



Agenda

North Clackamas School Board
Thursday, February 10, 2022 - 5:30 PM
Zoom/YouTube
12400 SE Freeman Way
Milwaukie, OR 97222

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

WORK SESSION

- | | | |
|------|----------------------|---|
| 5:30 | Strategic Planning | 3 |
| 6:15 | Adjourn Work Session | |

OPEN SESSION

- | | | |
|------|--|----|
| 6:30 | Call to Order | |
| | Native Land Acknowledgement | 38 |
| | Minutes - January 27, 2022 | 39 |
| | Consent Agenda | |
| | A. Employment Changes | |
| | B. Policy Revisions | 43 |
| 6:40 | 1. Community Comments | 62 |
| 6:55 | 2. Classified Employee Week - Proclamation | 64 |
| | Presenter: Libra Forde | |
| 7:00 | 3. Public Schools Week - Proclamation | 66 |
| | Presenter: Libra Forde | |
| 7:05 | 4. Energy Trust of Oregon - Presentation | 68 |
| | Presenter: Cindy Detchon | |
| 7:15 | 5. Clackamas ESD Local Service Plan - Discussion | 70 |
| | Presenter: Shay James | |
| 7:25 | 6. Board Reports | |

7:35 7. **Quarterly Financials - Report** 72
Presenter: Gayellyn Jacobson

7:45 8. **Authorization to Purchase K-2 Classroom Library Books and Flexible Classroom Furniture - Action** 77
Presenter: Joel Stuart

7:50 9. **View Acres Elementary School Utility Easement - Action** 78
Presenter: Cindy Detchon

7:50 **Adjourn**

SUPERINTENDENT’S RECOMMENDATION:

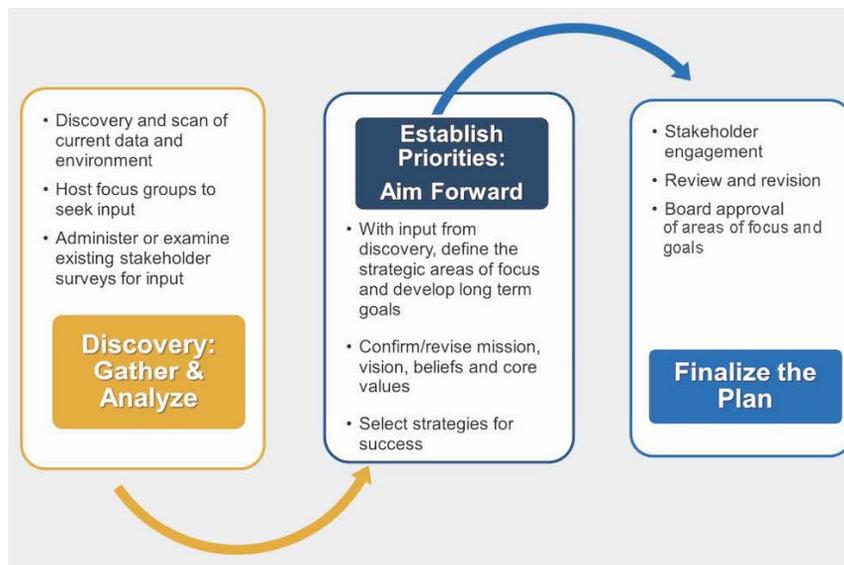
This item is presented for Board information and discussion.

REASON FOR BOARD CONSIDERATION:

Continuation of North Clackamas School District Strategic Planning Process

BACKGROUND:

With assistance from consultant partners from STUDER Education, a three-phase process has been designed to develop the next Strategic Plan over the course of the 2021-2022 school year.



On September 9, 2021 and October 14, 2021, the School Board received presentations outlining the timeline and process to be used to develop the school district’s next strategic plan and specific information about the Discovery phase.

Since the last presentation,

- Over 1257 students, staff, and community members participated in a multi-lingual input survey,
- an environmental scan of 13 school district guiding artifacts was undertaken,
- approximately 23 discovery focus groups (including 200+ community members) were held in multiple languages by multiple group facilitators,
- all discovery phase data was reviewed and themed by the NCSA Executive Administrative team,
- a visioning and values session was held with the NCSA Executive Administrative team,

- planning for an upcoming stakeholders' feedback loop has occurred,
- and an Executive Summary for the North Clackamas School Board (dated 2/3/22) has been developed.

This presentation will be an opportunity for the Board to:

- receive an update on the strategic planning process to date,
- provide input on the themes that have emerged through the process, the future vision for the school district and the future values for the school district, and
- hear about the next steps in the planning process.

Following this presentation:

- Community members who participated in the previous focus groups will be asked for their feedback and prioritization on the themes that emerged, and
- NCSD's Executive Administrative team will develop a draft strategic plan document including mission, vision, values, goals and initiatives with an anticipated next meeting with the School Board in April 2022.

ATTACHMENTS:

- A. Executive Summary for the North Clackamas School Board (dated 2/3/22)
- B. Strategic Planning Work Session Slides, 2/10/22

PRESENTER / STAFF CONTACT:

- Tiffany Shireman, Chief of Staff
- Dr. Kathleen Oropallo, Leader Coach, STUDER Education

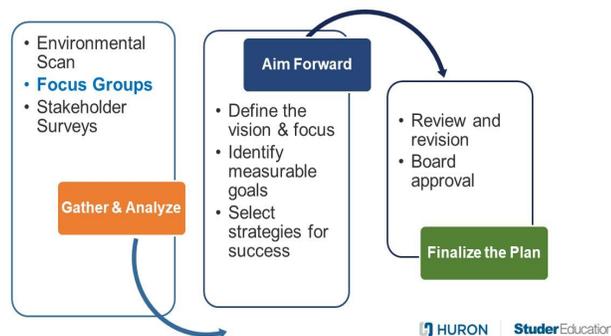


2.3.22 Executive Summary for the North Clackamas School Board on Strategic Planning

North Clackamas School District began the process of developing the strategic plan to guide the work of the organization and focus efforts on critical strategic priorities for the next 5 years. North Clackamas School District partnered with Studer Education to facilitate the organization’s creation of the inaugural strategic plan.

Part I: Overview of the Strategic Planning Process

THE STRATEGIC PLANNING PROCESS



Part II: Gather & Analyze Discovery Phase: Timeline and Participation

As part of the process for creating the strategic plan, Studer Education worked with North Clackamas School District to conduct an Environmental Scan, to engage stakeholders in a survey, and to conduct focus group sessions across multiple stakeholder groups. These efforts were aimed at: 1) providing stakeholder perceptions on the current performance of North Clackamas School District and suggestions for areas of growth, improvement, or challenges, and 2) understanding the current status of the school district. This critical information will help to inform the strategic priorities identified for the next five years.

- **Web-based Survey = 1257 respondents**

In fall 2021, a community wide web-based survey was administered. Respondents were asked to indicate all of the connections they had to North Clackamas Schools. The count of participants is greater than the number of respondents as some people identified one, two or more connections to the school district.

Connection to North Clackamas Schools (check all that apply)	Count of Participants
Business or Industry Representative	29
Community Organization, Civic Organization, or Faith Leader	21
Employee: Administrator	8
Employee: Certified	169
Employee: Classified, Confidential or Non-Represented	100*
Government Agency Representative or Elected Official	
Non-Profit Agency Representative	
Parent or Guardian (current)	1033
Parent or Guardian (of former student)	143
Resident in North Clackamas School District	384
Student (current)	24
Student (former)	52
Volunteer	113
Other	21

*Note: a data collection error resulted in these three groups merging

Respondents were asked to indicate their race/ethnicity.

Race/ethnicity	Count of Participants	% of Survey Respondents	District Student % for reference
Asian	60	4%	10%
Black or African-American	27	2%	2%
Hispanic or Latinx	77	6%	20%
Native American or Alaska Native	14	1%	1%
Native Hawaiian or Pacific Islander	8	1%	1%
White	722	57%	58%
Multiracial	79	6%	9%
Other	41	3%	N/A
Prefer not to say	229	18%	N/A

The survey was provided in multiple languages, with responses in English, Spanish, Russian, Vietnamese and Chinese (simplified).

- **Focus Group Discovery Sessions: 203 respondents**

From September 2021 to November 2021, 23 focus groups were conducted in multiple formats, such as video, face-to-face, and telephone appointments. With careful attention to ensuring racial, linguistic and ethnic alignment to the demographics of the school district, discovery sessions were held in multiple languages. Community Facilitators considered cultural appropriateness in establishing engagement times, communication methods and conversation formats. The count of participants is greater than the number of respondents as some people identified one, two or more connections to the school district.

Connection to North Clackamas Schools (check all that apply)	Count of Participants
Business or Industry Representative	1
Community Organization, Civic Organization, or Faith Leader	5
Employee: Administrator	43
Employee: Certified	17
Employee: Classified, Confidential or Non-Represented	6
Government Agency Representative or Elected Official	8
Non-Profit Agency Representative	5
Parent or Guardian (current)	26
Parent or Guardian (of former student)	9
Resident in North Clackamas School District	18
Student (current)	84
Student (former)	3
Volunteer	8

Respondents were asked to indicate their race/ethnicity.

Race/ethnicity demographic	Count of Participants	% of Survey Respondents	District Student % for reference
Asian	16	8%	10%
Black or African-American	15	7%	2%
Hispanic or Latinx	35	17%	20%
Native American or Alaska Native	2	1%	1%
Native Hawaiian or Pacific Islander	3	1%	1%
White	103	51%	58%
Multiracial	18	9%	9%
Other	5	2%	N/A
Prefer not to say	6	3%	N/A

In total, 1460 constituents from North Clackamas School District’s academic and local, residential communities contributed to the strategic planning process.

- **Environmental Scan: 13 artifacts**

Members of the North Clackamas School District Executive Team reviewed thirteen district documents over a series of eight hour-long meetings to identify data to contribute to their understanding of these questions: “What is Going Well at NCSD?” “What Needs Improvement at NCSD?” and “What is the Vision of the Future for NCSD?”

Documents reviewed include:

Environmental Scan Documents
<ul style="list-style-type: none"> • 2018-2022 NCSD Strategic Plan • 2019-2020 NCSD Performance Report • NCSD Equity Policy/Stance/Resources • NCSD Student Investment Account • Youth Truth: Elementary • Youth Truth: Middle School • Youth Truth: High School • NCSD Spring 2021 Community Survey • 2021-2022 NCSD Budget (focus: Superintendent’s Budget Message) • NCSD Culturally Relevant Pedagogy • Fall 2020 Superintendent Search Materials • Summer 2021 Executive Team DISC (Workplace teamwork assessment) Report • NCSD Awards and Staff Recognition List

In examining the data sets, Studer Education identified some early themes for consideration. Themes from parent/caregiver responses are highlighted in blue. Themes from the remainder of groups are highlighted in green.

Part III: Themes from Discovery Phase

WHAT DOES NORTH CLACKAMAS SCHOOL DISTRICT DO WELL?

- Parents/caregivers of North Clackamas School District students prefer in person learning. “Keeping students in the classrooms” is an important part of teaching and learning.
- North Clackamas School District is comprised of quality leaders, administrators, staff, and teachers that care about students.
- Good communication is a major positive element of North Clackamas School District.
- Covid safety measures have been/are impressive and effective across North Clackamas School District.
- Parents/caregivers of North Clackamas School District’s students would like to maintain options for students regarding modes of teaching and learning.
- Equity is championed at modeled across North Clackamas School District.
- North Clackamas School District should be recognized for its well-maintained campuses.
- Teachers are a tremendous asset for the students at North Clackamas School District.
- There is a sense of pride in the community by North Clackamas School District employees.
- North Clackamas School District has been extremely responsive and agile for employees, students, and parents/caregivers in adjusting to the work environment amid COVID-19.
- North Clackamas School District possesses a strong relationship and connections with community partners who provide education and career opportunities to students.
- The new Superintendent demonstrates deep care and good decision-making for all critical areas of focus for North Clackamas School District.
- North Clackamas School District has been successful in retaining instructors and staff. The focus on continuing this positive tradition is in place.

WHAT CAN NORTH CLACKAMAS SCHOOL DISTRICT DO BETTER?

- North Clackamas School District needs to provide better updates of learning, communication with parents (administration & school level) –streamline communication (too many forms—things get lost.)
- There is a major need for more student support systems across North Clackamas School District (students with disabilities, socio-emotional guidance/leadership, behavioral assistance, bullying, and equal balancing of resources).
- North Clackamas School District parents/caregivers expressed varied, polarizing perspectives about masks/ Covid-19 protocols, vaccination requirements, etc.
- Across North Clackamas School District, there is a shortage of quality leadership, teachers, staff, volunteers; teacher burnout, lack of teacher support/training, high turnover, etc.
- There are varied, polarizing responses to North Clackamas School District teaching and pedagogy, such as the impression that progressive agendas are being taught/allowed in schools (politics, Critical Race Theory, equity, sexuality, gender identity, sex education.)
- North Clackamas School District needs to offer a more challenging curriculum; there is an absence of quality education.
- North Clackamas School District classes are overcrowded.
- Parents/caregivers of North Clackamas School District want more engaging classes, more in-person classes, varied opportunities for students; more afterschool care programs, more vocational options, more extracurriculars, and more social events.
- The creation of a common vision and set of goals is necessary for laser focus and continued team cohesion and elevation of individual and collective leadership capacity.
- Communication across all levels of the organization (district, schools, students, parents, etc.) can be improved, particularly at the internal, department-to-department level of the district.
- There is a need to build academic programs in systematic ways that align curricula with most relevant and progressive needs of students and their families.
- An equity of facilities review is necessary for timeline and planning of upgrades to buildings, technology, and resources for all programs.
- There is a strong need to explore alternate opportunities of modes of delivery of instruction for students.

WHAT ARE THEMES THAT EMERGE ABOUT VISIONS FOR THE FUTURE OF NORTH CLACKAMAS SCHOOL DISTRICT?

- Parents/caregivers of North Clackamas School District's students want more options/ engagements for students: social engagements, sports, music, art, afterschool care, vocational (Career Technical Education) opportunities.
- Parents/caregivers of North Clackamas School District's students desire more student support services, such as better preparation for future, deeper learning support, and the constant search for providing more academic and community/familial resources.
- It is important to support teachers by increasing salaries, support, and supplies for classrooms.
- There is a need for reduced class sizes at all levels of North Clackamas School District.
- North Clackamas School District needs to dedicate funding to infrastructure improvements, such as transportation, buildings, sports complexes, parking, etc.
- North Clackamas School District continues to build a reputation for retaining high performing instructors and staff.
- Continuation of the commitment to cutting edge technology is highly valued and critical for employees and students to remain abreast of current developments and practices in work and education.
- Teachers and staff of North Clackamas School District should be provided with professional development and career advancement opportunities.
- Clear focus and goals to guide work and priorities need to be identified, developed, and implemented.

The following are brief summaries of disaggregated themes. The purpose of these summaries is to elevate voices that have not been historically heard in discussions, planning, and decision-making. Specifically, the information is presented in such a way for comparing themes that emerged from all discovery sessions and survey responses (greater representation of majority population) with responses from underrepresented communities:

Disaggregated Voice Highlights: Asian

- **Going well:** communication, support to families, easy access to translators, welcoming staff at schools
- **Needs improvement** Teachers need to learn about effective approaches to working with families of diverse cultural backgrounds and who speak different languages, education should reflect elements of my background/culture, critical need for advocacy for parents –especially parents who have children with IEPs, individualized communication is lacking
- **Vision for the future:** More integration of communication and co - negotiated work/involvement across parents and professionals of NCSD in the education of students

Disaggregated Voice Highlights: Black or African-American

- **Going well:** individualized instruction for students, good opportunities to interact with professionals who are also persons of color
- **Needs improvement** : more resources to students and families for academic and general support as needed by family/school, more work on anti- racism, deeper level of support for families who live at very different economic levels of society
- **Vision for the future** : More Black professionals and groups designated for support of Black/African - American students that connect school and community, better nutrition options

Disaggregated Voice Highlights: Hispanic or Latinx Population

- **Going well**: communication, support to families, individualized work with students
- **Needs improvement** : more resources to students and families for academic and general support, transportation, better communication of different cultures and languages
- **Vision for the future** : improvements of technology and support services, better nutrition options

Disaggregated Voice Highlights: Native American or Alaska Native

- **Going well**: communication, support to families, individualized work with students
- **Needs improvement** : more resources to students and families for academic and general support, transportation, better communication of different cultures and languages
- **Vision for the future** : improvements of technology and support services, better nutrition options

Disaggregated Voice Highlights: Native Hawaiian or Pacific Islander

- **Going well**: communication, after-school programs, including extracurricular
- **Needs improvement** : integrate culture in meaningful ways into the community, need to make it easier to integrate into culture of NCSD and community, cultural competency education for teachers and professionals of NCSD, facilities (portable classrooms and long-term construction.)
- **Vision for the future** : college prep opportunities, involvement in education at more holistic level, such as life skills and financial planning. Better nutrition and more after-school programs.

Part IV: Transitioning from Themes to a Strategic Plan Draft

At this point in the strategic planning process, the North Clackamas School District Executive Team is reviewing a first draft of strategic plan pillars and goals that emerged from the voices of participants of discovery sessions, survey responses, and the environmental scan. This work will transition from lists of themes and feedback items into a full draft of the next version of the district’s strategic plan over the next two months and will be informed by a stakeholder feedback loop that will occur in late February 2022.

Part V: Needed School Board Input: Values and Vision

At the February 10, 2022 North Clackamas School District Board Meeting, the Board will be invited to provide its feedback on values for future consideration:

Existing List of Values	Other Values for Consideration by the School Board
<ul style="list-style-type: none"> • Equity • Engagement • Care • Integrity • Excellence 	<ul style="list-style-type: none"> • Commitment • Safety • Resilience • Adaptability • Growth • Inspiration • Empower • Relationship • Responsive / Responsible • <i>Equity</i> • <i>Engagement</i> • <i>Care</i> • <i>Integrity</i> • <i>Excellence</i>

At the February 10, 2022 North Clackamas School District Board of Directors Meeting, the Board will be invited to share its feedback on the school district's current Vision for future consideration:

Current NCS D Vision
For each student, a joy of learning is fostered, a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, and social needs are supported.
Each student is actively engaged every day for success in life, college, and career.

Part VI: Next Steps for Finalization of 2022-2027 North Clackamas School District Strategic Plan

- Stakeholders' feedback and prioritization loop on emerging themes to occur during late February 2022.
- Editing of draft language of pillars and goals of strategic plan by members of North Clackamas School District Executive Team before recommending plan for final approval.
- Review of work by North Clackamas School Board, including contributions to evolving values and vision.
- Review and revision to mission of North Clackamas School District as part of strategic plan.
- Review and revision to vision of North Clackamas School District as part of strategic plan.
- Return with completed strategic plan document to North Clackamas School Board in April 2022.

Strategic Planning Update

Building a System Around Student Success North Clackamas Board Meeting, 2/10/22

Dr. Kathleen Oropallo, Leader Coach

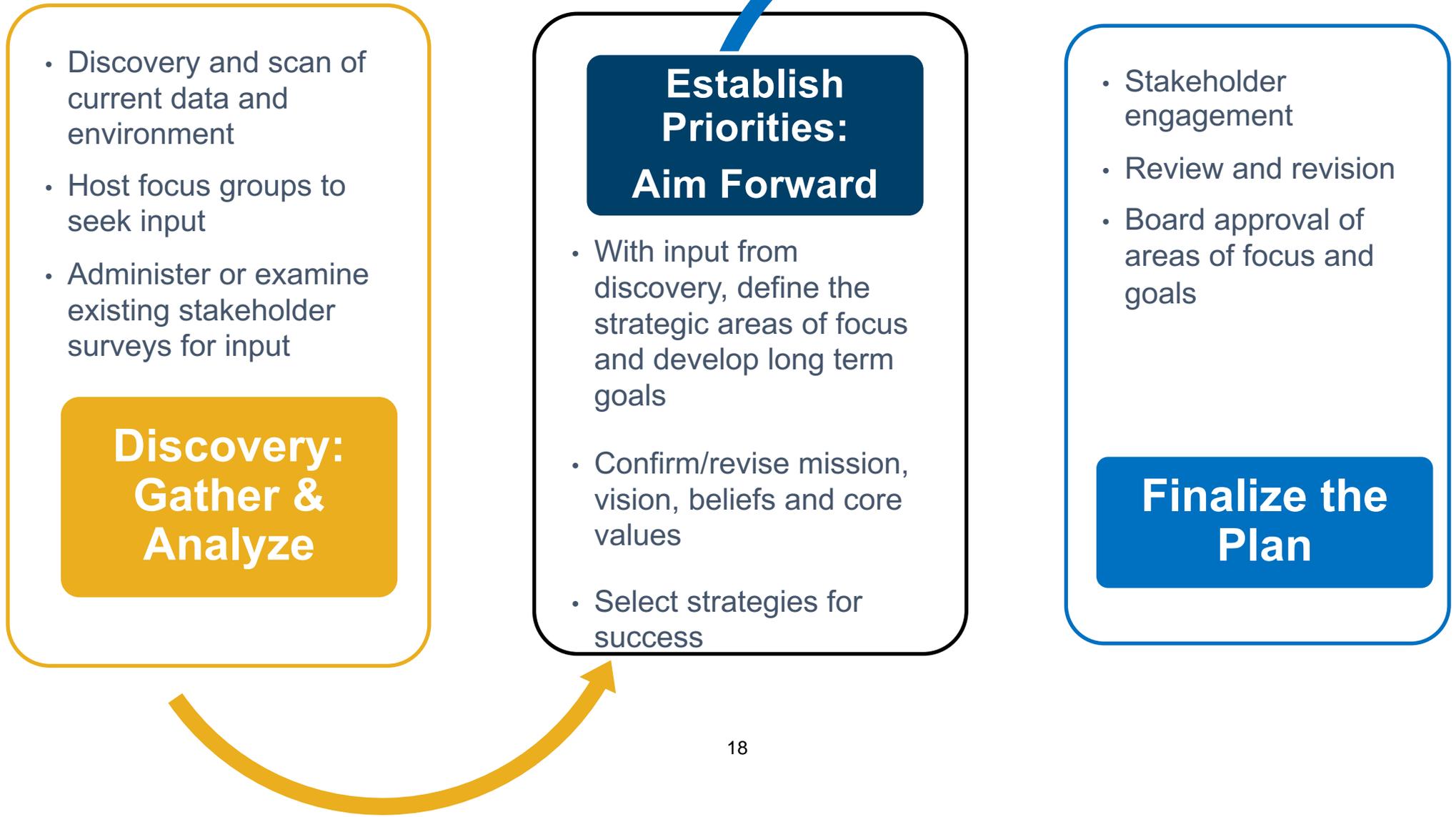
Tiffany Shireman, Chief of Staff, North Clackamas Schools



STRATEGIC PLAN 2018-2022

Equity • Engagement • Care • Integrity • Excellence

THE STRATEGIC PLANNING PROCESS



- Discovery and scan of current data and environment
- Host focus groups to seek input
- Administer or examine existing stakeholder surveys for input

**Discovery:
Gather &
Analyze**

Work Accomplished as of February 2022: Stakeholder Surveys

Connection to North Clackamas Schools (check all that apply)	Count of Participants
Business or Industry Representative	29
Community Organization, Civic Organization, or Faith Leader	21
Employee: Administrator	8
Employee: Certified	169
Employee: Classified, Confidential or Non-Represented	100*
Government Agency Representative or Elected Official	
Non-Profit Agency Representative	
Parent or Guardian (current)	1033
Parent or Guardian (of former student)	143
Resident in North Clackamas School District	384
Student (current)	24
Student (former)	52
Volunteer	113
Other	21

*Note: a data collection error resulted in these three groups merging

Race/ethnicity	Count of Participants	% of Survey Respondents	District Student % for reference
Asian	60	4%	10%
Black or African-American	27	2%	2%
Hispanic or Latinx	77	6%	20%
Native American or Alaska Native	14	1%	1%
Native Hawaiian or Pacific Islander	8	1%	1%
White	722	57%	58%
Multiracial	79	6%	9%
Other	41	3%	N/A
Prefer not to say	229	18%	N/A

The survey was provided in multiple languages, with responses in English, Spanish, Russian, Vietnamese and Chinese (simplified).

- Discovery and scan of current data and environment
- Host focus groups to seek input
- Administer or examine existing stakeholder surveys for input

**Discovery:
Gather &
Analyze**

Work Accomplished as of February 2022: Focus Groups

Connection to North Clackamas Schools (check all that apply)	Count of Participants
Business or Industry Representative	1
Community Organization, Civic Organization, or Faith Leader	5
Employee: Administrator	43
Employee: Certified	17
Employee: Classified, Confidential or Non-Represented	6
Government Agency Representative or Elected Official	8
Non-Profit Agency Representative	5
Parent or Guardian (current)	26
Parent or Guardian (of former student)	9
Resident in North Clackamas School District	18
Student (current)	84
Student (former)	3
Volunteer	8

Race/ethnicity demographic	Count of Participants	% of Survey Respondents	District Student % for reference
Asian	16	8%	10%
Black or African-American	15	7%	2%
Hispanic or Latinx	35	17%	20%
Native American or Alaska Native	2	1%	1%
Native Hawaiian or Pacific Islander	3	1%	1%
White	103	51%	58%
Multiracial	18	9%	9%
Other	5	2%	N/A
Prefer not to say	6	3%	N/A

1257 Survey Respondents +
203 Focus Group Participants  1460²⁰ voices

- Discovery and scan of current data and environment
- Host focus groups to seek input
- Administer or examine existing stakeholder surveys for input

**Discovery:
Gather &
Analyze**

Work Accomplished as of February 2022: North Clackamas School District Environmental Scan

Environmental Scan Documents

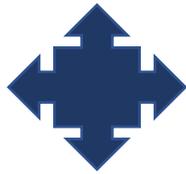
- 2018-2022 NCS D Strategic Plan
- 2019-2020 NCS D Performance Report
- NCS D Equity Policy/Stance/Resources
- NCS D Student Investment Account
- Youth Truth: Elementary
- Youth Truth: Middle School
- Youth Truth: High School
- NCS D Spring 2021 Community Survey
- 2021-2022 NCS D Budget (focus: Superintendent's Budget Message)
- NCS D Culturally Relevant Pedagogy
- Fall 2020 Superintendent Search Materials
- Summer 2021 Executive Team DISC (Workplace teamwork assessment) Report
- NCS D Awards and Staff Recognition List

**Establish
Priorities:
Aim Forward**

- With input from discovery, define the strategic areas of focus and develop long term goals
- Confirm/revise mission, vision, beliefs and core values
- Select strategies for success

Work Accomplished as of February 2022: Emerging Themes

1460 Voices



**Disaggregated Voice Highlights:
Asian**

- **Going well:** communication, support to families, easy access to translators, welcoming staff at schools
- **Needs improvement:** Teachers need to learn about effective approaches to working with different language backgrounds, parents who are lacking
- **Vision for the future:** negotiated the educational

**Disaggregated Voice Highlights:
Black or African-American**

- **Going well:** individualized instruction for students, good opportunities to interact with professionals who are also persons of color
- **Needs improvement:** academic and general work on anti-racism, very different economic
- **Vision for the future:** designated for support, connect school and

**Disaggregated Voice Highlights:
Hispanic or Latinx Population**

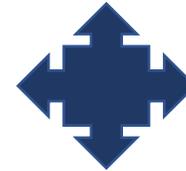
- **Going well:** communication, support to families, individualized work with students
- **Needs improvement:** academic and general work of different cultures
- **Vision for the future:** services, better n

**Disaggregated Voice Highlights:
Native American or Alaska Native**

- **Going well:** communication, support to families, individualized work with students
- **Needs improvement:** academic and general work of different cultures
- **Vision for the future:** services, better n

**Disaggregated Voice Highlights:
Native Hawaiian or Pacific Islander**

- **Going well:** communication, after-school programs, including extracurricular
- **Needs improvement:** integrate culture in meaningful ways into the community, need to make it easier to integrate into culture of NCSd and community, cultural competency education for teachers and professionals of NCSd, facilities (portable classrooms and long-term construction.)
- **Vision for the future:** college prep opportunities, involvement in education at more holistic level, such as life skills and financial planning. Better nutrition and more after-school programs.



35
themes

**Establish
Priorities:
Aim Forward**

- With input from discovery, define the strategic areas of focus and develop long term goals
- Confirm/revise mission, vision, beliefs and core values
- Select strategies for success

Work Accomplished as of February 2022: Emerging Themes -- excerpt

- NCS D possesses a strong relationship with community partners.
- NCS D should be recognized for its well-maintained campuses.
- NCS D needs to provide better updates of learning, communication with parents and streamline communication methods/tools.
- Teachers are a tremendous asset for the students at NCS D.
- There are varied, polarizing responses to NCS D teaching (e.g. politics, Critical Race Theory, equity, sexuality, gender identity, sex education.)
- More afterschool care programs, extracurriculars, and more social events.
- Clear focus and goals to guide work needs to be developed/ implemented.
- Need to explore alternate modes of delivery of instruction for students.
- There is a sense of pride in the community by NCS D employees.
- Equity is championed and modeled²³ across North Clackamas School District.

R E F R E S H

Mission: What we do and deliver

Vision: Who/what we aspire to become

Values: What we believe

Pillars: Our big aims/cornerstones

Goals: Deliverables/expressed outcomes





HUDSON SCHOOLS

Strategic Plan 2020-2025

MISSION

We are dedicated to developing caring and contributing community members. We are collectively committed to providing a rigorous, student-centered environment to ensure equitable experiences for all students.

VALUES

Student-Centered - the focus of our decisions

Community - sense of acceptance, belonging, and safety

Empathy - understanding and respecting others

Collaboration - collective commitment to common interests and goals

Integrity - honesty and consistency of character

Contribution - mindset of service

Purpose - intentional and determined pursuit of achievement

VISION

The Hudson School District empowers all students to cultivate their talents, embrace their passions, and leverage their learning to impact the world around them.

Our Students

Creating a supportive and inclusive learning environment that provides equitable access, so all students fully participate in their academic and personal success.

- A. Foster excellence and experiential learning opportunities through academics, arts, athletics, and activities.
- B. Support the social-emotional learning, character development, and mental health of all students.
- C. Develop a District-wide system in which all students graduate with a post-secondary plan.
- D. Provide a safe and flexible learning environment to encourage collaboration, innovation, critical thinking, and appropriate risk-taking in which students can fail forward among students and staff.
- E. Ensure the curriculum is developmentally responsive, rigorous, and relevant to our students' experiences, including the assessment of District curricular priorities.
- F. Strengthen the positive relationships among staff, students, and families/caregivers.

Our Staff

Recruiting, retaining, and supporting quality employees.

- A. Recruit, develop, and retain high quality staff focused on District initiatives that reflects the diversity of our students.
- B. Establish professional development for all employees that improves their knowledge, collaboration, and effectiveness; rooted in the core values of excellence, equity, and engagement.
- C. Promote a culture of well-being and safety for all employees.
- D. Reward and recognize the contributions and performance of staff.
- E. Implement strategies for communicating District vision, focused goals, pathways to excellence, and organizational culture.

Our Community

Ensuring that parents and community members are engaged and well informed.

- A. Engage in meaningful partnerships between families and District.
- B. Cultivate two-way communication between District, families and community.
- C. Nourish existing community partnerships with our team and our students.
- D. Create new community partnerships that provide experiential and career-related opportunities for students.
- E. Provide maximum value to our community through efficient and effective operations and resource management.

RICE LAKE SCHOOL DISTRICT: CONTINUOUS IMPROVEMENT PLAN 2019-2024

Rice Lake Area School District Mission Statement:

We will partner with students, families and community members to provide a safe learning environment to ensure our students achieve academic and personal success as they become lifelong learners.

Pillars

Student Success	Our People	Families & Community	Finances/Resources
<i>Prepare students to succeed and contribute in a global society</i>	<i>Provide a great work environment so every employee can perform at the highest levels</i>	<i>Foster family and community relationships</i>	<i>Utilize resources wisely at all levels of the organization to maximize impact on student success</i>

Strategic Plan Goals: 2019-2024

<ul style="list-style-type: none"> Continue to strengthen and accentuate the positive relationships between staff, students and families/caregivers Foster academic excellence in students Support a whole-child model of education Minimize student behavioral disruptions in school environments 	<ul style="list-style-type: none"> Recruit, develop, and maintain high quality staff focused on students Establish professional development that includes all employees Cultivate a collaborative environment that meets the needs of staff in emotional, physical, and social well-being Ensure staff understand and feel comfortable accessing healthcare options 	<ul style="list-style-type: none"> Nourish existing community partnerships Create new community partnerships Communicate effectively across Rice Lake Area School District system to ensure 2-way, timely, consistent information flow (Schools to parents, leaders to parents, leaders to employees, district to community) 	<ul style="list-style-type: none"> Build equity and consistency of facilities across schools. Offer equitably funded programs and extracurricular opportunities across all schools. Ensure staff have knowledge of district budget/resource allocations
--	---	---	--

**Establish
Priorities:
Aim Forward**

- With input from discovery, define the strategic areas of focus and develop long term goals
- Confirm/revise mission, vision, beliefs and core values
- Select strategies for success

In Progress: Values

Values: What
we believe



Examples: Beliefs/Core Values

Student-Centered Decisions • High Expectations • Equity • Diversity • Strong Relationships • Unity • Respect

Our Sand Creek Identity

(What We Value)

Commitment
Inclusive

Personalized Paths
Pride

Growth Mindset
Heart

OUR VALUES

WHAT WE STAND FOR

Clear Communication | Collaborative Culture | Diversity | Fiscal Responsibility | High Expectations | Integrity | Service Excellence

**Establish
Priorities:
Aim Forward**

- With input from discovery, define the strategic areas of focus and develop long term goals
- Confirm/revise mission, vision, beliefs and core values
- Select strategies for success

In Progress: Values

Individual Board Member Reflection and Feedback Requested

Existing List of Values	Other Values for Consideration by the School Board
<ul style="list-style-type: none">• Equity• Engagement• Care• Integrity• Excellence	<ul style="list-style-type: none">• Commitment• Safety• Resilience• Adaptability• Growth• Inspiration• Empower• Relationship• Responsive / Responsible• Equity• Engagement• Care• Integrity• Excellence

**Establish
Priorities:
Aim Forward**

- With input from discovery, define the strategic areas of focus and develop long term goals
- Confirm/revise mission, vision, beliefs and core values
- Select strategies for success

In Progress: Values

Individual Feedback on Values by Board Members

From list of existing and proposed values, what are 3-5 that rank highest for you?

Perez:

Benologa:

Forde:

McVay:

Wai:

Bauer:

Schroedl:

**Establish
Priorities:
Aim Forward**

- With input from discovery, define the strategic areas of focus and develop long term goals
- Confirm/revise mission, vision, beliefs and core values
- Select strategies for success

In Progress: Vision

Vision: Who/what
we aspire to
become



**Establish
Priorities:
Aim Forward**

- With input from discovery, define the strategic areas of focus and develop long term goals
- Confirm/revise mission, vision, beliefs and core values
- Select strategies for success

In Progress: Vision

Individual Board Member Reflection and Feedback Requested

Current NCSD Vision

For each student, a joy of learning is fostered, a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, and social needs are supported.

Each student is actively engaged every day for success in life, college, and career.

Examples of Mission/Vision

Educate every student to **succeed**

School District's Mission

"Where education & opportunities unite"

Vision

"Transforming the path for student growth and achievement"

Our Mission

Engage. Learn. Improve.

Our Vision

The relentless pursuit of excellence, one person at a time.

Vision:

Empower students to be thinkers, communicators, collaborators and contributors

Mission:

Graduate every student prepared for success beyond high school

**Establish
Priorities:
Aim Forward**

- With input from discovery, define the strategic areas of focus and develop long term goals
- Confirm/revise mission, vision, beliefs and core values
- Select strategies for success

In Progress:
Values

Individual Feedback on Vision by Board Members

From existing vision, what words/elements should remain? What is absent?

Perez:

Benologa:

Forde:

McVay:

Wai:

Bauer:

Schroedl:

THE STRATEGIC PLANNING PROCESS



Looking Ahead:

- Stakeholders' feedback and prioritization loop on emerging themes to occur during late February 2022.
- Editing of draft language of pillars and goals of strategic plan by members of North Clackamas School District Executive Team before recommending plan for final approval.
- Review of work by North Clackamas School Board, including contributions to evolving values and vision.
- Review and revision to mission of North Clackamas School District as part of strategic plan.
- Review and revision to vision of North Clackamas School District as part of strategic plan.
- Return with completed strategic plan document to North Clackamas School Board in April 2022.





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 27, 2022
Zoom/YouTube**

Open Session

With due notice having been given and a quorum present, Chair Libra Forde convened open session at 6:30 p.m. with the following members present in a virtual meeting:

Libra Forde	–	Chair
Mitzi Bauer	–	Vice Chair
Jena Benologa	–	Director
Orlando Perez	–	Director
Steven Schroedl	–	Director
Shay James	–	Superintendent
Sandra Henderson	–	Board Secretary

Also present were Cindy Detchon, Derrick Brown, Gayellyn Jacobson, Ivonne Dibblee, Khaliyah Williams-Rodriguez, Mark Moser, Mayra Gómez, Petra Callin, Shelly Reggiani, Tiffany Shireman, and Vivian Garrison. District employees and community members were provided a live stream on YouTube.

Vice Chair Mitzi Bauer read the Native Land Acknowledgement.

R21/22-61

Minutes – Mitzi Bauer moved, Jena Benologa seconded the motion to approve the minutes of the regular Board meeting held January 13, 2022. Motion passed unanimously.

R21/22-62

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

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

Administrative – appointment, transfer

Licensed – appointments, terminations

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

AC – Nondiscrimination

IGBHA – Alternative Programs

IGDJ – Interscholastic Activities

IKFB – Graduation Exercises

JECB – Admission of Nonresident Students

Travel Request, Sabin Schellenberg Construction - Grant permission for 30 students from Sabin Schellenberg to travel to Otis, OR, on February 18-21, 2022.

Travel Request, Sabin Schellenberg Construction - Grant permission for 30 students from Sabin Schellenberg to travel to Otis, OR, on March 18-21, 2022.

Travel Request, Rex Putnam High School Music Programs - Grant permission for 110 students from the Rex Putnam High School music programs to travel to Anaheim, CA, on May 20-23, 2022.

Motion passed unanimously.

Community Requests

- Melinda Ryan, NCEA President, thanked the board for their dedication towards keeping students and staff safe and healthy.
- Keoni McHone, Happy Valley, expressed concerns regarding the health and safety of students while wearing masks during physical education classes.
- Angela Pederson, Oregon City, spoke in opposition to holding virtual Board meetings and requested that the Board to return to in person meetings.
- Chair Libra Forde summarized the topics of emails that had been submitted to the Board.

NCEA Featured Educators – NCEA Representative Darnell Williams recognized the Structured Learning Center/Academics (SLC-A) teaching staff as the NCEA Featured Educators for January. SLC-A teachers Rachel Brekke and Carolyn Jurkovich spoke on behalf of the recipients.

School Presentation: Beatrice Morrow Cannady Elementary – Executive Director of Elementary Programs Khaliyah Williams-Rodriguez introduced Beatrice Morrow Cannady Elementary Principal Dianna Ngai. Kindergarten teacher Angela Nelson and Parent Teacher Organization Secretary Corey K. Schmidt assisted in the presentation where highlights, demographics, partnerships and school-wide goals were shared. Questions and comments from the Board were addressed.

Superintendent's Report – Superintendent Shay James and Chief of Staff Tiffany Shireman reported on the following:

- Continuity of Instruction
- Introduced new administrators Coordinator of Special Education Yvette Lightbourn, Clackamas High School Principal Stacy Eto and Alder Creek Assistant Principal Kristen Faust.
- Overall 4-year graduation rates for 2020-21 of 88.2%

Questions and comments from the Board were addressed.

District Financial Audit Report 2020-2021 – Chief Financial Officer Gayellyn Jacobson reported results from the district’s annual audit which included the following determinations:

- 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.
- 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.
- Audit opinion issued – an unmodified opinion as outlined in the financial statements, has been issued.

Jeremy Gingerich, from Wilcox Arrendondo & Co. was available to answer questions.

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

DJC – Bidding Requirements, revised due to Senate Bill 420.

GBA – Equal Employment Opportunity, revision to the definition of gender identity and expanded definition of race.

GBEA – Workplace Harassment, revision to the definition of gender identity and expanded definition of race.

GBNAA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements, revisions to ORS 339 affecting reporting of child abuse and sexual conduct.

JHFE – Suspected Abuse of a Child Reporting Requirements and JHFE-AR – Reporting of Suspected Abuse of a Child, revised to ORS 339 affecting reporting of child abuse and sexual conduct.

R21/22-63

Cascade Heights Public Charter School Renewal – Jena Benologa moved, Orlando Perez seconded the motion to approve the request for renewal of charter school sponsorship from Cascade Heights Public Charter School. Motion passed unanimously.

R21/22-64

Construction Bid Award: Rex Putnam High School HVAC Replacement – Steven Schroedl moved, Mitzi Bauer seconded the motion to 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. Motion passed unanimously.

There being no further business to come before the Board, the meeting adjourned at 8:18 p.m.

Unapproved

DRAFT

POLICY REVISIONS

CONSENT B
February 10, 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
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, adopts 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.

The Board 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 (6)(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.

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 shall be practiced by the district regardless of 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 and the Americans with Disabilities Act Amendments Act (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. 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 408.235 | ORS 659A.009 |
| ORS 326.051 | ORS 652.210 - 652.220 | ORS 659A.029 |
| ORS 332.505 | ORS 659.850 | ORS 659A.030 |
| ORS 342.934 | ORS 659.870 | ORS 659A.040 |
| ORS 408.225 | ORS 659A.003 | ORS 659A.082 |
| ORS 408.230 | ORS 659A.006 | ORS 659A.109 |

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

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 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

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.

another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student 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 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) 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

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 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 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.

The district will designate a licensed administrator and an alternate licensed administrator⁶, in the event

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.

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.

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 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 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 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 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 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](#)

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 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 perpetrator.

If the superintendent is the alleged 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 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 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 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 officials wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The law enforcement officer shall sign the student out 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.



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

PROCLAMATION: CLASSIFIED EMPLOYEES' WEEK

ACTION
Agenda Item #2
February 10, 2022

SUPERINTENDENT'S RECOMMENDATION:

That the Board adopt the proclamation declaring March 7 - 11, 2022, as "Classified Employees' Week" in North Clackamas School District.

ORIGINATED BY:

This is the district's annual recognition and appreciation of classified employees.

BACKGROUND:

Classified Employees' Week in North Clackamas School District has been scheduled to coincide with the week announced by the Oregon School Employees Association. March 7 - 11, 2022, is this year's opportunity to honor the essential work that classified school employees do. The focus for this proclamation in the North Clackamas School District is to recognize that fact.

ATTACHMENTS:

Proclamation

PRESENTER:

Libra Forde, Board Chair

OTHERS NOTIFIED OF ITEM:

OSEA Leadership



Classified Employee Appreciation Week in North Clackamas School District

WHEREAS, the education of youth is essential to the future of our community, state, country and world; and

WHEREAS, classified employees are the backbone of our public education system; and

WHEREAS, classified employees work directly with students, educators, parents, volunteers, business partners and community members; and

WHEREAS, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and

WHEREAS, our community depends upon and trusts classified employees to serve students; and

WHEREAS, classified employees, with their diverse talents and true dedication, nurture students throughout their school years.

NOW, THEREFORE BE IT RESOLVED that the North Clackamas Board of Directors proclaims the week of March 7 - 11, 2022, to be Classified Employee Appreciation Week in the North Clackamas School District; and

BE IT FURTHER RESOLVED that the North Clackamas Board of Directors strongly encourages all members of our community to join in this observance recognizing the dedication and hard work of these individuals.

Adopted this 10th day of February, 2022

Signed:

Board Chair, Libra Forde
School District Board of Directors

PROCLAMATION: PUBLIC SCHOOLS WEEK

ACTION
Agenda Item #3
February 10, 2022

SUPERINTENDENT’S RECOMMENDATION:

That the Board adopt the proclamation declaring February 21-25, 2022, as “Public Schools Week” in North Clackamas School District.

ORIGINATED BY:

Affiliation with multiple national organizations that represent our employees

BACKGROUND:

“Public Schools Week” in North Clackamas School District has been scheduled for February 21-25 2022, in cooperation with a national effort, supported by over 40 organizations including the National School Boards Association, National Association of Elementary School Principals, National Association of Secondary School Principals, National Education Association, AASA-The Schools Superintendent Association, National PTA, and the National School Public Relations Association.

Public Schools Week is a national celebration to highlight the great things happening in our nation’s public schools as well as bring attention to the critical issues facing our schools, students and educators.

ATTACHMENTS:

Proclamation

PRESENTER:

Shelly Reggiani
Executive Director of Equity, Community Engagement and Communications



Public Schools Week in the North Clackamas School District

WHEREAS, robust public schools are the bedrock of our nation’s social well-being; by strengthening public education our nation is stronger; and

WHEREAS, over 16,400 students representing a diversity of demographics are enrolled in the North Clackamas School District; and

WHEREAS, American public schools educate nine out of 10 students; consequently, high quality public schools are critical to the success of America’s democracy, along with the success of state, national, and global economies; and

WHEREAS, National Public Schools Week has been scheduled for February 21-25, 2022.

NOW, THEREFORE BE IT RESOLVED that the North Clackamas School District Board of Directors proclaims the week of February 21-25, 2022, as Public Schools Week in the North Clackamas School District.

Adopted this 10th day of February, 2022

Signed:

Board Chair, Libra Forde
School District Board of Directors

BUDGET IMPACT/SOURCE OF FUNDS:

In addition to various funding streams through the Energy Trust of Oregon, Inc. (Energy Trust), the District has received financial incentives for specific projects in our 2016 Capital Construction Bond in the amount of \$549,299.06.

BACKGROUND:

Energy Trust was established in 2002 as a nonprofit organization dedicated to promoting energy efficiency and renewable energy for Oregon customers of Pacific Power, Portland General Electric, and NW Natural. The Energy Trust is funded by a public purpose charge on the customers of these three utilities.

The New Building Efficiency Program strives to improve the energy efficiency of new construction or major renovation projects in the non-residential building market through financial incentives and funding for technical design assistance.

The North Clackamas School District benefited greatly from the partnership with Energy Trust specifically by providing financial incentives for early design assistance, energy modeling, lighting replacement, HVAC equipment, roof insulation, commissioning, and solar studies resulting in a 132kW photovoltaic installation. For the entire duration of the bond program, the Energy Trust managers and engineers met regularly and worked tirelessly with District representatives and project managers to ensure that maximum incentives were obtained and that efficiencies in energy were part of the design focus.

The District will continue to benefit for years to come due to the higher efficiency equipment and fixtures that were installed which will lead to lower utility bills and less maintenance expenditures in the future.

ATTACHMENTS:

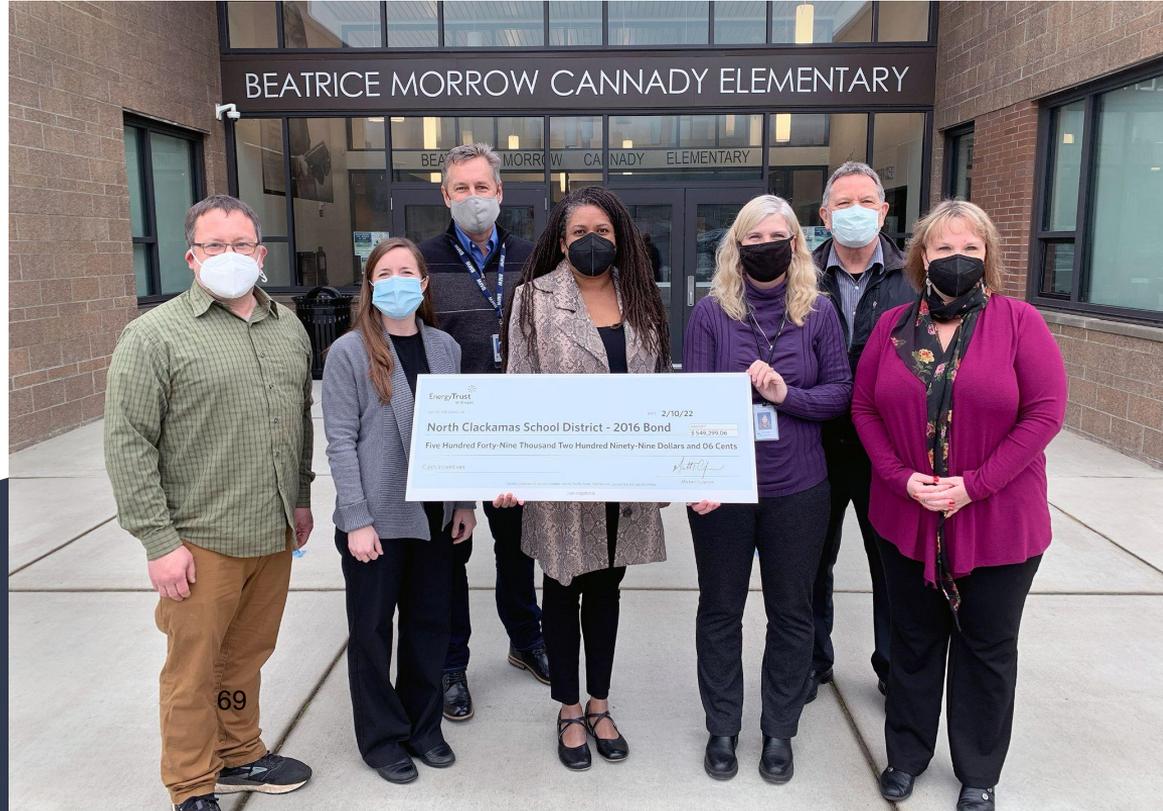
2016 Capital Construction Bond Energy Report

PRESENTER / STAFF CONTACT:

Cindy Detchon, Assistant Superintendent of Operations
Energy Trust of Oregon Representatives

Thanks to Energy Trust's Partnership

\$549,299.06
received in financial incentives
through the 2016 Capital
Construction Bond



CLACKAMAS ESD LOCAL SERVICE PLAN

DISCUSSION
Agenda Item #5
February 10, 2022

SUPERINTENDENT’S RECOMMENDATION:

Review the Clackamas Education Service District Local Service Plan, authorizing services for 2022-2023.

ORIGINATED BY:

Education Service Districts are required to seek school board approval of a Local Service Plan that includes resolution services, contracts and entrepreneurial initiatives.

BUDGET IMPACT/SOURCE OF FUNDS:

Budget implications, if the plan is approved, would benefit North Clackamas Schools.

BACKGROUND:

The Local Service Plan must be approved by two-thirds of the school district boards representing a majority of the students in Clackamas County each year. There are currently 10 school districts in the county; therefore, seven school district boards must approve the Local Service Plan in order for the Clackamas ESD to continue offering the services outlined in the Plan document.

The Plan may change if state funding for ESDs is reduced. Should this occur, this item may come back to the NCSB Board at a future date.

ATTACHMENTS:

Local Service Plan for 2022-2023

STAFF CONTACT/ PRESENTERS:

Superintendent, Shay James
Superintendent of the Clackamas ESD Larry Didway
Clackamas ESD Board Member Linda Brown
Clackamas ESD Board Member Len Mills

Click on Page to Open Document

Local Service Plan | 2022-23



QUARTERLY FINANCIALS

REPORT
Agenda Item #7
February 10, 2022

SUPERINTENDENT’S RECOMMENDATION:

Information presented for review and discussion.

BACKGROUND:

Financial Highlights:

The 2021-22 General Fund ending balance is projected to be approximately \$36.2 million, or 13.59% of revenues and \$10.5 million less than the prior year. The district is in a solid financial position as it continues this fiscal year due to increased state funding and our tremendous community support with the local option levy.

The beginning fund balance on the attached Quarterly Financial Report (line 6) has been adjusted to reflect the fund balance changes between the **Budget**, which was the best estimate during the budget development process in the spring, and the **Activity** columns. The projected ending fund balance for 2021-22 (line 32) continues to be within the Board approved amount.

Notes:

Revenue from Investments has been adjusted down \$200,000 due to the sharp decrease in interest rates and available investment opportunities. No adjustments have been made to Expenditures at this time.

Activities not reflected in this report that may impact the Budget in the next few months are: 1) Changes in student enrollment. 2) Increased costs and/or savings associated with Covid-19 including: adjusting hourly wages for substitutes, providing lunch for substitutes, signing incentives, etc. 3) Continued unfilled positions due market conditions.

Investment Report:

Investment of Funds is outlined in NCS D Policy DFA, requiring quarterly investment information reporting to the Board. The Local Government Investment Pool (LGIP) is one of the primary institutions used for district investments, producing the highest interest rate for short-term investments at this time. The current interest rate is .45% as of October 13, 2021.

In accordance with NCS D Policy DFA and DFA-AR Investment of Funds, attached is the quarterly report containing information about the investment portfolio as of December 31, 2021.

The Investment Portfolio Summary report is a summary of all fixed income investments, the LGIP, bank checking accounts and bank “money market” account balances. The combined portfolio contained \$111.9 million at a weighted average nominal rate of return of 0.33%. This report recaps the percentage of the portfolio invested in each category (i.e., US Government Treasury investments, US Government Agency investments, Corporate Notes) and compares to policy percentage restrictions. As of December 31, 2021 all categories were in compliance with Board Policy. This report also provides the weighted average yield by issuer.

The Investments by Fund and Maturity Date attachment lists the details on each fixed income investment subtotaled by Fund as required by Board Policy.

ATTACHMENTS:

- A. Quarterly Financial Report
- B. Investment Portfolio Summary
- C. Investments by Fund and Maturity Date

PRESENTER / STAFF CONTACT:

Gayellyn Jacobson, Chief Financial Officer

North Clackamas School District No. 12
Quarterly Financial Report
General Fund
For the Period Ended December 31, 2021

	Budget	2021 - 2022 Activity			
	Adopted Budget 2021-22	YTD Actuals Through 12-31-2021	Encumbrances Through 12-31-2021	Actuals Including Encumbrances	Forecast Through 6-30-2022
REVENUES:					
Beginning Fund Balance (BFB)	\$ 34,251,471	\$ 46,990,087	\$ -	\$ 46,990,087	\$ 46,990,087
State School Fund:					
State Funds	113,661,485	63,700,159	-	63,700,159	113,661,485
Property Taxes	75,100,000	68,302,429	-	68,302,429	75,100,000
Local Option Levy	19,920,200	18,459,324	-	18,459,324	19,920,200
Federal Forest Fees	-	-	-	-	-
Common School Fund	1,636,021	-	-	-	1,636,021
County School Fund	-	-	-	-	-
High Cost Disability Grant	2,000,000	-	-	-	2,000,000
Investment Earnings	600,000	102,513	-	102,513	400,000
Intermediate Sources-CESD	2,700,000	362,380	-	362,380	2,700,000
Other Services and Fees	4,347,381	497,190	-	497,190	4,347,381
Transfers-in	-	-	-	-	-
Subtotal Revenues excluding BFB	\$ 219,965,087	\$ 151,423,995	\$ -	\$ 151,423,995	\$ 219,765,087
Total Revenues including BFB	\$ 254,216,558	\$ 198,414,082	\$ -	\$ 198,414,082	\$ 266,755,174
EXPENDITURES:					
Salaries	\$ 115,637,560	\$ 43,328,655	\$ 68,207,460	\$ 111,536,115	\$ 115,637,560
Benefits	75,170,506	23,860,105	37,299,133	61,159,238	75,170,506
Purchased Services	26,599,850	10,021,170	6,807,926	16,829,096	26,599,850
Supplies & Materials	7,529,189	2,899,417	1,531,233	4,430,650	7,529,189
Capital Outlay	220,000	80,017	52,614	132,631	220,000
Dues and Fees	1,680,474	1,560,486	46,484	1,606,970	1,680,474
Transfers-out	3,674,379	-	-	-	3,674,379
Subtotal Expenditures	\$ 230,511,958	\$ 81,749,851	\$ 113,944,849	\$ 195,694,700	\$ 230,511,958
CONTINGENCY:	\$ 23,704,600	\$ -	\$ -	\$ -	\$ -
Total Expenditures	\$ 254,216,558	\$ 81,749,851	\$ 113,944,849	\$ 195,694,700	\$ 230,511,958
*Projected Ending Fund Balance on 6-30-22					\$ 36,243,216
Projected Ending Fund Balance as a Percentage of Forecasted Revenue at 6-30-2022					13.59%



Investment Portfolio Summary	Issuer	Book Value	Percentage of Portfolio	Maximum allowed per Policy	Over	Weighted Ave Yield
12/31/2021						
US Gov't Treasuries						
	US Gov't Treasury	\$ 89,975,686.05	80.39%	100%		0.07%
	Sub Total	\$ 89,975,686.05	80.39%	100%		
Municipalities						
		\$ -	0.00%	25%	N/A	
	Sub Total	\$ -	0.00%	25%		
US Gov't Agencies						
	Federal Home Loan Mortgage	\$ -	0.00%	25%	N/A	0.00%
	Sub Total	\$ -	0.00%	100%	N/A	0.00%
Corporate Notes						
		\$ -	0.00%	5%	N/A	0.00%
	Sub Total	\$ -	0.00%	35%	N/A	0.00%
Total Investment Portfolio						
		\$ 89,975,686.05	80.39%			0.07%
Banks/Money Market						
	US Bank - Bond Checking	\$ 12,755,159.13	11.40%			
	Umpqua Bank MMKT - Fund 420	\$ 15,721,760.86	14.05%			0.25%
	Washington Federal MMKT - Fund 100	\$ 20,385,103.39	18.21%			0.15%
	US Bank - General Checking	\$ 11,048,537.19	9.87%			
	Sub Total - banks	\$ 59,910,560.57				
				LGIP Limit	Under/Over	
	LGIP 3581 Bond Fund 420	\$ 1,482,991.48				0.45%
	LGIP 4904 General Fund 100	\$ 50,530,267.02				0.45%
	Total Cash and Equivalents	\$ 52,013,258.50	46.47%	52,713,000	699,742	
Grand Total						
		\$ 111,923,819.07				0.33%



Investment By Fund and Maturity Date
12/31/2021

Fund	Type	Settlement	Maturity Date	Total days held	Yield	Par Amount	Amortized Cost
100	US Treas	12/21/2021	1/18/2022	28	0.015%	10,000,000.00	9,999,929.20
100	US Treas	12/21/2021	2/15/2022	56	0.025%	10,000,000.00	9,999,687.45
100	US Treas	12/21/2021	3/17/2022	86	0.055%	10,000,000.00	9,999,374.96
100	US Treas	12/21/2021	4/21/2022	121	0.050%	10,000,000.00	9,998,472.23
100	US Treas	12/21/2021	5/19/2022	149	0.070%	15,000,000.00	14,995,975.04
100	US Treas	12/21/2021	6/16/2022	177	0.110%	35,000,000.00	34,982,247.17
Total General Fund						<u>90,000,000.00</u>	<u>89,975,686.05</u>
Grand Total						<u>90,000,000.00</u>	<u>89,975,686.05</u>

AUTHORIZATION TO PURCHASE
K-2 CLASSROOM LIBRARY BOOKS AND FURNITURE

ACTION
Agenda Item #8
February 10, 2022

SUPERINTENDENT’S RECOMMENDATION:

Staff recommends the Board grant advanced authorization to the superintendent to enter into contracts to purchase inclusive K-2 classroom library books from Follett School Solution via a 1 Government Procurement Alliance (1GPA) cooperative contract and purchase developmentally appropriate, flexible classroom furniture for Transitional Kindergarten (TK) - First grade from Lakeshore through a cooperative contract. The amount of the purchases is not-to-exceed \$750,000.

BUDGET IMPACT/SOURCE OF FUNDS:

The source of the funds will be the Student Investment Funds.

BACKGROUND:

The Student Investment Account (SIA) is the portion of money generated by the Student Success Act (SSA) that is dedicated to K-12 education. SIA distributions represent 50% of the overall collections and are distributed to school districts through a non-competitive grant process. Focus on early literacy and meeting the needs of diverse learners was a major theme of our 2021-23 Student Investment Account plan.

The Board-adopted Contracting Rules allows the Board to give advanced authority to the Superintendent to execute a particular District Contract or class of District Contracts. Classroom library books and developmentally appropriate/flexible seating are common purchases for elementary schools.

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

PRESENTER / STAFF CONTACT:

Joel Stuart,
Lead Administrator for Student Success

ELECTRICAL UTILITY EASEMENT
VIEW ACRES ELEMENTARY

ACTION
Agenda Item #9
February 10, 2022

SUPERINTENDENT'S RECOMMENDATION:

Adopt resolution granting an a non-exclusive easement to Portland General Electric (PGE) over a strip of land approximately ten (10) feet in width, extending five (5) feet on each side of the centerline of PGE's systems on the View Acres Property at 4828 SE View Acres Road to allow ingress and egress for maintenance, repair and improvement (including new construction as needed) of PGE's systems as necessary to deliver services by PGE to the District's real property and improvements comprising the View Acres Property.

BACKGROUND:

As our utility provider, PGE installed a temporary overhead powerline to the school after a nearby construction crew damaged the existing underground powerline. The new underground powerline reroutes the line away from the new housing development construction providing easier access for repair and management.

ATTACHMENTS:

PGE Utility Resolution
Site Map

PRESENTER / STAFF CONTACT:

Cindy Detchon, Assistant Superintendent of Operations

RESOLUTION NO. _____

A RESOLUTION OF THE BOARD OF DIRECTORS OF NORTH CLACKAMAS SCHOOL DISTRICT NO. 12, DECLARING THE PUBLIC NECESSITY TO GRANT AN EASEMENT TO PORTLAND GENERAL ELECTRIC TO PROVIDE NECESSARY SERVICES TO REAL PROPERTY OWNED BY THE DISTRICT FOR THE LOCATION OF SCHOOL FACILITIES (4828 SE VIEW ACRES ROAD, MILWAUKIE, OREGON) AND AUTHORIZING THE NEGOTIATION THEREFORE, AND APPROVING SAID TRANSACTIONS.

WHEREAS, the North Clackamas School District No. 12 (the “District”) is authorized and responsible for, without limitation, the student body, instructional delivery, staffing, safety, supply, and transportation services of a public school system, including the location, construction, occupancy, operation and maintenance of facilities therefore; and

WHEREAS, the District owns the real property commonly known as 4828 SE View Acres Rd., Milwaukie, Oregon 97267 (the “View Acres Property”) on which the District operates an elementary school.

WHEREAS, the District’s use of the View Acres Property requires services from Portland General Electric (“PGE”) and PGE requires an easement on the Lake Road Property to relocate and improve utility improvements in order to continue provide such services to the District at the View Acres Property, on terms substantially as follows: A non-exclusive easement over a strip of land approximately ten (10) feet in width, extending five (5) feet on each side of the centerline of PGE’s systems on the View Acres Property to allow ingress and egress for maintenance, repair and improvement (including new construction as needed) of PGE’s systems as necessary to deliver services by PGE to the District’s real property and improvements comprising the View Acres Property. The monetary consideration for this transaction is zero dollars; and

WHEREAS, the consideration and recommendation of the Superintendent and his staff is that the grant of the easement in favor of PGE on the View Acres Property on the foregoing terms being negotiated is in the best interest of the District under the totality of the circumstances; and

WHEREAS, the Superintendent and his staff, aided by appropriate consultants and professionals, are best suited to complete the agreement to grant the easement to PGE on the View Acres Property by the District; and

WHEREAS, the Board of Directors of the District having considered and deliberated at a public meeting the public interest and necessity of entering the agreement to grant the easement to PGE on the Lake Road Property on the foregoing terms;

BE IT RESOLVED:

1. The proposed grant of the easement to PGE on the View Ares Property, on final terms and conditions to be negotiated by the Superintendent and his designees, is approved by this Board of Directors of the District, is ratified and approved as the intention of the District, and the Superintendent and his designees are authorized and directed to take such actions as may be reasonable and necessary to negotiate for and grant the easement to PGE on the View Acres Property, including such full faith and credit as the Superintendent and his staff shall determine to be in the best interest of the District.

DATED this ___ day of _____, 2022.

North Clackamas School District Board of Directors

ATTEST:



Objectid: 25615
Primary Address: No Situs
Jurisdiction: [Clackamas County](#)
Map Number: 22E07BA
Taxlot Number: 22E07BA00200
Parcel Number: 00447476
Document Number:
Census Tract: 021801
Landclass: 401

