still needed. In addition, this tool was not centered around any one person, which created sustainability of this action-based tool.

4. What do you see as the two most challenging issues faced by OSBA?

The internal issue I see OSBA facing is the lack of diversity on the staff as well as within the board. This challenges the fullness of the lens of the board. This also impacts the outward facing experience of the association. Without the fullness of a diverse lens, the voiceless continue to lack a sense of belonging at this important table and decisions are made with a diminished sense of information. These two challenges in this time are deep and wide enough to have lasting impact on our education, its outcomes and all the students experiencing learning in Oregon.

5. What do you see as the two most challenging issues faced by your region?

The challenges of the world do not skip over the walls of school buildings. Most schools are microcosms of the world and often adults forget this fact and minimize the need to address global problems within local schools. In this approach, I have learned that our district does not have a kid problem, but we do have an adult problem. In summary, our district is challenged by a community that refuses to see the connectivity of the world and our schools and we are challenged by tainted and jaded adults.

6. What is your plan for communicating with boards in your region?

I believe in communication that is timely and clear. I would love to facilitate an annual region discussion for our region as well as continuous and intentional district specific discussions. In addition, Betty Reynolds was excellent at helping to onboard new board members. I would like to continue this practice and add some intentional work on building a candidate interest forum to ensure we build up school boards in this district.

Deadline: Wednesday, August 12, 2020, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE PERSONAL/PROFESSIONAL RESUME OSBA Board of Directors

Name: Libra Forde _____ Date: September 18, 2020

Address: 15345 SE Eckert Lane _____

City / ZIP: Damascus, 97089 _____

Business phone: _____

Residence phone: _____

Cell phone: 808-375-5823 _____

E-mail: libraf@selfenhancement.org _____

District/ESD/CC: North Clackamas #12 _____

Term expires: June 2023 _ Years on board: 1+ YEAR _____

Deadline: Wed., Aug. 12, 2020, 5 p.m.

E-mail completed Resume and

Questionnaire forms to:

jleonhardt@osba.org

or mail to:

Oregon School Boards Association

1201 Court St NE, #400

Salem, OR 97301

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

Budget Committee

Policy Committee

Health Committee

Wellness Committee

Naming Committee

Principals council

Other education board positions held/dates:

North Clackamas School Board Board Chair *June 2020*

North Clackamas School Board Appointed *Feb. 2019/Elected 2019*

K12, Inc. Board Member *2015-2018*

Hawaii Technology Academy Charter Board Member *2004-2007*

Occupation (Include at least the past five years):

Employers:

Dates:

See Resume attached

Hobbies/special interests:

Cycling and Spinning

Weight Lifting

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

2008 – Present – Delta Sigma Theta Member and Regional leadership/advisory

- 2014 -2015 Regional Social Action
- 2012-2014 Chapter President
- 2011-2014 Regional IT

2010 – Present – Toastmasters

Additional comments:

I define success in public education by three things; (1) access for all interested, (2) environments that are safe for all to learn and all to teach, (3) availability of tools and resources for all. Students and families in a successful public education system should see relevant growth and obvious thriving in each child who participates. The environment for which this happens should be physically, emotionally and mentally safe for all students, teachers and leaders. This requires policy development and enforcement that considers all that are involved or may be involved. Lastly, the availability of tools and resources that enhances the access and environment, enabling for the preparation of students for real world usages is imperative. This is what I live for in any role I take.

Deadline: Wednesday, August 12, 2020, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CAREER BACKGROUND

Self Enhancement, Inc.

Chief Operating Officer

Portland, OR

August 2016-Present

Leads the agency as Chief Operating Officer by accepting all responsibility for the daily operations of Youth Services, Community and Family Programs and SEI Academy. Leads a team of program directors to the next level by further developing and implementing recruitment, training and retention strategies. Provides programmatic leadership and input for all strategic planning processes with the CEO, Board and leadership team. Leads as the operational spokesperson for the agency and ensures it is properly represented as an African American culturally specific provider with partners throughout the community, city, county & state. Ensures the agency's philosophy and mission is consistently and ethically practiced throughout the agency. Collaborates with the Director of Finance & Administration to ensure that the agency's short and long range strategic plans are achieved with success and within operating budget and established time frames. Ensures the flow of funds permits the agency to operate successfully and progress towards the achievement of its mission, and that funds are allocated properly to reflect current and long range operational needs through sound fiscal management. Ensures the implementation of training and development of programs necessary to achieve the agency's goals and mission. Oversees program analysis, data collection and evaluation. Provides budgeting expertise in the grants and contracts application/writing process, reviews fiscal and compliance aspects of all grant applications and contracts prior to submission. Provides leadership and fiscal direction for all budget managers. Creates a climate that will attract, motivate and retain top quality people.

Self Enhancement, Inc.

Director of Community and Family Programs

Portland, OR

June 2015-August 2016

Promoted to new position. Provided direction to family, and community services staff and programs in support of teaching and learning through specialized services; Directed development and preparation of budgets for all student, family, and community services programs; analyzes and reviews budget and financial data; controls and authorizes expenditures in accordance with established policies; directed the implementation of a financial plan and process for funding support services; and facilitates planning and staff allocation; Maintained liaison with governmental agencies, regional agencies, and others related to student, family, and community services instruction and services for community and family; Directs department interface with community organizations and agencies facilitating development of interagency agreements.

SELECTED ACHIEVEMENTS:

- Improved processes within three months to advance invoicing that improved reimbursement capabilities
- Reorganized leadership for improved service implementation and client satisfaction
- Reduced audit challenges by 12% within the first six months
- Increased Admin dollar contributions by \$47K within the first 9 months
- Increased infrastructure dollars by 50% within the first 9 months
- Improved employee morale
- Received a 3.84 out of 4.00 score on Performance 360 assessment (score developed by direct staff surveys)

K12, Inc.

Operations Director

Waipahu, HI/Portland, OR

2013- 2015

Program Director

2011- 2013

Business Development/Board Member

2008-2011

Learning Coach Trainer/Board Member

2007-2008

Develops and managed relationships with partner districts, state and other education stakeholders; Oversaw and helped maintain student records and data; create/implement/documents processes that ensure student data validity in K12 and 3rd party databases; Acted as point-of-contact and managed reporting issues including all local, K12, state, and federal reporting requirements; Worked with administrative staff to ensure the school is in compliance with and meets all audit requirements; Managed the development of school policies and procedures, e.g. assists with the Company's efforts nationally to develop policies and procedures, training standards and curriculum enhancements; Assisted in student recruitment and the planning of school events; Oversaw communication between the Company, students and families and districts related to student enrollments, registrations, withdrawals and end-of-year reclamation efforts; Supervised and Managed office staff and assists with a wide variety of personnel support issues; Made daily work assignments and monitors the Enrollment and Registration team's progress toward goals.

SELECTED ACHIEVEMENTS:

- Improved Enrollment process which decreased documentation process time in office by 72%
- Expanded Oregon-based district partnerships from 3 districts to 12

- Expanded Hawaii-based hybrid charter school from 2 islands to 4
- Developed and implemented Learning Coach Training curriculum/Train the trainer for Students and Families
- Increased ADM funding allocations over three years by 27%
- Streamlined database systems which decreased third party technology usage and increased information system efficiency
- Led processes and programs to increase student academic proficiency by 41% over 5 years

Utopian Academics for Military Children

Ewa Beach, HI

President/Founder

2007-2011

This organization focuses on the advocacy, development, scholarship and implementation of hybrid education models for military children. Plan, develop, and implement marketing strategies for generating resources and/or revenues for the company. Developed and approve company operational procedures, policies, and standards. Reviewed activity reports and financial statements to determine progress and status in attaining objectives and revise objectives and plans in accordance with current conditions. Evaluate performance of executives for compliance with established policies and objectives of the company and contributions in attaining objectives. Present company report at Annual Stockholder and Board of Director meetings. Built and solidified international relationship with K12, Inc.

SELECTED ACHIEVEMENTS:

- Founder of the first Military student scholarship-focused non-profit
- Led state in opening the first Hybrid Public Charter School in Hawaii going across 4 islands

Chip and Cookie, LLC

Kailua, HI

Director of Business Development

2005-2007

This is a contracted business consultant position with shareholder opportunity working directly with company owner Mr. Wally Amos (formerly known for “Famous Amos”). Involvement in the overall development of a strategic plan to advance the company's mission, objectives and marketing strategies to promote revenue, profitability, and growth as an organization.

Total Woman Gym and Day Spa

Northridge, CA

General Manager/Partner

2002- 2004

Opened and managed \$12.5 million budget for a 14,000+ square foot gym with over 1200 members. Maintained and developed vendor relationships, fitness and skin care products. Developed and implemented the integrated marketing campaign for Northridge Location, 2003 with a \$2.4 million budget. Increased membership sales by 7% with 5% monthly profitability increase. Increase membership base by 14%. Developed and implemented Fitness Readiness Training Program for non-fitness employees.

Bally Total Fitness

Tucson, AZ

Regional Director of Fitness Operations

2001- 2002

Oversaw Personal Training and Group Fitness Departments for Arizona locations including scouting, hiring, and training. Increased Sales by 12% including 8% profitability increase (from \$35K to \$39.5K/month). Managed Fitness Marketing Campaign, 1.5 million budget. Organized in-house training for all newly developed club products. Received Regional Top Revenue Award in January, May and April 2002.

Naturally Women Fitness Center and Day Spa

Tucson, AZ

General Manager

1998-2001

Project Management of New 8,000+ square foot Facility Construction while managing existing facility 7,000+ with 800 members (2000-2001). Created and executed project work plans and revised as appropriate to meet changing needs and requirements. Identified resources needed and assigned individual responsibilities. Managed day-to-day operational aspects of the new facility project and scope. Reviewed deliverables prepared by team before passing to executives. Work with the board to prepare for and ensure productive, effective board meetings. Present clear and timely reports to the board and proposals for board consideration. Follow up on board concerns and research issues in a timely and effective fashion. Kept all directors informed about matters at and between board meetings.

Community Representation/Board Membership/Awards

2020-Present	Appointed to Portland State University Center for Women Leaders Advisory Council
2019-Present	Elected to North Clackamas School Board Position #3
May 2019	Award Women of Excellence Social Justice Award
2017-2019	Clackamas Women’s Service Board Member
2017-2019	Appointed to METRO Public Engagement Review Committee
2018-2018	Appointed Naming Committee Member for North Clackamas School District

2016-2019 Member of Rock Creek Middle School Principal School Council
2016-2019 Member of Piedmont Rose Board of Directors
July 2015 Toastmasters International International Speech Winner for State of Oregon/SW Washington
2015-2019 Director for Insight Oregon Painted Hills School Board
July 2014 Toastmasters International International Speech Winner for State of Hawaii
2004-2007 Charter Director for Hawaii Technology Academy School Charter Board
2010-2013 Charter Member of National Pan-Hellenic Chapter of Hawaii

CERTIFICATE/PROFESSIONAL ASSOCIATION

Charter Member of National Pan-Hellenic Chapter of Hawaii
Member of Delta Sigma Theta Sorority, Inc.
Certified Life Coach
European League Professional Women's Basketball Athlete

ACADEMIC EDUCATION

Executive Leadership Certificate

Harvard University, August 2019

Masters of Business Administration/Marketing Focus (MBA/MKT)

University of Phoenix, Degree Completion April 2007

Baccalaureate of the Arts (BA/MUS)

Brandeis University, Degree Completion May 1997



Resolution to adopt the OSBA 2021-2022 Legislative Priorities and Principles as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Bylaws with developing the association's recommended Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee met in January, May and June to develop the Proposed OSBA Legislative Priorities and Principles for 2021-22, and

WHEREAS, the OSBA Legislative Policy Committee sent the Proposed OSBA Legislative Priorities and Principles for 2021-22 out to the membership of OSBA for comment and suggested changes, and

WHEREAS, the overwhelming majority of the comments received by the membership were in support of the Proposed OSBA Legislative Priorities and Principles for 2021-22 developed by the OSBA Legislative Policy Committee, and

WHEREAS, the OSBA Legislative Policy Committee met via Zoom video conference call in August to review the feedback received by the membership, and

WHEREAS, the OSBA Legislative Policy Committee discussed the feedback from the membership and made no modifications to the Proposed OSBA Legislative Priorities and Principles for 2021-22, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Principles for 2021-22 at its August meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Principles for 2021-22 and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles for 2021-22 be placed before the membership for consideration during the 2020 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Principles for 2021-22 and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.



2021-2022 Legislative Priorities and Principles

Proposed: August 25, 2020

Preamble

The Oregon School Boards Association (OSBA) remains fiercely committed to advocating on behalf of equity for Oregon’s students. Equity is the driving force behind the Student Success Act (HB 3427), and OSBA will remain dedicated to advancing legislation that makes significant impacts for equity across the education spectrum, including investments targeting increased academic achievement for students and legislation to reduce academic disparities for historically underserved students.

OSBA is committed to social justice and assuring Oregon’s education system is free of institutional bias through such means as culturally relevant teaching and professional development that promotes cultural competence, and discipline that is free of bias.

OSBA believes funding a strong public education system is the best investment Oregonians can make to strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian.

To accomplish these goals, OSBA will introduce and support legislation to:

Priorities

Promote Adequate, Predictable, and Stable Funding

The State School Fund rises and falls every two years because Oregon's revenue-raising and funding systems have substantial variance. Stable and adequate funding is crucial to providing a quality education to all students across the education continuum. To ensure stable and adequate funding, OSBA will actively promote legislation that accurately calculates current service level funding for school districts.

Protect the 2019 Student Success Act

The Student Success Act provides local school districts and education service districts unprecedented opportunities to target new funding toward educational programs. OSBA will actively promote legislation to protect the funding allocated for the Student Success Act in order to deliver equitable outcomes for all K-12 students.

Close the Opportunity Gap

In every community a disparity in academic achievement exists between student groups. OSBA will support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools.

Contain Cost Drivers

The costs associated with health care and retirement benefits are eating into funding available for instructional opportunities for students. OSBA will promote legislation that provides relief for districts related to benefit costs controlled by the State.

Support Local Governance and Oppose Mandates

Locally elected officials, local education professionals, and the local community are in the best position to respond to the needs of all students. New mandates must have necessary funding and be researched-based with results indicating increased achievement for all students.

Support Capital Improvements

Students need schools that are safe, comfortable, and appropriate for a modern and/or digital learning environment. OSBA will actively promote the allocation of state-level resources to help pay for construction and capital improvement. OSBA will promote legislation aimed at diversifying the funding methods available to school districts.

Ensure Access to Post-Secondary Credits

All students should have access to post-secondary credit opportunities. OSBA will advocate for a seamless transfer of credits throughout Oregon's higher education system.

Address Education Workforce Shortages

OSBA will promote efforts both state and at the local level to preserve and improve initiatives that combat the workforce shortage. OSBA will advocate for programs that will help districts recruit and retain a diverse and well-prepared workforce.

Principles

Finance

OSBA supports the allocation of state resources to ensure school districts and education service districts have the necessary resources to equitably and fully support all students' instructional, behavioral, and programmatic needs. OSBA supports appropriate financial tax policy to make Oregon schools competitive, nationally, and globally, including the preservation of other funding options for local district consideration.

Student Programs

OSBA supports high-quality programs that equitably serve all students in obtaining a comprehensive and well-rounded education. OSBA supports new and continued partnerships with education stakeholders to increase educational and career opportunities for students.

Student Safety and Wellness

OSBA supports safe and secure school environments, the physical health and overall well-being of all students, and services that promote social, emotional, and behavioral health.

Personnel

OSBA supports attracting and retaining effective employees to create a healthy, diverse, culturally responsible, safe, and sustainable workforce. OSBA supports local management, local contract negotiations, and continued conversations regarding professional development, licensure, and career advancement for personnel.

Governance and Operations

OSBA believes locally elected school district, ESD, and community college boards are best equipped to make decisions in the best interest of students and communities. OSBA supports cross-system collaboration, alignment, and accountability among education stakeholders and partners.

Federal Education Issues

OSBA will advocate for the federal government to prioritize, streamline, and fully fund programs that support students.

The Oregon School Boards Association is dedicated to improving student success and education equity through advocacy, leadership, and service to Oregon public school boards.



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SUPERINTENDENT EVALUATION PROCESS

ACTION
Agenda Item #9
December 10, 2020

SUPERINTENDENT'S RECOMMENDATION:

Adopt the evaluation process for the superintendent's evaluation.

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:

- Proposed 2020-2021 Superintendent Evaluation Timeline and Process (based on last year's timeline)
- Policy [CBA Qualifications and Duties of the Superintendent](#)
- Policy [CBG Evaluation of the Superintendent](#)
- SECTION 9 of the 2018-2021 superintendent's contract relating to evaluation
- 2019-2020 Individual Board Member Evaluation Template

CONTACT:

Matt Utterback, Superintendent

**2020-2021
SUPERINTENDENT EVALUATION TIMELINE AND PROCESS**

December 10	Board approves evaluation process and timeline at regular board meeting
January 14	Superintendent presents Annual Performance Report (modified due to impact of COVID-19)
January 15	Board secretary emails the evaluation template and the Annual Performance Report to all Board members
Jan. 15-Feb. 11	Board members complete individual evaluation feedback and returns to Board Secretary by 4:30 on February 11
February 12-18	Board Subcommittee (Directors Benologa, Forde, and Bauer) meet to draft evaluation
February 25	Board finalizes evaluation in executive session. Evaluation shared with superintendent prior to March 1.
March 11	Evaluation discussed with superintendent in executive session.

10/31/2020 mru

North Clackamas Schools Superintendent Evaluation
 2019-2020
 Individual Board Member Feedback

Matt Utterback, Superintendent

District Goal #1: Student Achievement – Each student will meet/exceed grade level standards and graduate.

Objectives:

- Implement quality instructional practices
- Implement aligned curricula throughout the K-12 program
- Implement sound literacy practices into all courses and content areas
- Implement effective student assessments throughout the K-12 program
- Provide extended student learning interventions and enrichments
- Design and implement a system of early learning strategies to improve kindergarten readiness
- Implement drop-out/push-out prevention, intervention, and recovery strategies and programs

**The superintendent’s performance rating:
 (Choose one rating only for each goal)**

- _____ **Less Effective**
- _____ **Developing**
- _____ **Effective**
- _____ **Accomplished**

Less Effective	Developing	Effective	Accomplished
Primary focus is not teaching and learning. Fails at creating an organizational culture focused on teaching and learning. Professional development is infrequent and is not connected to student or staff performance data.	Peripherally focused on teaching and learning. Discusses teaching and learning, but no real systemic organizational focus exists. Discusses customized learning, but execution is uneven, unclear and chaotic.	Primary focus is teaching and learning. Keeps the organization primarily focused on teaching and learning. Puts in place systems to customize instruction to students.	Continuously stresses the importance of quality teaching and learning as the organization’s primary strategic objective. Creates an organizational culture attentively focused on teaching and learning that grows and evolves.

Less Effective	Developing	Effective	Accomplished
<p>A yearlong plan for professional development of the school does not exist or is inadequate.</p> <p>There are no or few effective teacher planning teams.</p> <p>There is no consistent system in place for teacher observation and feedback.</p> <p>Does not put in place systems to ensure curricular alignment to standards.</p> <p>Does not create systems to customize learning to students.</p> <p>A shared understanding of instruction is not evident.</p>	<p>Participates in professional development based on feedback and student performance data.</p> <p>Participation in district-led professional development is inconsistent.</p> <p>Teacher planning teams occasionally meet but there is not a common structure for facilitating this work.</p> <p>Teachers are observed and given face to face feedback based on the observation.</p> <p>Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.</p>	<p>Actively developing expertise about quality instruction and can recognize and describe high-quality teaching.</p> <p>Actively developing the expertise to influence and mobilize action among teachers within the complex culture of a school district and wider professional community.</p> <p>Puts in place systems to align curriculum to standards.</p>	<p>Demonstrates a deep understanding of quality instruction and is continually expanding his/her own expertise in instruction.</p> <p>Skillfully guides, supports, nourishes and nurtures teachers in their instructional improvement.</p> <p>Creates structures for observing and analyzing instruction and for making practice public to deepen a shared understanding of practice within the district.</p> <p>Creates clear and systemic systems for curricular alignment to standards that result in curricula and assessments of exceptional quality.</p>

Comments:

District Goal #2: Equity – Create inclusive learning environments for each student.

Objectives:

- Identify and remove barriers to equitable student outcomes
- Increase staff capacity to build and support inclusive learning and work environments; creating a culturally competent workforce
- Implement effective and equitable operational practices throughout the district

**The superintendent’s performance rating:
(Choose one rating only for each goal)**

- _____ **Less Effective**
- _____ **Developing**
- _____ **Effective**
- _____ **Accomplished**

Less Effective	Developing	Effective	Accomplished
<p>Actions and intentions are not always grounded in shared district values.</p> <p>Has demonstrated inconsistent or unethical behavior and does not always stand by his or her word.</p> <p>Is not self-aware and does not reflect on his or her practice.</p>	<p>Actions and intentions are not always clear and transparent.</p> <p>Fairness to staff and students is frequently raised as an issue.</p> <p>Reflects on practice but does not always implement changes from that learning.</p>	<p>Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps.</p> <p>Demonstrates self-awareness and uses reflection to improve practice.</p> <p>Treats students and staff fairly and shows respect at all times.</p> <p>Is grounded in shared district values for how to do the work of leadership and learning.</p>	<p>Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps.</p> <p>Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.</p> <p>Demonstrates a high level of self-awareness and regularly reflects on practice to improve.</p>

Comments:

District Goal #3: Resources and Quality Programs – Improve financial stability, leverage assets, and expand efficiencies throughout the system.

Objectives:

- Build a variety of learning paths and school options to accommodate the diverse needs of students and to enhance student retention and enrollment growth
- Optimize the impact of strategic partners to enhance opportunities for staff, students and families
- Develop and utilize accurate, timely, and relevant data management systems to achieve district goals
- Improve processes to provide greater efficiency
- Communicate the unique qualities of our schools, programs, and district to enhance student and family engagement, retention and enrollment growth
- Contain health care costs
- Implement capital construction bond
- Develop leadership at all levels of the organization

**The superintendent’s performance rating:
(Choose one rating only for each goal)**

_____ **Less Effective**

_____ **Developing**

_____ **Effective**

_____ **Accomplished**

Less Effective	Developing	Effective	Accomplished
Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students. Irresponsibly and imprudently manages the fiscal aspects of the organization.	Unevenly manages and staffs the operational aspects of the organization, resulting in situations where inferior quality learning environments and/or unsafe situations arise for staff and students. Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.	Puts in place systems and staff so that environments are conducive to learning and are consistently safe. Makes sound fiscal decisions in line with the organization’s strategic goals and establishes clear and transparent systems of fiscal control and accountability.	Puts in place systems that create environments that inspire learning and that are highly reliably safe. Makes quality fiscal decisions in line with the organization’s strategic goals that are innovative and forward thinking. Clear and transparent systems of financial control and accountability are universally followed.

Less Effective	Developing	Effective	Accomplished
Is antagonistic toward union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.

Comments:

Board Request: Visionary Leadership

(Not a Board adopted goal)

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

The superintendent:

- Collaboratively develops and implements a shared vision and mission;
- Collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning;
- Creates and implements plans to achieve goals;
- Promotes continuous and sustainable improvement;
- Monitors and evaluates progress and revises plans.

_____ **Less Effective**

_____ **Developing**

_____ **Effective**

_____ **Accomplished**

Less Effective	Developing	Effective	Accomplished
<p>Little or no evidence exists of a district vision implemented in the work of the district.</p> <p>Actions, staffing and resources have little connection to a vision.</p> <p>It is difficult to know what the district stands for.</p>	<p>References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.</p> <p>Is engaged in learning and occasionally incorporates innovative ideas to support the vision.</p>	<p>Articulates the vision of the district in writing and speech.</p> <p>Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>The district vision is focused on student learning.</p>	<p>Articulates a clear and coherent vision for the district through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the district.</p>

Comments:

Board Request: Policy and Governance / Effective Management

(Not a Board adopted goal)

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high-quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and enlists the board’s support for organizational goals.

The superintendent:

- Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;
- Establishes procedures for superintendent/board interpersonal and working relationships;
- Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;
- Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.
- Monitors and evaluates the management of operational systems;
- Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- Promotes and protects the welfare and safety of students and staff;
- Develops the capacity for adaptive leadership;
- Ensures teacher and organizational time is focused to support quality instruction/student learning.

_____ **Less Effective**

_____ **Developing**

_____ **Effective**

_____ **Accomplished**

Less Effective	Developing	Effective	Accomplished
Does not enforce district policies. Does not engage the board in the work of advancing organizational goals.	Unevenly or inequitably enforces policies. Unevenly engages the board in the work of advancing organizational goals.	Appropriately and equitably enforces policies. Effectively engages the board in the work of advancing organizational goals.	The district takes pride in the equitable enforcement of district policies. Proactively and effectively engages the board in the work of advancing organizational goals.

Less Effective	Developing	Effective	Accomplished
<p>Management of the operations of the district is poor or non-existent.</p> <p>Budget guidelines are not adhered to and/or the budget is not related to a vision for the district.</p>	<p>Expectations for staff and students are inconsistent and not well known.</p> <p>The budget does not support the district's priorities and budget category limits are not always followed.</p>	<p>Establishes a clear set of operating procedures for effective operation of the district.</p> <p>The annual budget is adhered to with only approved variances.</p>	<p>Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student's learning.</p> <p>Develops and manages a budget that maximizes the learning goals of the school.</p>

Comments:

Board Request: Communications and Community Relations

(Not a Board adopted goal)

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community, responding to feedback and building support for and engagement with the district.

The superintendent:

- Develops formal and informal techniques to gain internal and external perceptions of district;
- Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-one environments);
- Promotes stakeholder involvement, engagement and participation in the process of schooling;
- Establishes effective school/community relations, school/business partnerships and public service;
- Understands the role of media in shaping opinions as well as how to work with the media.

_____ **Less Effective**

_____ **Developing**

_____ **Effective**

_____ **Accomplished**

Less Effective	Developing	Effective	Accomplished
<p>Ineffective in communication with staff, parents and students.</p> <p>Staff and students feel undermined by the lack of leadership in the school.</p> <p>Not aware of the undercurrents with staff or the school environment.</p>	<p>Advocates for some students and families.</p> <p>Stakeholders frequently feel out of the loop.</p> <p>Many staff members do not feel positive about district leadership.</p> <p>Staff and students do not feel stimulated to do their best work.</p>	<p>Keeps staff, students and parents informed on a regular basis.</p> <p>Communication with individuals and groups is clear and effective.</p> <p>Most staff and students identify positively with district leadership.</p> <p>Works as a member of a district team to positively influence education decisions.</p>	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Alert to potential issues; predicts and shares possibilities with school board in advance.</p> <p>Constituent groups report a positive relationship with district leadership.</p>

Comments: