



Agenda

North Clackamas School Board
Thursday, January 27, 2022 - 6:30 PM
Zoom/YouTube
12400 SE Freeman Way
Milwaukie, OR 97222

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

OPEN SESSION

6:30	Call to Order	
	Native Land Acknowledgement	3
	Minutes - January 13, 2022	4
	Consent Agenda	
	A. Employment Changes	
	B. Policy Revisions	8
	C. Travel Request - Sabin Schellenberg Construction - February 2022	19
	D. Travel Request - Sabin Schellenberg Construction - March 2022	20
	E. Travel Request - Rex Putnam High School Music Program	21
6:45	1. Community Comments	22
7:00	2. North Clackamas Education Association (NCEA) Featured Educator	24
7:05	3. Beatrice Cannady Elementary - School Presentation	33
	Presenter: Khaliyah Williams-Rodriguez	
7:35	4. Superintendent's Report	51
7:50	5. 2020-2021 North Clackamas Financial Audit - Report	69
	Presenter: Gayellyn Jacobson	
8:00	6. Policy Revisions - Discussion	72
	Presenter: Tiffany Shireman	
8:10	7. Cascade Heights Public Charter School Renewal - Action	91
	Presenter: Tiffany Shireman	

8:15 8. Construction Bid Award: Rex Putnam High School HVAC Replacement

92

Project - Action

Presenter: Cindy Detchon

8:20 Adjourn



Native Land Acknowledgment

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

**NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS REGULAR MEETING
January 13, 2022
Boardroom**

Executive Session

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

Libra Forde	–	Chair (open session only)
Mitzi Bauer	–	Vice Chair
Jena Benologa	–	Director
Kathy Wai	–	Director
Orlando Perez	–	Director (open session only)
Steven Schroedl	–	Director (remote on Zoom)
Tory McVay	–	Director
Shay James	–	Superintendent
Sandra Henderson	–	Board Secretary

Also present were Cindy Detchon, Ivonne Dibblee, Tiffany Shireman, Joe Bridgeman, David Kruse and Seth Gordon.

Security – Assistant Superintendent of Operations Cindy Detchon and Risk Manager David Kruse provided information to the Board on matters relating to security.

Executive session recessed at 5:48 p.m.

Open Session

Chair Libra Forde convened open session at 6:30 p.m. Present, in addition to those at the executive session, were Derrick Brown, Gayellyn Jacobson, Joe Bridgeman, Khaliyah Williams-Rodriguez, Mark Moser, Mayra Gómez, Petra Callin, Shelly Reggiani, Vivian Garrison, community members and a student. Additional district employees and community members were provided a live stream on YouTube.

Vice Chair Mitzi Bauer read the Native Land Acknowledgement. Director Tory McVay lead the Pledge of Allegiance.

R21/22-54

Minutes – Steven Schroedl moved, Orlando Perez seconded the motion to approve the minutes of the regular Board meeting held December 9, 2021. Motion passed unanimously.

R21/22-55 **Consent A: Employment Changes** – Mitzi Bauer moved, Jena Benologa seconded the motion to approve employment changes as listed, with a copy of the list made as part of the official minutes, as recommended by the Executive Director of Human Resources:

Administrative – appointments, terminations

Licensed – appointments, terminations

Motion passed unanimously.

R21/22-56 **Consent B: Policy Revisions** – Mitzi Bauer moved, Kathy Wai seconded the motion to approve revisions to the following policies as recommended by the Policy Review Committee:

ACB – All Students Belong

ACB-AR – Bias Incident Complaint Procedure

BD/BA – Board Meetings

IJ – School Counseling Program

Motion passed unanimously.

R21/22-57 **Consent C: Transportation Center Sign/Landscape Easement** – Jena Benologa moved, Orlando Perez seconded the motion to adopt the resolution to grant Geraldine El Lundbom a private access easement and variable width sign and landscaping easement across portion of Transportation Bus Shop property. Motion passed unanimously.

R21/22-58 **Consent D: – Travel Request, Clackamas High School Baseball** – Tory McVay moved, Mitzi Bauer seconded the motion to grant permission for 18 students from Clackamas High School Baseball to travel to Phoenix, AZ, on March 20-24, 2022. Motion passed unanimously.

Community Requests

- Student Dimitri Gurin, Happy Valley, commented regarding school climate during the pandemic.
- Debra Conner, Milwaukie, spoke regarding stable funding needs of school libraries.
- April Dobson, Happy Valley, spoke in support of Covid-19 mitigation strategies.
- Tara Nelson, Damascus, and Angela Pederson, Oregon City, spoke regarding a Freedom of Information Act (FOIA) request concerning mask and vaccine mandates.
- Julie Skarphol, Milwaukie, thanked the Board for their service to the district.

Chair Libra Forde summarized the topics of emails that had been submitted to the Board. She read aloud one of the emails from a teacher describing student attendance and staffing difficulties and who requested a return to remote learning.

R21/22-59

Black African American History Month Proclamation – Kathy Wai moved, Mitzi Bauer seconded the motion to adopt the proclamation recognizing February 2022 as Black African American History Month in the North Clackamas School District. Motion passed unanimously.

School Board Recognition – Superintendent Shay James announced that January is School Board Recognition month and thanked the Board for their work and dedication to the District.

R21/22-60

Spring Mountain Playground Purchase – Tory McVay moved, Jena Benologa seconded the motion to approve the purchase of a playground for Spring Mountain Elementary for a total of \$188,416 with Buell Recreation. Motion passed unanimously.

Continuity of Instruction – Superintendent Shay James introduced Executive Director of Family Support Services Joe Bridgeman, Chief of Staff Tiffany Shireman, Assistant Superintendent of Education Ivonne Dibblee, and Assistant Superintendent of Operations Cindy Detchon.

The Board was provided a report regarding the current data and metrics regarding Covid-19 and preparations for school closure and/or distance learning.

The Board reached consensus to allow the Superintendent and staff to make decisions regarding school closure and/or distance learning implementation without requiring Board action. The Board also reached consensus on returning to virtual Board meetings at this time.

Cascade Heights Public Charter School Renewal and School

Presentation – Chief of Staff Tiffany Shireman provided official notice and the timeline for the charter renewal process regarding Cascade Heights Public Charter School (CHPCS).

CHPCS Director Kristin Macy and CHPCS Curriculum Director Melanie Adams provided information regarding the school's program. Questions and comments from the Board were addressed.

Cascade Heights Public Charter School Renewal – Chair Libra Forde announced the hearing open and asked if there were any requests to speak before the Board regarding the charter renewal. As there were none, the hearing was closed.

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

AC – Nondiscrimination, revised due to House Bill 2935 and House Bill 3041.

IGBHA – Alternative Education Programs, revised to align with ODE’s rule.

IGDJ – Interscholastic Activities, revised due to House Bill 2817.

IKFB – Graduation Exercises, revised due to House Bill 2052.

JECB – Admission on Nonresident Students, revised due to House Bill 3041.

There being no further business to come before the Board, the meeting adjourned at 8:35 p.m.

Unapproved

DRAFT

POLICY REVISIONS

CONSENT B
January 27, 2022

REASON FOR BOARD CONSIDERATION:

Approval 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
AC	Nondiscrimination	OSBA Oct 2021 Update, revised due to House Bill 2935 to ensure protection against discrimination based on race-based hairstyles by extending statutory protection to hair texture and protective styles. House Bill 3041 revision to the definition of gender identity.
IGBHA	Alternative Education Programs	OSBA Oct 2021 Update, revised to update and better align with ODE’s rule governing alternative education programs and further describes that alternative programs will adhere to all relevant laws and rules.
IGDJ	Interscholastic Activities	OSBA Oct 2021 Update, House Bill 2817 (2021) allows certain students in GED programs with a district or ESD to participate in OSAA sanctioned activities in their district of residence.
IKFB	Graduation Exercises	OSBA Oct 2021 Update, House Bill 2052 (2021) allows students to wear Native American items of cultural significance to school events.
JECB	Admission of Nonresident Students	OSBA Oct 2021 Update, House Bill 3041 revision to the definition of gender identity and to remove references to Open Enrollment, which is no longer an enrollment option in Oregon.

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff



Code: AC
Adopted: 1/20/11
Revised/Readopted: 11/12/15; 6/25/20

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which community members can communicate their concerns to the administration and the Board.

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public. These procedures will be available at the district's administrative office and on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; 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.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)

[ORS 659A.003](#)
[ORS 659A.006](#)

[ORS 659A.321](#)
[ORS 659A.409](#)

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

[ORS 326.051\(1\)\(e\)](#)
[ORS 408.230](#)
[ORS 659.805](#)
[ORS 659.815](#)
[ORS 659.850 - 659.860](#)
[ORS 659.865](#)
[ORS 659A.001](#)

[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.103 - 659A.145](#)
[ORS 659A.230 - 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)

[OAR 581-002-0001 – 002-0005](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0047](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (~~2012~~2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

House Bill 2935 (2021).

House Bill 3041 (2021).



Code: IGBHA
Adopted: 11/12/08
Readopted: 9/20/12
Orig. Code(s): IGBHA

Alternative Education Programs**

The Board is dedicated to providing educational options for all students. It is recognized there will be students in the district whose needs and interests are best served by participation in an alternative education program.

“Alternative education program” means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic standards of the school district and the state.

A list of alternative education programs will be approved by the Board annually. The superintendent may provide for the involvement of staff, parents and the community in recommending alternative education programs for Board approval, and in the development of related Board policy and an administrative regulation. Annual evaluation of alternative education programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and Oregon Administrative Rule (OAR) 581-022-2505. The superintendent will develop administrative regulations as necessary to evaluate the district’s alternative education programs.

Alternative education programs will consist of instruction or instruction combined with counseling. These programs may be public or private. A private alternative education program shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in state law and rules, and federal law, as applicable.

Students, after consultation with a parent, may be placed in an alternative education program if the district determines that the placement serves the student’s educational needs and interests, and assists the student in achieving district and state academic content standards. Such placement must have the approval of the student’s resident district and, as appropriate, the attending district. The district will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

The district shall pay the actual cost of an alternative education program or an amount equal to 80 percent of the district’s estimated current year’s average per-student net operating expenditure, whichever is less. When contracting with a private alternative education program, the district’s contract will meet the requirements of law.

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

END OF POLICY

Legal Reference(s):

[ORS 329.485](#)
[ORS 332.072](#)
[ORS 336.014](#)
[ORS 336.175](#)
[ORS 336.615 - 336.665](#)
[ORS 339.030](#)

[ORS 339.250](#)

[OAR 581-021-0045](#)
[OAR 581-021-0065](#)
[OAR 581-021-0070](#)
[OAR 581-021-0071](#)

[OAR 581-022-2320](#)
[OAR 581-022-2505](#)
[OAR 581-023-0006](#)
[OAR 581-023-0008](#)

Cross Reference(s):

IGBHB - Establishment of Alternative Education Programs
IGBHC - Alternative Education Programs Notification
JGEA - Alternative Education Programs Related to Expulsion



Code: IGDJ
Adopted: 5/17/12
Revised/Readopted: 7/03/18; 7/11/19

Interscholastic Athletics/Activities**

The Board recognizes the integral role interscholastic activities play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, student participants and others associated with the district's high school activities programs and events¹ shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules and regulations of the district and of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship. Each will be held accountable for their actions.

The district shall allow homeschooled students that reside in the district, students eligible to attend school and enrolled in a district- or ESD-provided General Education Development (GED) program that reside in the district, students attending a public charter school that reside in the district, and students attending Milwaukie Academy of the Arts to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.

District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements. The school's athletic director is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The school's athletic director shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval and successful completion of all required background checks.

The principal or designee shall investigate allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or the OSAA rules and regulations. The principal or designee shall notify the superintendent or designee of conduct that violates the terms of this policy and report to the OSAA as required.

An employee determined to have violated rules and regulations of the OSAA will be subject to discipline, up to and including, dismissal. A student in violation of the OSAA rules and regulations will be subject to discipline, up to and including, dismissal from the interscholastic activity or program, suspension and/or

¹ This applies to only OSAA-sanctioned activities and events.

expulsion from school. Volunteers in violation of the OSAA rules and regulations shall be subject to discipline up to and including removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

Employees, volunteers, or students in violation of the OSAA rules and/or regulations may be required to remunerate the district in the event of fines assessed by the OSAA as a result of their actions.

The superintendent or designee will develop administrative regulations or procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

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

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)
[ORS 332.075\(1\)\(e\)](#)
[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)
[OAR 581-021-0045 - 0049](#)
[OAR 581-026-0005](#)

[OAR 581-026-0700](#)
[OAR 581-026-0705](#)
[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2017~~); OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK. Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).

Cross Reference(s):

JHCA - Student Medical/Physical Examinations, Vision Screening/Eye Examinations and Dental Screenings



Code: IKFB
Adopted: 6/04/87
Readopted: 9/20/12; 2/25/21
Orig. Code: IKFB

Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or an alternative certificate from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly, celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the school on the dates selected.

The school's valedictorian(s), salutatorian(s) or others, at the discretion of the principal or designee, may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students in good standing¹ who have successfully completed the requirements for a high school diploma, or qualify to receive or receives a modified diploma, an extended diploma or an alternative certificate, including a student participating in a district-sponsored alternative education program and a student with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or an alternative certificate; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear Native American or other items of cultural significance², in accordance with consistently-enforced rules established by the principal or designee.³

END OF POLICY

¹ A student may be denied participation in graduation exercises for conduct that violates board policy, administrative regulation and/or code of conduct provisions.

² "Items of cultural significance" means items or objects that are traditionally associated with a group. For example Native American items of cultural significance includes items or objects that are traditionally associated with Native Americans or that have religious or cultural significance to a Native American.

Legal Reference(s):

[ORS 329.451](#)
[ORS 332.107](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0050](#)
[OAR 581-021-0055](#)
[OAR 581-021-0060](#)
[OAR 581-022-2000](#)
[OAR 581-022-2010](#)

[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Kay v. David Douglas Sch. Dist. No. 40, 1987); cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

Cross Reference(s):

IKC - Valedictorian/Salutatorian



Code: JECB
Adopted: 2/02/06
Revised/Readopted: 2/28/13; 9/11/14; 1/08/15; 1/14/16

Admission of Nonresident Students

The district may enroll nonresident students as follows:

1. **Interdistrict Transfer Agreement.** By written consent of the affected school boards, the student becomes a resident student of the attending district thereby allowing the attending district to receive State School Fund moneys;
2. **Tuition Paying Student.** By admitting nonresident student with tuition, whereby neither affected districts are eligible for State School Fund moneys;
3. **Court Placement.** If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The district shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The district may, based on district criteria, deny regular school and/or alternative education program admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

Consent for Admission of a Nonresident Student by Interdistrict Transfer or Consent for Admission of a Tuition Paying Student

Annually, by June 1st the Board shall establish the number of student transfer requests into the district, and out of the district, to which consent will be given for the upcoming school year.

The district reserves the right to accept/reject nonresident students based upon the availability of space, resources, personnel and appropriate programs. The district may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, gender identity, ethnicity, national origin, disability, health, whether a student has an individualized education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.

The district may only ask for the student's name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (see the following paragraph for priorities),

information about which schools the student prefers to attend, and whether the student is currently expelled.

If the number of students seeking consent exceeds the number of spaces, the district will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; who previously received consent for admission because of a change in legal residence; or who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the district decides not to give consent to a student the district must provide a written explanation to the student.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as a criteria for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The district may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for those students on an IEP.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 327.006](#)
[ORS 329.485](#)
[ORS 335.090](#)

[ORS 339.115 - 339.133](#)
[ORS 339.141](#)
[ORS 339.250](#)
[ORS 343.221](#)

[ORS 433.267](#)
[OAR 581-021-0019](#)

TRAVEL PERMISSION REQUEST

Sabin-Schellenberg Center Construction Camp Westwind

CONSENT C

January 27, 2022

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the request to travel.

BACKGROUND:

The Building Construction Teacher at Sabin-Schellenberg Center is requesting permission for 30 students and 3 chaperones to travel to the Camp Westwind, February 18-21, 2022 in Otis, Oregon. Students in the Construction program at SSC will be practicing their skills by helping the camp with a cabin remodel. Additional students from the Culinary Arts and Forestry Programs will attend to help build real world skills. The trip will be at no cost to the students and is funded by Camp Westwind. The trip will be over a holiday weekend in February and no school will be missed.

Policy states that all chaperones must have a volunteer application form and reference check form on file with the school, and criminal history verification form on file with the district's Volunteer Coordinator. At a minimum, a 1:10 chaperone to student ratio must be maintained for overnight trips for elementary and middle school students and a 1:15 chaperone to student ratio for high school students. The male/female ratio of students will be reflected in the chaperones unless an exception is granted by the principal. On overnight trips, chaperones must stay in rooms separate from students. The only exception to this policy allows chaperones to stay in a room with their own child/children.

In the case of the SSC Camp Westwind trip, the student to staff ratio is 1:8 which is lower than the threshold and the gender ratio can be supported given that the student to staff ratios are as low as they are and there is both a female and male chaperone present. Additionally, the principal has granted the exception due to the fact that the location is more isolated and the students aren't staying with other groups. The cabins allow students to be grouped into a set of male cabins and female cabins and each cabin group will have at least one chaperone in an immediately adjacent cabin.

SOURCE OF FUNDS:

See attached Application for Permission to Travel

ATTACHMENTS:

Application for Permission to Travel and required attachments

STAFF CONTACT:

Petra Callin, Executive Director of Secondary Programs

TRAVEL PERMISSION REQUEST

Sabin-Schellenberg Center Construction Camp Westwind

CONSENT D

January 27, 2022

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the request to travel.

BACKGROUND:

The Building Construction Teacher at Sabin-Schellenberg Center is requesting permission for 30 students and 3 chaperones to travel to the Camp Westwind, March 18-21, 2022 in Otis, Oregon. Students in the Construction program at SSC will be practicing their skills by helping the camp with a cabin remodel. Additional students from the Culinary Arts and Forestry Programs will attend to help build real world skills. The trip will be at no cost to the students and is funded by Camp Westwind. The trip will be over a Spring Break in March and no school will be missed.

Policy states that all chaperones must have a volunteer application form and reference check form on file with the school, and criminal history verification form on file with the district's Volunteer Coordinator. At a minimum, a 1:10 chaperone to student ratio must be maintained for overnight trips for elementary and middle school students and a 1:15 chaperone to student ratio for high school students. The male/female ratio of students will be reflected in the chaperones unless an exception is granted by the principal. On overnight trips, chaperones must stay in rooms separate from students. The only exception to this policy allows chaperones to stay in a room with their own child/children.

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SOURCE OF FUNDS:

See attached Application for Permission to Travel

ATTACHMENTS:

Application for Permission to Travel and required attachments

STAFF CONTACT:

Petra Callin, Executive Director of Secondary Programs

TRAVEL PERMISSION REQUEST

Rex Putnam High School Music Program to Anaheim, California

CONSENT E

January 27, 2021

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the request to travel.

BACKGROUND:

The Music Department at Rex Putnam High School is requesting permission for 110 students and 10 chaperones to travel to Disneyland, May 20-23, 2022 in Anaheim, California. Students participating in Choir, Band and Orchestra will be performing at Disneyland. Additionally, students will have the opportunity to record in a recording studio. Students will miss 2 days of school.

Updated information from Executive Director Petra Callin:

The Rex Putnam music department is requesting a change in dates for their travel request from spring break to May 20-23rd. This would entail two missed school days. The principal rarely approves of requests that require missed days but made an exception for several reasons:

- When they went to book rooms for students after their original request was approved, they couldn't get enough.
- When they tried to shift days within spring break the cost went up even higher.
- Moving the trip to May 20-23, 2022 would allow for enough rooms for students and a reduction in cost of \$22,000. The trip was shortened to ensure fewer missed days.

SOURCE OF FUNDS:

See attached Application for Permission to Travel

ATTACHMENTS:

Application for Permission to Travel and required attachments

STAFF CONTACT:

Petra Callin, Executive Director of Secondary Programs



Code: **BDDH**
Adopted: 6/19/86
Revised/Readopted: 1/20/11; 2/24/18; 9/9/21
Orig. Code(s): BDDH

Public Comment at Board Meetings

All meetings of the Board, with the exception of executive sessions, will be open to the public. The Board invites community members of the district to attend Board meetings so that they may become acquainted with the program and operation of the district. Members of the public are also encouraged to share their ideas and opinions with the Board when appropriate. Members of the public are not permitted to engage in conduct that interferes with the ability of the Board to conduct its business.

It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. An individual with a disability will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids¹ and services.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. The district requests that all auxiliary aids and/or service requests be made with at least 48 hours notice to ensure appropriate accommodations can be secured. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue burdens, alternative, equally effective means of communication will be used as determined by the district.

Procedures for Public Comment at Meetings

During a Board meeting session that is open to the public, members of the public may be invited to present comments during the designated portion of the agenda for a designated allotment of time.

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, conduct its meetings properly and efficiently, the Board adopts the following procedures and rules pertaining to public comment at Board meetings:

1. Any individual desiring to speak may indicate their desire by submitting their name, city of residence, either email address or phone number, and the group, if any, that is represented on the sign-in sheet or online form prior to the Board meeting;
2. A speaker should give their name, city of residence, and the group, if any, that is represented and will limit their presentation to three minutes. If there are more patrons desiring to present comments than time allotted, the Board Chair has the authority to reduce the presentation time for individual speakers or institute a prioritization process with attention to order of sign up and city of residence.

¹Auxiliary aids include, but are not limited to, such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped texts, Brailled materials and large print.

3. Speakers may offer objective criticisms of district operations and programs that are of a concern to them. The Board is restricted from hearing, and will not consider complaints regarding any individual district staff member or any person connected with the district.
4. As an organization centered around youth and their positive development, all speakers will model respectful public comment and be mindful of civil discourse.
5. The Board vests in its chair or other presiding officer authority to terminate the remarks of any individual when those remarks do not adhere to the rules established in this policy.

Petitions

Petitions may be accepted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)
[ORS 192.610 to -192.690](#)
[ORS 332.057](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Americans with Disabilities Act Amendments Act of 2008.

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Cross Reference(s):

KC - Community Involvement in Decision Making
KGB – Public Conduct on District Property

NORTH CLACKAMAS EDUCATION ASSOCIATION (NCEA)
FEATURED EDUCATORS

PRESENTATION
Agenda Item #2
January 27, 2022

RECOMMENDATION:

This time is set aside for the North Clackamas Education Association (NCEA) to present Featured Educators for January 2022.

BACKGROUND:

Each month, NCEA (which represents certified educators in North Clackamas School District) presents a Featured Educator or a group of Featured Educators.

This month's honorees are the Structured Learning Center/Academics (SLC-A) teaching staff from schools throughout the school district.

ATTACHMENTS:

- NCEA provided document: *January 2022 Featured Educators, NCSL SLC-Teachers*

PRESENTERS:

Michelle Arko, NCEA Vice-President
Darnell Williams, NCEA Executive Board Member

**January 2022 NCEA Featured Educators
NCSD SLC-A Teachers**

Recipients:

Elementary

Mount Scott- Kelsey Wilson and Christine Igarashi
Bilquist- Annie Cahill and Stephanie Mauro
Ardenwald- JaNae McCarthy and Tiffani Dolan
Oregon Trail- Joanne Clouser and Ashli Itami
Cannady - Meghan Bunn and Rachel Brekke
VOP- Leah Bookless
TOSA-Denay Haney

Secondary

Clackamas HS Angela Tucker
Milwaukie HS Sherry Cornell
Adrienne Nelson HS Megan Oliver
Rex Putnam HS Carolyn Jurkovich
Rock Creek MS Bridget O'Connor and Chris Bullard
Alder Creek MS Shannon Wetherald
Rowe MS Victoria (Torii) Holtgraves
Sabin Schellenberg HS-Adult Transition Program Cassandra James and Aaron Brown
TOSA Danielle Heinlein

Administrator and Teacher Sharing:

General

Thank you for the energy and enthusiasm, the imagination and playfulness that you bring to the classroom every day for our most vulnerable students. You really are SO talented and so often surprise us with your endless creativity and quick problem-solving when students need that extra support. You always go above and beyond to make sure that each of your students finds success... your motivation and determination to be the best teacher for our students with the most challenging needs is an inspiration to our special education team. You make the classroom brighter and a whole lot more fun ... thank you for the tremendous amount of effort you put into everything you do and for consistently performing at your best during this very challenging time! –Vivian Garrison

The Structured Learning Center teachers are incredibly dedicated individuals that make multitasking look easy. They are ruthless in their advocacy for their students and passionate about disability rights. SLC teachers lead a team of incredible instructional assistants while teaching the most dynamic, complex, and unique students. Not only do they teach each of their students academics like English language arts and math (and differentiate for every student in their program) but they also teach: executive functioning skills, job/work skills, community engagement, self-management, self-advocacy, emotional regulation, and social skills. In everything the SLC teacher does, they differentiate and keep in mind the needs of each and every student in their class. They go above and beyond and often need to have advanced self-regulation skills themselves and they often need to co-regulate with their students. Outside of their classroom they also consult with general education teachers on how best to provide accommodations for their students and ensure their success in mainstream classes. Being an SLC teacher is one of the most difficult and most rewarding positions in the school district. Each

SLC teacher in our district deserves so much praise for the insurmountable work that they do each day. Their commitment and perseverance are admirable. The North Clackamas Community is so lucky to have the SLC teachers that we do!

Our SLCA teachers treat each and every individual exceptionally and cater to the unique needs of the students. They show professionalism and lead with dignity and pride.

Ardenwald

What stands out to me is that JaNae is hardworking, perseveres through difficulties, and seeks the best for each student, holding them capable. JaNae strives for excellence and pays attention to the details. –Rosina Hardy

What stands out to me is that Tiffani brings great love and flexibility to the important work she does each day. She sees each child as unique and valuable and worth giving them the best that we have to give. Recently Tiffani shared a moment of gratitude with our Media Technician by sharing this quote from a student upon his return from the library: **"You know, I never felt loved at my old school. All you teachers here love me and I didn't even know there was so much love for me."** Tiffani believes in the work we do as a team across the school. –Rosina Hardy

The job is hard but not without it's rewards. JaNae & Tiffany work hard. –Cathy Knight

Bilquist

Stephanie and Annie are amazing and integral pieces to the Bilquist community. They both work (with their staff) to ensure some of our most vulnerable students have a quality educational experience each day. We are thankful to have them here! –Joel Dunn

I know that their students would say "I love my teacher. She is nice. She loves her kids. She tells us stories. She is just so kind." Actually, the number one rule is to be kind. –Cathy Knight

I worked with Annie Cahill her first year at Bilquist. I would describe Annie as a committed and creative problem-solver and a strong advocate for her students. –Paul Sheprow

Both Stephanie Mauro and Annie Cahill pour all of their hearts into their work and make the school a better place. –Aileen Cava

Oregon Trail

Joanne Clouser at Oregon Trail does an amazing job supporting student learning at the individual level and need. She juggles the many needs of the room and makes it a rich learning experience for the students. Students are excited to come to school, know what to expect and know they are deeply cared for. Parents continually provide accolades about Joanne's classroom and are extremely pleased with the amount of growth their students make at school. –Jackie Brody

Ashli Itami at Oregon Trail provides the calm, nurturing and consistent support for the students to thrive in the SLCA. Students have fun learning and are given the support they need to make incredible gains. She is a strong advocate for her students and works closely with families to make sure her students' needs are being addressed and that families feel connected and heard. These teachers are amazing at what they do! –Jackie Brody

Joanne Clouser is an absolute champion for students. She has such empathy and compassion for our students with complex needs. She always sees the unique strengths that each student brings. She is a vital part of our school community. She finds joy in the small things and expertly runs a laughter-filled classroom where students truly learn. She is a collaborative team player and is always ready to give each student the support they need. We are SO lucky to have her!
–Linda Lim

Ashli Itami is an amazing teacher! She builds strong relationships with her students. She has cultivated a classroom environment that allows all students to feel supported and safe. Her students' families love her and trust that their children are in good hands. She is incredibly collaborative and is always teaming with other staff to meet her students' needs. She is an absolute rockstar, and we are incredibly lucky to have her at Oregon Trail! –Linda Lim
Joanne has the deepest love and respect for the children that she works with. I have never known anyone with the kind of integrity that she has. Ashli is a strong advocate for the students that she works with. –Cathy Knight

Mt. Scott

My first year with NCS, eight years ago, I taught music on Fridays at Mt. Scott. I had never taught an SLC class in my life, and didn't really know what to expect. Mrs. Igarashi came to me the first day and explained what would work and what wouldn't. She saved my life. Those students became the highlight of my week!! If not for her, I would not have had the positive experience with those great kids that did. She's amazing! –Dana Brown

A quote best summarizes my thoughts “One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings”. ~Carl Jung Thank you!
–Cathy Knight

Christine runs her classroom with kindness and a whole lot of structure. Her students absolutely adore her. She is always thinking two steps ahead. She is dedicated to furthering the learning and caring connections between her students.

Of all of the wonderful teachers in our school and district, you will not find anyone that advocates as tirelessly for the wellbeing and equity of her students. Christine inspires me with her patience, energy, and dedication. Christine's amazing teaching skills and hard work in building a relationship with each of her students and their families makes her stand out. She is the finest example of a teacher.

Kelsey's heart shows in everything she does. She creates engaging routines and visually interesting lessons that incorporate the specific interests and needs of her students. She is dedicated to creating bonds between students in her class and others around the school.

I can only imagine how difficult it would be as a new teacher and starting your career in the time of Covid. Kelsey stepped right in and has built a wonderful community in her classroom. She works hard for her students, as well as her instructional assistants, advocating for their needs. Kelsey is a wonderful addition to our staff.

Christine is extremely caring and skilled at helping her students work towards and achieve their goals. I have learned so much from her about how best to support our students.

Kelsey is an enthusiastic, creative and patient teacher. It has been very enjoyable to collaborate with her to help our students develop skills and be successful.

Cannady

It takes superheroes to educate students. It takes a special superhero to educate our precious humans in the SLCA. We have these amazing special superheroes at BMC! Thank you to all of our SLCA teachers! –Dianna Ngai

Rachel Brekke and Meghan Bunn care deeply about their students. They're prominent voices in our school community, advocating on behalf of their students' needs and sharing resources or ideas that benefit our entire school community. Despite whatever challenges may arise, and no matter how exhausting their day, they approach their work, students, and team with joy and excitement. We're fortunate to have such a creative and committed SLC Team at Beatrice Morrow Cannady Elementary! –James Ringo

Megan and Rachel exemplify true dedication. –Cathy Knight

VOP

Leah Bookless embraced the challenges of starting up a 100% virtual Unique Learning Systems program for our VOP elementary students as her first full time teaching experience. With grace, creativity, and professionalism, Leah always keeps student wellness and growth at the center, building trust with families along the way. –Stafford Boyd

Leah, thank you for all you do! –Cathy Knight

ACMS

It is a joy to witness the work of the ACMS SLCA teacher on a daily basis. I am awestruck by the energy, empathy, and excitement that she brings to her work. Each child is seen, known, and understood in her classroom. Each child belongs and is growing into their best selves as a result of the efforts of Mrs. Wetherald. I am so proud of her. –Kelly Rhea

Shannon is the most perfect person I can think of to uphold the honor of an SLC - A educator. She is serene with a dry wit. She is calm while learning with the rest of us in the chaos of progress and she deftly advocates for her charge with poise and reason. I really enjoy working with Shannon and feel we are the lucky ones to have her be one of our SLC-A educators.

–Mary Richards

Shannon is calm under pressure. –Cathy Knight

Shannon Wetherald has been a tireless advocate for our SLCA students. She runs a well-structured, organized class where students thrive. Her energy and enthusiasm is clear when you walk in the door and she manages her IAs effectively to create the most supportive environment for our students. She has been an incredible coach for our Unified Basketball and Soccer Teams, helping run practices, organize rosters and communicate with parents. We are so lucky to have Shannon at ACMS! –Holly Sancomb

RCMS

Everyday Bridget and Chris create a caring and safe environment for our students. Watching them and their teams in action, the genuine care and support is obvious to everyone. We are so blessed to have such incredible educators teaching some of our most vulnerable learners.

Thank you for recognizing the incredible work done by these dedicated and talented teachers.
–John Brooks

I have had the pleasure of working with Danielle Heinlein, **Chris Bullard**, and Megan Oliver. They each display a high level of care and advocacy for their students, and are highly creative in their teaching! It's been an honor to work alongside them in different capacities over the years. –Allison Ackerman

Bridget and Chris are SO wonderfully committed to their students. Despite our circumstances this year they show up each day serving their kids with love and grace! –Alicen Gaitanis

Bridget has a true love of this population that she works with! Chris is thoughtful and caring and always goes the extra mile. –Cathy Knight

Chris Bullard runs an incredibly calm and organized classroom. He allows each and every student to reach their best potential by creating structured, systematic routines for our students. He stepped in during a difficult time for one of our SLCA classrooms and managed the transition seamlessly. He also was a tireless champion for our Unified sports program. He helped keep the program at ACMS alive throughout the pandemic by helping run our virtual club meetings working with families in order to get students connected and exercising during CDL. We are excited for interest in getting a Unified program established at Rock Creek. –Holly Sancomb

Rowe MS

Our SLCA teacher is Torii Holtgaves. This is her second year at Rowe, meaning that her introduction to the program was through CDL. Since then she has seamlessly transitioned her class to being in person and created an environment where students can thrive. Torii is great about finding the strengths of her students and meeting their needs each day. When I go into her classroom it feels like a place that I want to be. A place where everyone belongs. –Nabil Zerizef

Torii started at Rowe right before the most challenging time of the pandemic. Her transition to the SLC-A program was seamless. It was like she had been working with us for years. Her level of awareness and keen sense of what our students need is impressive and admirable. Torii is a solid team player who is a strong advocate for our students and she is an asset to Rowe. We are lucky to have her as part of our SPED team and our Rowe community. –Laura Leff-Allen

Man! What a powerhouse! Torii puts her all into everything! –Cathy Knight

ANHS

Megan Oliver and her team at ANHS are amazing! They go above and beyond to support their students and integrate them into the school community. It's a joy to collaborate with them.

I have had the pleasure of working with Danielle Heinlein, Chris Bullard, and **Megan Oliver**. They each display a high level of care and advocacy for their students, and are highly creative in their teaching! It's been an honor to work alongside them in different capacities over the years. –Allison Ackerman

Megan can do the hardest of jobs and always does it with a smile on her face. –Cathy Knight

Megan Oliver stepped in at ACMS when Shannon Wetherald was on family leave and created a supportive, welcoming environment for students to come back into hybrid learning. She

developed encouraging relationships with students and staff that helped our SLCA students thrive. She is also a strong supporter of our Unified program at ACMS and trying to get a Unified Program off the ground to create a more inclusive school community at Adrienne C. Nelson.
–Holly Sancomb

CHS

True grit! Angela can weather the toughest of times! –Cathy Knight

This has been a challenging year in the SLC-A classroom as we have been down IA support all year. Angela has been incredibly flexible and has done all that she can to meet the needs of her students, even if it means working through her prep, eating lunch on the go, or just shifting everything to make sure her kids are taken care of. She is very passionate and committed to her students and I have very much appreciated her collaborative approach in problem solving the challenges of this year. –Kim Street

In my years as a principal, I have had the opportunity to work with many caring and compassionate SCL-A teachers. Here at North Clack HS, I would like to acknowledge the amazing work of Angela Tucker. Ms. Tucker consistently shows genuine care for each of her students. She enhances their strengths academically and socially while encouraging each student to be a positive part of the larger school community. Ms. Tucker has become a welcome and valued part of her students' families' by always communicating daily happenings and celebrating events to ensure the school experience is productive and rewarding. Ms. Tucker is an active participant in scheduling mainstream classes for each student to develop and showcase their talents. –Paula McCullough

RPHS

Our SLCA teachers, Carolyn J specifically, can do it all. She manages a small team of staff which is a daily organizational puzzle. She balances care and patience for a wide variety of student needs. She remains positive in the midst of unique challenges that most educators aren't even aware of, and is a constant advocate for students and families that sometimes don't have a voice. Thank you for being an amazing part of our community. We couldn't survive without you! –Ryan Richardson

Carolyn Jurkovich is a treasure at RPHS. She works tirelessly to make sure the students in her program are supported as well-rounded students, and it is my privilege to have them in the choir department. She communicates constantly with families and IAs to make sure each student is a successful member of the group. Carolyn is an amazing teacher who sees each student as a valuable citizen and student. –Erika Lockwood

Carolyn is always calm under the most trying of circumstances. –Cathy Knight

MHS

Sherry Cornell has a heart as huge as the cedar tree in front of Milwaukie High School. I have seen firsthand the compassion and high expectations she has for each and every student. She is inspiring. –Erica Fuson

Sherry Cornell at MHS is fantastic. I taught next to Sherry and the SLCA classroom when we were in the mods on the football field. A group of her students would actually run to the classroom they were so excited to get there! She gives the students something to look forward to on Fridays by making those days extra fun with dancing, games and music. Sherry also has the patience of Mother Teresa! She calmly waits for some of her students to be done with their

behavior issues and doesn't give them the attention they were seeking for their bad behavior. Eventually the students figure out that these behaviors don't pay off in the SLCA room! She also does a really good job getting her kids involved in extracurricular activities like Prom, unified sports, track, PE etc. The students feel good about being part of the MHS community! She does all this without wanting any attention towards herself! --Barry Burkhartzmeyer

Sherry Cornell - has a tremendous heart for her students, with a never ending supply of care and support. She has had a major role in creating an inclusive space for all students here at MHS. It is an honor to work with her. --Donnie Siel

Our SLC-A teacher, Sherry Cornell, is impressive. She does such an excellent job of supporting ALL of her students in the best way possible and impeding equity into her work. She reaches out for support if she doesn't know what to do in situations (this is rare). I have been so impressed with her ability to honor her students, provide them with excellent educational opportunities, and ensure that they have access to other classes like choir, core, and student government. She continues to advocate for the Unified program so that her students can also compete in athletics. She does all of this with love, and She deserves to be acknowledged. --Carmen Gelman

I wanted to share how amazing Mrs Cornell is. She is always advocating for her students and is such a bright light in their lives! We are all so lucky to have such a caring and supportive leader at MHS! -- Laura Lockwood Rindfusz

Sherry is thoughtful and caring. --Cathy Knight

SSC Adult Transition Program

Although I am a new teacher in NClack, my son, who attends the Adult Transition Program, has been a student of Cassandra James since he was in the 6th grade. My son, Javad, is medically fragile and, although Cassandra moved into district positions before returning to the classroom, she continued to case manage him and advocate for his needs. Cassandra has made sure that Javad has had a stellar education which was as inclusive as possible considering his medical fragility. When we found out she would be teaching in the ATP, we immediately had Javad enrolled so he could be with her. I will never be able to thank Cassandra enough for her personal and professional investment into my son. She has truly made a difference for him as well as us. This is a well deserved recognition!! --Shannon Mashinchi

Cassandra is extremely talented and goes above and beyond to support her students. Aaron is kind and meets students where they are at. --Cathy Knight

ATP and Self Determination at Sabin-Schellenberg do an excellent job facilitating a safe, validating environment for students. The activities students engage in under the leadership of these staff members consistently meet student interest and prepare students for life after North Clackamas. The staff members who are dedicated to student success in these programs constantly demonstrate flexibility and kindness in their relationships with students - and I can see the positive impacts on students as they learn from and with their peers. In my observation of activities both inside and outside the classroom, I can tell that students in ATP and Self Determination at Sabin-Schellenberg benefit greatly from staff who care for the whole student. --Curtis Bullock

TOSAs

Denay is a true inspiration and a very talented teacher. –Cathy Knight

I have had the pleasure of working with **Danielle Heinlein**, Chris Bullard, and Megan Oliver. They each display a high level of care and advocacy for their students, and are highly creative in their teaching! It's been an honor to work alongside them in different capacities over the years. –Allison Ackerman

Danielle is supportive and heck, one of the most organized teachers I have ever met! –Cathy Knight

Message from Vivian:

I want to share a photo with you ... of our sweet 2021 Adult Transition Program graduates. The ceremony was on the Sabin-Schellenberg campus with socially-distanced seating completely taking over the freshly mowed lawn.

Each student made a speech about the best part of school when they received their plaque. Most of these students did not talk at all when they started school back in kindergarten or first grade sixteen years ago (remember when kindergarten was half day and only in a few Title I schools?) Sweet, sweet moments as the students recalled the best of their school careers. Now as 21 and 22 year olds, they are joining other young adults in the world of work ... well, to the extent possible in a pandemic world.



Must see [video](#) of SLC-A in the digital Covid-19 world.

SCHOOL PRESENTATION:

Beatrice Morrow Cannady Elementary

PRESENTATION

Agenda Item #3

January 27, 2022

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.

Beatrice Morrow Cannady Elementary School is featured this month and will present the following:

- Welcome and Introduction
- Highlights at Beatrice Morrow Cannady
- Student Demographics and Student Voice
- Partnership with Families and Community
- School-Wide Goals / Next Steps
- Thank You - Q&A

As of 1/3/2022, Beatrice Morrow Cannady Elementary has 481 students of which 50 are attending North Clackamas Virtual Online Program (VOP).

ATTACHMENTS:

- A. 2020-21 Oregon At-A-Glance School Profile
- B. Beatrice Morrow Cannady Elementary Board Presentation Slides

PRESENTERS / STAFF CONTACT:

Khaliyah Williams-Rodriguez, Executive Director of Elementary Programs

Dianna Ngai, Principal of Beatrice Morrow Cannady Elementary School

Angela Nelson, Kindergarten Teacher, Beatrice Morrow Cannady Elementary School

Corey K. Schmidt, Beatrice Morrow Cannady PTO Secretary

OTHERS NOTIFIED OF ITEM:

Beatrice Morrow Cannady Elementary School Staff

Beatrice Morrow Cannady Elementary School Community



OREGON AT-A-GLANCE SCHOOL PROFILE Beatrice Morrow Cannady Elementary

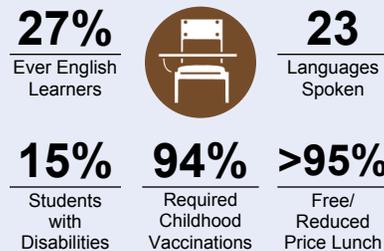
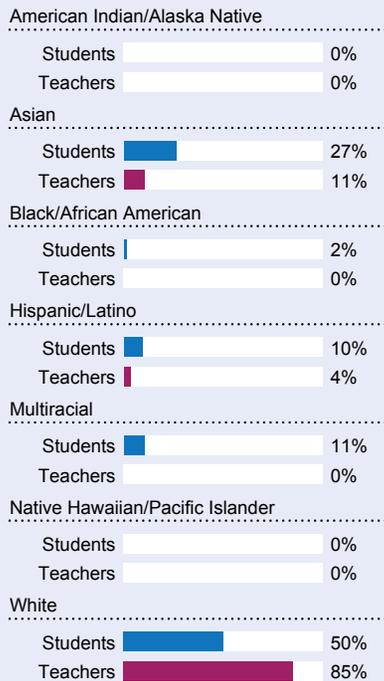
PRINCIPAL: Dianna Ngai | GRADES: K-5 | 18031 SE Vogel Rd, Damascus 97089 | 503-353-5780



Students We Serve



DEMOGRAPHICS



*<10 students or data unavailable

Special Note

The At-A-Glance School and District profiles tell a story about Oregon's schools and districts. The story is harder to tell this year as the COVID-19 pandemic significantly impacted our schools and the data we collect...

Academic Success

ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.

For 2020-21 English Language Arts data please visit:

www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx

School Environment

REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.

For 2020-21 Regular Attenders data please visit:

www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Regular-Attenders-2021.aspx

MATHEMATICS

Students meeting state grade-level expectations.

For 2020-21 Mathematics data please visit:

www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx

Academic Progress

INDIVIDUAL STUDENT PROGRESS

Year-to-year progress in English language arts and mathematics.

Data not available in 2020-21

SCIENCE

Students meeting state grade-level expectations.

For 2020-21 Science data please visit:

www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx

School Goals

As elementary students enter a vibrant neighborhood school, charter school, or magnet school, NCSD fosters a joy of learning, a positive vision for their future is nurtured, and a school environment where their cultural heritage is valued.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

NCSD believes the physical, social, and emotional safety of each student is a priority no matter their demographics or identity. Therefore, NCSD has an obligation to each student, family, staff member, and community member to provide environments that hold at their center a sense of safety and respect.

Beatrice Morrow Cannady Elementary School

North Clackamas School Board
Presentation
January 27, 2022



At Beatrice Morrow Cannady:

We believe in creating an inclusive and welcoming environment where all students are inspired and empowered every day.

We value and *celebrate joy, curiosity, perseverance, mindfulness, kindness and belonging* and strive to foster the development of these core values in our students.

We value partnership with families.

We educate the whole child by affirming identities, celebrating differences, and ensuring equitable access for all to support the growth and development of each student.

We love, care and believe in students, **each and every one.**

Students are at the heart of all that we do. Each and every day.





We believe
in creating an inclusive and
welcoming environment where
all students are inspired and
empowered every day.

This is who we are.

**Photos taken in 2019-2020*



Celebrating Language Diversity at Beatrice Morrow Cannady

Student Language Demographics

Languages:	Percentage:
Chinese	38.5 %
Spanish	12.4 %
Vietnamese	11.7 %
Russian	7.0 %
Korean	4.7 %
Portuguese	3.5 %
Hindi	2.3 %



Celebrating Racial Diversity at Beatrice Morrow Cannady

Student Race Demographics

Race:	Percentage:
Hispanic	9.6%
American Indian/Alaskan Native	< 1 %
Asian	29.3 %
Black/African American	2.8 %
Native Hawaiian/ Other Pacific Islander	1 %
White	47 %
Two or More	9.6%



We value

and celebrate joy, curiosity,
perseverance, mindfulness,
kindness and belonging and
strive to foster the development
of these core values in
our students.

This is who we are.





We value
partnership with families.



This is who we are.



Beatrice Morrow Cannady Elementary PTO

The goal of the BMC Elementary PTO is to build an *inclusive* community by providing **connections**, resources and activities to its students and families.



BMC PTO AdvoCATEs Community

Special Events

- ★ Bingo Night*
- ★ Movie Night*
- ★ Special Person Day*
- ★ Scholastic Book Fair*
- ★ Barnes & Noble Book Fair*
- ★ 5th Grade Celebration
- ★ Staff Appreciation
- ★ Student and Staff T-shirts

*2019-2020 School Year

Family Activities

- ★ Back to School Yard Sign Photos
- ★ Family Dine Outs
- ★ Rock Garden Painting
- ★ Lunar New Year Activities
- ★ School Yard Clean-Up Day
- ★ Fall Festival at Pumpkin Patch
- ★ Winter Fundraiser



BMC PTO AdvoCATEs Equity & Giving

A Yearbook for Every Student

- ★ PTO ensures every student receives a yearbook each year.

School Spirit Gear:

- ★ PTO ensures every student and staff receives a school t-shirt.

Wichita Week of Giving

- ★ PTO encourages giving and kindness and collects and delivers donations for Wichita Center on behalf of our community.





We educate the whole child
by affirming identities,
celebrating differences, and
ensuring equitable access for
all to support the growth and
development of each student.



**Photos taken in 2019-2020*

Our Strengths:

- 88% of students feel that they have strong supportive relationships with their teachers.
- 86% of our students perceive high expectations and feel engaged in school and their education.
- Approximately 92% of our students, staff, and families agree that staff and students care about each other.

*Youth Truth Survey 2020-21



“I can take on any challenge because my teachers love me and believe in me”

~Beatrice Morrow Cannady Student





We love, care and believe
in our students,
each and every one.

Students are at the
heart of all that we do,
each and every day.

This is who we are.



Our School-Wide Goals/Next Steps:

- Second grade students will reach a student growth percentile score of 35-65 on the STAR Reading Assessment.
- Fourth grade students will reach a student growth percentile score of 35-65 on the STAR Math Assessment.
- K-5th grade students will increase their sense of belonging at school according to their self rating scale.



**Photo taken in 2020*



Beatrice Morrow Cannady Elementary School

"It's an inspiration to students that they can go to a school named after a strong woman of color, because we try to educate all our future leaders equally, regardless of their colors, genders, circumstances and abilities."

North Clackamas School Board Director, Steven Schroedl





Superintendent's Report

Shay James

1/27/22

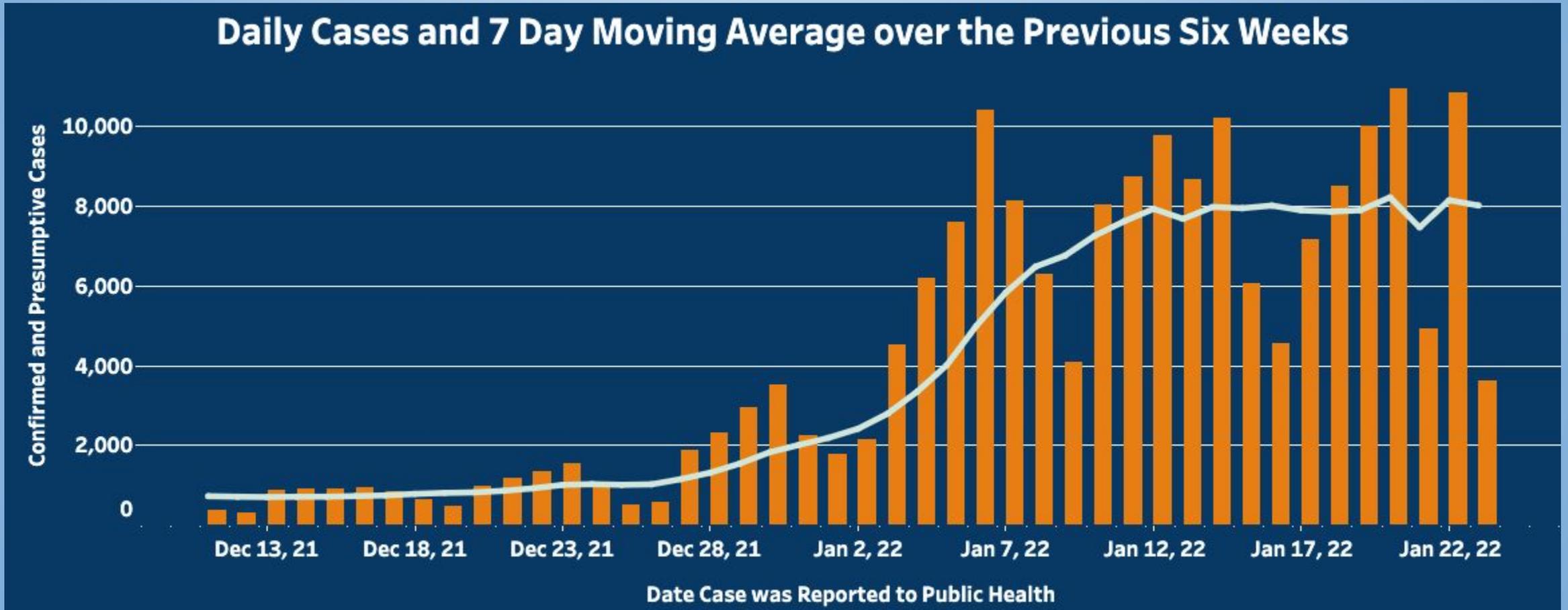


Tonight:

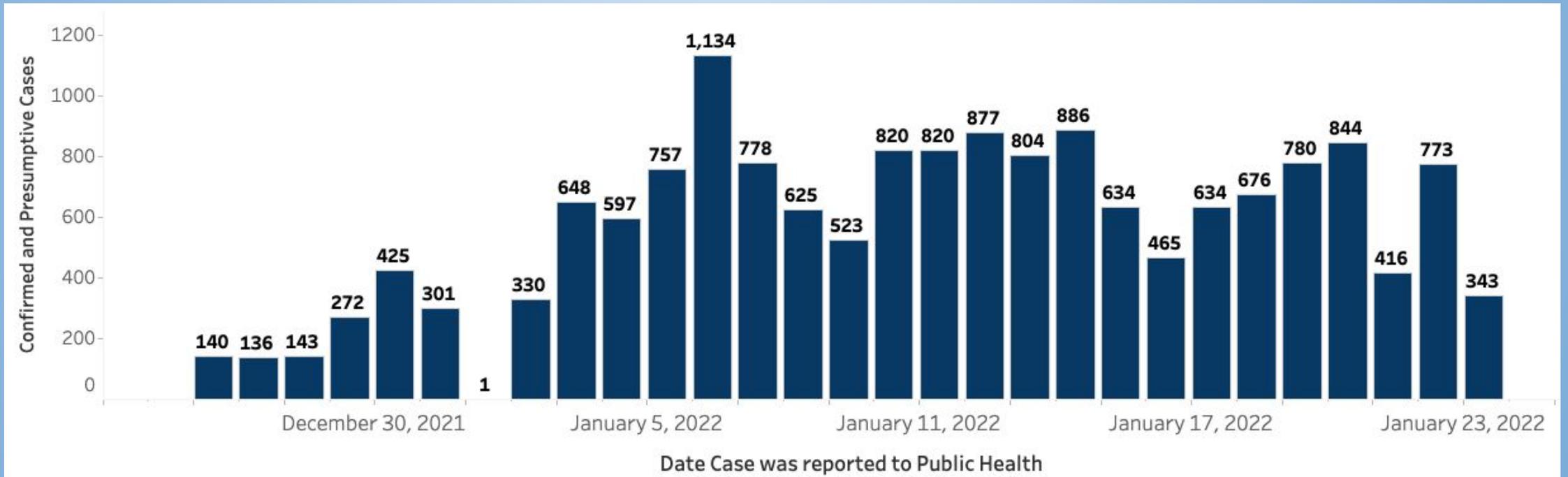
- **Continuity of Learning - Update**
- **New Administrator Appointments**
- **Graduation Rates:
Success!**



State COVID-19 Case Rate



County COVID-19 Case Rate (1/23/22)



NCSD Contact Tracing

Week Ending	Isolation			Quarantine			Total Impacted	In Process (Pending)	Total Contacts
	Employees	Students	Total	Employees	Students	Total			
12/3/2021	3	43	46	-	102	102	148		244
12/10/2021	7	14	21	-	79	79	100		168
12/17/2021	6	15	21	-	72	72	93		175
12/24/2021	2	5	7	-	3	3	10		12
12/31/2021	14	6	20	1	-	1	21		28
1/7/2022	79	269	348	3	101	104	452	685	1,304
1/14/2022	80	182	262	5	42	47	309	921	1,309
1/21/2022	33	252	285	-	-	-	285	192	494
2021-22 YTD	278	1,228	1,506	15	1,771	1,786	3,292		7,211

Valued as of 1/24 at 10:00AM

School Aged Youth Vaccination Rates

School aged children with at least one Covid-19 vaccination
(1/2/22 and 1/16/22):

Zip Code	Ages 5-11 (~Elementary)	Ages 12-14 (~Middle)	Ages 14-18 (~High)
97015 (~CHS/ANHS)	42% → 50%	87% → 89%	66% → 67%
97086 (~CHS/ANHS)	47% → 51%	89% → 90%	91% → 93%
97222 (~MHS)	35% → 39%	67% → 68%	60% → 61%
97267 (~RPHS)	34% → 37%	77% → 78%	69% → 70%



Staff Vaccination Rates

NCSD School Staff:

Fully Vaccinated (2 doses of Moderna or Pfizer or 1 dose of Johnson & Johnson)	97%
Religious or Medical Exemption	3%

NCSD does not collect booster information. The % of adults in Clackamas County who have received a booster (1/11/22 and 1/21/22):

Ages 65+	59% → 61%
Ages 50-64	37% → 41%
Ages 20-49	28% → 32%

Staff Absences

Early January 2020 saw 37% more absences than in January 2020 and 2019.

Absence rates are generally holding steady or slightly decreasing.

Work Group	First week January 2022	Second week January 2022	Third week January 2022 (4 day work week)
Administrators	55	27	23
Certified	708	624	485
Classified	715	744	629
Total	1478	1395	1137

Staff Absences

In the first week of this year, 55 % of classroom teacher positions that require a substitute had a substitute compared to 3-5% in 2020 and 2019.

In the past two weeks, we have seen 55-70% of classroom positions filled with a substitute.

Substitute Fill Rates	First week January 2022	Second week January 2022	Third week January 2022
Classroom Teachers	55%	55%	70%

Student Attendance

November and December student absence rates remained steady. The first week in January saw a sharp decrease in student attendance. The third week in January saw a small rebound in attendance.

Student Group	Attendance rate Week of 12/13/21	Attendance rate Week of 1/3/22	Attendance rate Week of 1/10/22	Attendance rate Week of 1/17/22
High School students	85%	76%	76%	78%
Middle School students	90%	83%	78%	82%
Elementary students	91%	85%	83%	85%



New Administrator Appointments

Yvette Lightbourn

Special Education Coordinator



- Extremely excited to join the NCSD to support staff, students and families
- Veteran of the United States Air Force
- Special Education Supervisor for Detroit Public Schools and the Lansing School District
- Special Education Consultant for the State of Michigan
- Away from work enjoys time with adult children goal planning, white water rafting, traveling or whatever spontaneous adventure pops up!

Stacy Eto



Principal, Clackamas High School

- Previously taught ELA & SS in Tigard-Tualatin.
- Worked as an assistant principal at RPHS & ACMS.
- Graduated from the University of Oregon
- 14 years in education as a teacher & administrator
- Mama of two energetic kids - Ages 6 & 5
- Born in Los Angeles and raised all over the west coast

Kristen Faust

Assistant Principal, Alder Creek Middle School



- High School Math teacher in NJ and Italy, moved to Milwaukie High School in 2014
- Secondary Math Instructional Coach since 2018
- Dedicated to creating equitable access and success in math for all students
- 2021 Summer Programs Coordinator
- Lover of dogs, ice cream, travel, books and birds



**Graduation Rates:
Success!**

2020-21 OVERALL GRADUATION RATE

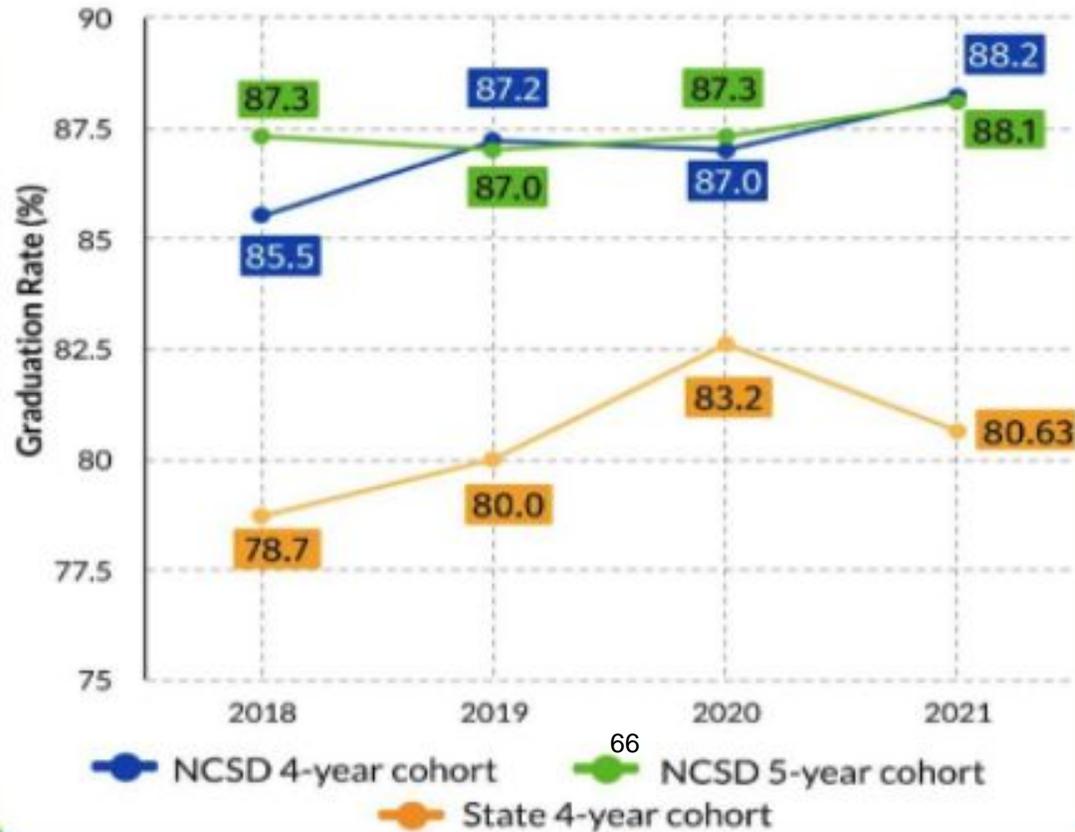
22%
increase
since 2011

10th straight
year NCS D has
exceeded the
state average

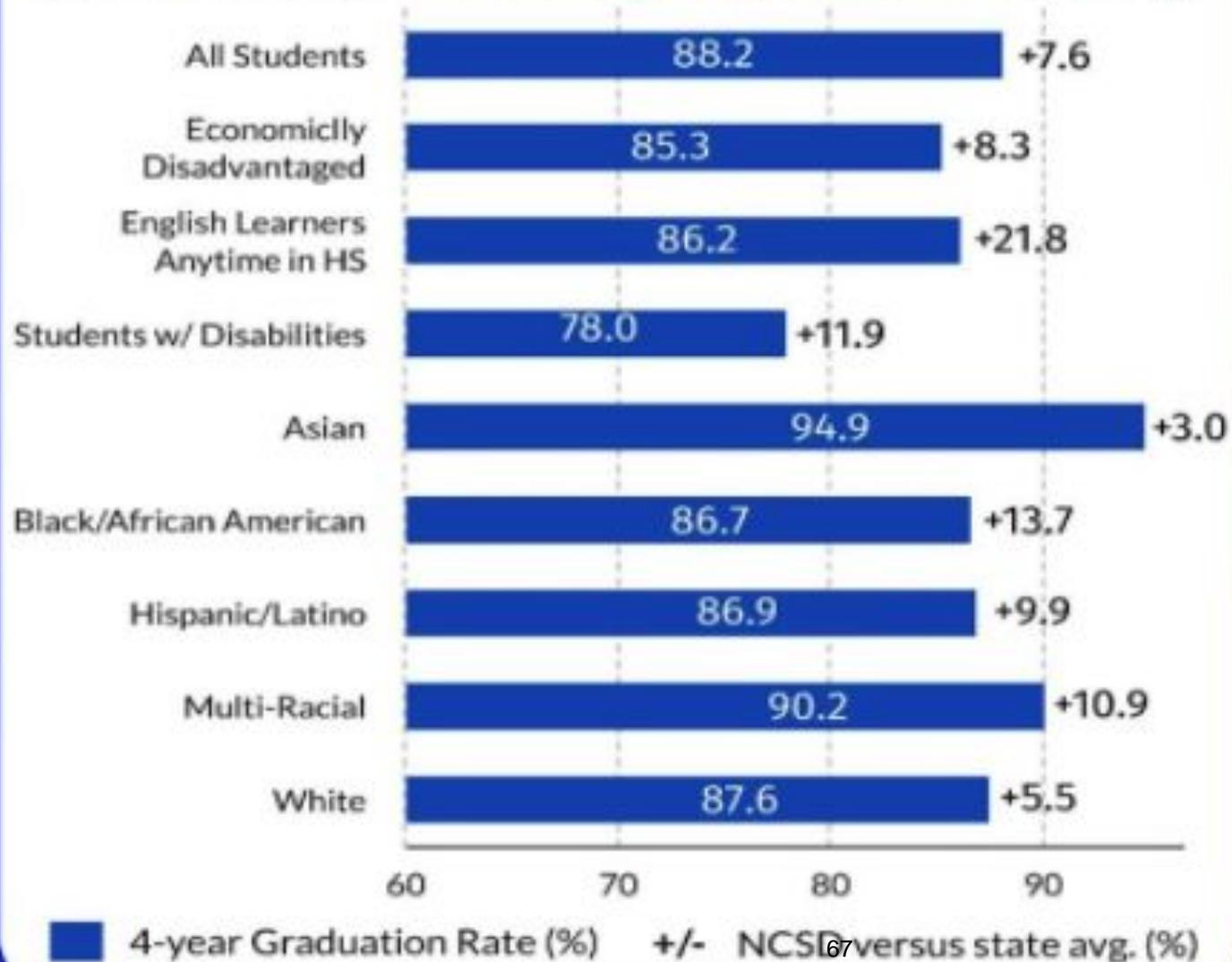
Growth in
10 of past
12 years

88.2%

Graduation Results 2018-2021



2020-21 Results by Student Group



“The power of education extends beyond the development of skills we need for economic success. It can contribute to nation-building and reconciliation.”

-- Nelson Mandela

2020-2021 DISTRICT FINANCIAL AUDIT

REPORT
Agenda Item #5
January 27, 2022

SUPERINTENDENT’S RECOMMENDATION:

Information presented for review and discussion.

REASON FOR BOARD CONSIDERATION:

An annual audit of the District’s financial statements is required by State law and by Board Policy DIE – Audits.

BUDGET IMPACT/SOURCE OF FUNDS:

The cost of the audit preparation for the 2020-21 fiscal year is \$52,050 and is within the Board adopted budgeted amount.

BACKGROUND:

Board Policy DIE - Audits, in accordance with Oregon law, requires an audit of all financial accounts of the District be made annually by an independent certified public accountant selected by the Board. The audit has been completed for the 2020-21 fiscal year by the firm Wilcox Arredondo & Co. Copies of the audit have been provided to the members of the Board and the information will be posted to the District website.

The Financial report is presented in five sections. These sections and their components are as follows:

The **Introductory Section** includes the Letter of Transmittal. This letter provides information on the district, the economic environment, major initiatives, budgetary controls, and a summary of the various funds utilized by the district.

The **Financial Section** includes the independent auditors’ report, Management’s Discussion and Analysis, basic financial statements for the entity as a whole, fund financial statements, notes to the basic financial statements, required supplementary information and other supplementary information

The **Other Information Section** contains the statistical section.

Following the **Financial Section** is the **Independent Auditors’ Report Required by Oregon State Regulations**.

Finally The **Grant Compliance Review** contains reports required by the Single Audit Act.

A recap of the district-wide audit results is as follows:

1. Compliance in accordance with Governmental Auditing Standards as required by State Regulation – during testing no instances of noncompliance or other matters that are required to be reported were noted. This is described in the annual financial report.
2. Compliance as required by OMB Compliance Supplement for Federal Programs – the District complied, in all material respects, with the types of compliance requirements that could have a material effect on federal programs.
3. Audit opinion issued – an unmodified opinion as outlined in the financial statements, has been issued. This means the auditors have given a “clean” opinion with no reservations.
4. Report to the Board of Directors for the Year Ended June 30, 2021 – this report contains required communications between the audit firm and the Board. It also contains recently issued accountant standards and copies of written communications between management and the audit firm.
5. Management letter – no separate management letter was issued.

ATTACHMENTS:

- A. Report to the Board of Directors for the Year Ended June 30, 2021
- B. North Clackamas School District Financial Report for the Year Ended June 30, 2021

PRESENTER / STAFF CONTACT:

Gayellyn Jacobson, Chief Financial Officer

~~Sabino Arredondo~~ **Jeremy Gingerich**, CPA Wilcox Arredondo & Co.

NORTH

Clackamas Schools

Annual Comprehensive Financial Report

For the Fiscal Year Ended June 30, 2021

[Click on page to open document](#)



North Clackamas School District No.12
Clackamas County, Oregon

POLICY REVISIONS

DISCUSSION
Agenda Item #6
January 27, 2022

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
DJC	Bidding Requirements	OSBA Oct 2021 Update, Senate Bill 420 created a provision in the public improvements bidding requirements. The provision defines a “community benefit project” and the requirements for a public improvement to be a community benefit project.
GBA	Equal Employment Opportunity	OSBA Oct 2021, revision to the definition of gender identity and expanded definition of race.
GBEA	Workplace Harassment	OSBA Oct 2021 Update, revision to the definition of gender identity and expanded definition of race
GBNAA/JHFF	Suspected Sexual Conduct with Students and Reporting Requirements	OSBA Oct 2021 Update, recent revisions to ORS 339 affecting reporting of child abuse and sexual conduct were adopted by the 2021 Legislature.
JHFE	Suspected Abuse of a Child Reporting Requirements	OSBA Oct 2021 Update, recent revisions to ORS 339 affecting reporting of child abuse and sexual conduct were adopted by the 2021 Legislature.
JHFE-AR	Reporting of Suspected Abuse of a Child, Required	OSBA Oct 2021 Update, recent revisions to ORS 339 affecting reporting of child abuse and sexual conduct were adopted by the 2021 Legislature.

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff



Code: DJC
Adopted: 3/17/11
Revised/Readopted: 2/13/14

Bidding Requirements

The Board is the Local Contract Review Board (LCRB) for the district. All public contracts shall be invited in accordance with applicable competitive procurement provisions of Oregon Revised Statutes and adopted public contracting rules.

The Board, acting as its own LCRB, adopts¹ its own rules of procedure that will govern district purchasing. Consequently, the model rules adopted by the Attorney General shall not apply to the district. The district's rules may include portions of the *Oregon Attorney General's Model Public Contract Rules* OAR Chapter 137, Divisions 046 through 049 in effect at the time this policy is adopted.

The district shall procure the construction manager/general contractor services in accordance with model rules the Attorney General adopts under Oregon Revised Statute (ORS) 279A.065(3).

Additionally, the Board may include as part of its rules portions of the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246-249 in effect at the time this policy is adopted.

~~Where necessary, the~~ The Board ~~has made~~ may make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The district shall review its rules each time the Attorney General adopts a modification of the model rules, as required by ORS 279A.065 (5)(b), to determine whether any modifications need to be made to district rules to ensure compliance with statutory changes. New rules, as necessary, shall be adopted by the Board. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required.

The Board, acting as the LCRB, may enact a resolution that authorizes the district to designate a public improvement as a community benefit contract per the requirements included in ORS 279C.300 to 279C.470.

~~The Board recognizes that a public contracting agency that has not established its own rules of procedure as permitted under ORS 279A.065 (5) is subject to the model rules adopted by the Attorney General, including all modifications to the model rules that the Attorney General may adopt.~~

¹Public Contracts shall be governed by ORS Chapter 279, 279A, 279B and 279C. Additionally, the Board may, as provided by ORS 279A.065, adopt the Oregon Attorney General's Model Public Contract Rules, OAR Chapter 137 governing purchasing/ bid procedures. The Board may also adopt the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125. The Board may adopt portions of those rules or adopt its own rules. A Board that has not established its own rules of procedure for public contracts is subject to the model rules (OAR Chapter 137) adopted by the Attorney General.

Procurements for services estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process described in ORS 279B.

END OF POLICY

Legal Reference(s):

[ORS Chapters 279A, 279B](#) and [279C](#)
[OAR Chapter 125](#), Divisions 246-249

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.

Cross Reference(s):

DJ - District Purchasing
DJG - Vendor Relations
EH - Electronic Data Management



Code: GBA
 Adopted: 02/78
 Readopted: 6/06/13; 3/12/20
 Orig. Code: GBA

Equal Employment Opportunity

Equal employment opportunity and treatment will be assured in the recruiting, hiring, retaining, transferring, promoting and training of all employees. This assurance is provided by the district shall be practiced by the district regardless of age, race¹, color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition², age, veterans' status³, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and/or disability⁴ of the employee, who is able to perform the essential functions of the position, with or without reasonable accommodation.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008 (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments of 1972. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The superintendent or designee will develop other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy and reflect the diversity of the district.

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 332.505	ORS 408.225
ORS 326.051	ORS 342.934	ORS 408.230

¹ Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

² This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.

³ The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

⁴ This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

[ORS 408.235](#)
[ORS 652.210 - 652.220](#)
[ORS 659.850](#)
[ORS 659.870](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.082](#)

[ORS 659A.109](#)
[ORS 659A.112](#)
[ORS 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)
[ORS 659A.820](#)

[OAR 581-021-0045](#)
[OAR 581-022-2405](#)

[OAR 839-003-0000](#)
[OAR 839-006-0435](#)
[OAR 839-006-0440](#)
[OAR 839-006-0450](#)
[OAR 839-006-0455](#)
[OAR 839-006-0460](#)
[OAR 839-006-0465](#)

House Bill 2341 (2019)
Senate Bill 479 (2019)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (2012).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2012).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (2012); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2019).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2012).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2012).
Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).

Cross Reference(s):

AC - Nondiscrimination
ACA - Americans with Disabilities

Workplace Harassment

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process, or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race¹, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault² or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation. The district may not require or coerce a district employee to enter into a nondisclosure³ or nondisparagement⁴ agreement.

¹ Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

² “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

³ A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

⁴ A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

A complaint alleging an unlawful employment practice as described in ORS [243.323](#), [659A.030](#), [659A.082](#) or [659A.112](#) or [659.370](#)-section 4 of Senate Bill 479 (2019) must be filed no later than five years after the occurrence of the alleged unlawful employment practice.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

Legal Reference(s):

[ORS 243.317 - 243.323](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[ORS 659A.082](#)
[ORS 659A.112](#)
[ORS 659A.820](#)
[ORS 659A.875](#)

[ORS 659A.885](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (~~2012~~2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2019~~2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).
House Bill 3041 (2021)

Cross Reference(s):

AC - Nondiscrimination

ACA - Americans with Disabilities

GBA - Equal Employment Opportunity



Code: GBNAA/JHFF
Adopted: 3/12/20

Reporting Requirements for Suspected Sexual Conduct with Students and Reporting Requirements

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, and volunteers are subject to this policy. Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.

“Sexual conduct⁴,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating, or hostile or offensive educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements. If the superintendent is the alleged perpetrator the report shall be submitted to the executive director of human resources who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When the a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district’s administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) as appropriate, for investigation in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student’s safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student’s safety.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Senate Bill 155 (2019)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).
House Bill 2136 (2021).
Senate Bill 51 (2021).

Cross Reference(s):

GCAB - Personal Electronic Devices and Social Media - Staff



Code: JHFE
Adopted: 6/25/20

Reporting of Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that **any adult or student person**² with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors³, agents⁴, volunteers⁵, or students **is prohibited and** will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulation.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the DHS or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator ~~or alternate licensed administrator for their school building.~~

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² "Person" could include adult, student or other child.

³ "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

⁴ "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁵ "Volunteer" means a person acting as a volunteer for the District in a manner that requires the person to have direct, unsupervised contact with students.

The district will designate a ⁶licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged abuser perpetrator the report shall be submitted to the executive director of human resources who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in JHFE-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for local law enforcement and the local DHS office or its designee, and a statement that ~~the~~ this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation JHFE-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support ~~the~~ a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support ~~the~~ a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a *Class A violation*.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the

⁶ Senate Bill 155 (2019) requires the district to designate a licensed administrator and an alternate licensed administrator in the event the licensed administrator is the alleged abuser for each school building to receive these reports.

obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Unapproved texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

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

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)
[ORS 418.257 - 418.259](#)

[ORS 419B.005 - 419B.050](#)

[OAR 581-022-2205](#)
[Senate Bill 155 \(2019\)](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).
Senate Bill 51 (2021).

Cross Reference(s):

GBNAA/JHFF - Reporting Requirements for Suspected Sexual Conduct with Students

GCAB - Personal Electronic Devices and Social Media - Staff

JHFF/GBNAA - Reporting Requirements for Suspected Sexual Conduct with Students



Code: JHFE-AR(1)
Adopted: 6/25/20

Reporting of Suspected Abuse of a Child**

Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any adult or student person**² with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the DHS or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator or alternate licensed administrator for their school building.

If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible abuser perpetrator.

If the superintendent is the alleged abuser perpetrator the report shall be submitted to the Executive Director of Human Resources who shall refer the report to the Board chair.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a ~~child~~ student and will include: name and position of the person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser; description of how the report was made (i.e., phone or other method); name of the agency and individual who took the report; date and time that the report was made; and name of ~~person~~ district administrator who received a copy of the written report.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² "Person" could include adult, student or other child.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave³ and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not been violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor⁴, agent or volunteer, the district may prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services. The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated⁵ and a determination has been made by law enforcement or DHS that the report is unsubstantiated.

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement, if any.

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

³ The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

⁴ The district is encouraged to duplicate this language in the contract. If the contract is with a company and the person assigned to do the work is the alleged abuser perpetrator, the district shall notify the company and request another company employee be assigned to complete the work.

⁵ The district will investigate all reports of suspected abuse, unless otherwise requested by DHS or its designee or law enforcement pursuant to law.

Definitions

1. Oregon law recognizes these and other types of abuse:
 - a. Physical;
 - b. Neglect;
 - c. Mental injury;
 - d. Threat of harm;
 - e. Sexual abuse and sexual exploitation.
2. “Child” means an unmarried person who is under 18 years of age or is under 21 years of age and residing in or receiving care or services at a child-caring agency.
3. A “substantiated report” means a report of abuse that a law enforcement agency or DHS determines is founded.

Confidentiality of Records

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the district shall immediately provide requested documents or materials to the extent allowed by state and federal law.

Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by this policy, the employee will be disciplined up to and including dismissal.

Cooperation with Investigator

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator, unless the school administrator is the subject of the investigation. When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (See JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises). The administrator or designee should not deny the interview based on the investigator’s refusal to sign the form. If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the administrator shall refuse access to the student.

Law enforcement officers officials wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The officer law enforcement officer shall sign the student out on a form to be provided by the school in accordance with district procedures;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents or anyone else other than DHS or law enforcement agency and any school employee necessary to enable the investigation;
3. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend the investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

** 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.

CHARTER SCHOOL RENEWAL:
Cascade Heights Public Charter School

ACTION
Agenda Item #7
January 27, 2022

SUPERINTENDENT’S RECOMMENDATION:

Recommend approval of the request for renewal of charter school sponsorship from Cascade Heights Public Charter School.

REASON FOR BOARD CONSIDERATION:

Pursuant to ORS 338.065, charter schools must request renewal from the sponsor prior to the expiration of the current charter. The renewal process is addressed in NCS D [LBE](#) and [LBE-AR](#) and requires NCS D Board approval of the request for renewal by charter schools.

BACKGROUND:

North Clackamas School District (NCS D) serves as the sponsor for Cascade Heights Public Charter School (CHPCS). The current charter for the school expires on June 30, 2022.

On December 13, 2021, CHPCS provided NCS D with a request for charter renewal (Attachment 1).

This request for charter renewal begins a two-phase timeline (Attachment 2) during which the NCS D Board first considers whether or not to renew the school’s charter sponsorship (January 2022). If the NCS D Board renews the charter sponsorship, NCS D staff will work together with CHPCS to develop a contract for the duration of the renewal and the contract will be presented to the NCS D Board for approval or non-approval (approximately March/April 2022).

NCS D Staff has conducted a thorough review of CHPCS, in alignment with the renewal features expressed in NCS D LBE-AR. This review included an analysis of:

- A broad external review conducted in the spring of 2021, including approximately 45 pages of review.
- School Improvement and Academic Achievement and other relevant data
- Financial Stability Review

Based on all information reviewed, CHPCS is operating in accordance with applicable state and federal law, in compliance with the existing charter agreement, maintaining financial stability, and sound financial management.

In alignment with district guidelines in LBE-AR 8(b)2, a public hearing related to this charter renewal request was held on January 13, 2022.

ATTACHMENTS:

- [Attachment 1: Charter Renewal Request, CHPCS](#)
- [Attachment 2: NCS D/CHPCS Charter Renewal Timeline](#)

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff, North Clackamas School District

CONSTRUCTION BID AWARD:

Rex Putnam High School HVAC Replacement Project

ACTION

Agenda Item #8
January 27, 2022

SUPERINTENDENT’S RECOMMENDATION:

Approve awarding the Rex Putnam High School HVAC Project contract to Apex Mechanical LLC for a total award not to exceed amount of \$572,060.

BUDGET IMPACT/SOURCE OF FUNDS:

The source of the funds will be ESSR Funds.

BACKGROUND:

The district has identified the need to replace part of the HVAC system at Rex Putnam High School. This procurement includes the removal and replacement of (26) Unit along with removal and replacement of (3) RTU/AC units at Rex Putnam High School. In December 2021, staff solicited bids for construction services for the project.

The following bids were received on January 12th, 2022:

- Apex Mechanical LLC: \$572,060
- MacDonald Miller: \$614,151
- Hydro-Temp Mechanical: \$634,700

Work may begin around June of 2022 and is scheduled to be completed in August of 2022.

The District has not worked with Apex Mechanical in the past, but they have no complaints or suspensions from the Oregon Construction Contractors Board and have been in business since 2016. Apex Mechanical also provided the linked [Recent & Relevant Past Performance Reference Sheet](#) outlying a \$1,134,000 HVAC Project completed in 2021 for the Evergreen School District, a \$1,138,482.00 HVAC Project completed in 2021 for the State of Washington Department of Enterprise Services and a \$1,792,000 HVAC Project for the Evergreen School District Completed in 2019.

In alignment with North Clackamas School District Equity Policy, the District desires to increase the percentage of North Clackamas School District contract dollars paid to firms that are certified by the State of Oregon Certification Office for Business Inclusion and Diversity ("COBID") as Minority Business Enterprise Program (MBE); Women Business Enterprise Program (WBE); Emerging Small Business Program (ESB); Service Disabled Veteran Business Enterprise (SDVBE); Disadvantaged Business Enterprise (DBE), or that self-identify as qualifying to be certified as COBID. North Clackamas School District promotes and strongly encourages the utilization of COBID firm or firms that self-identify as qualifying to be a COBID firm. Apex Mechanical is not a COBID Certified firm, but they will provide a list of COBID subcontractors to the district.

As with all contracts, additional costs may be incurred for added or changed scope (e.g., change orders for unknowns, unforeseen, or agency requirements).

PRESENTER / STAFF CONTACT:

Cindy Detchon, Assistant Superintendent, Operations