



## Agenda

North Clackamas School Board  
Thursday, May 12, 2022 - 5:30 PM  
Board Room  
12400 SE Freeman Way  
Milwaukie, OR 97222

### WORK SESSION

- 5:30 Equitable Grading Practices & 9th Grade Teams 3
- 6:10 Adjourn Work Session

### OPEN SESSION

- 6:30 Call to Order
- Native Land Acknowledgement 28
  - Flag Salute
- Minutes - April 28, 2022 29
- Consent Agenda
- A. Employment Changes
  - B. Travel Request - Sabin-Schelleberg Center Cosmetology to SkillsUSA 32
- Competition
- C. Travel Request - Adrienne C. Nelson High School Dance Team 37
- 6:35 Community Comments 44
- 6:50 1. Condemning and Denouncing Acts of Racism, Xenophobia, and Intolerance Against Asian & Pacific Islander Americans - Proclamation 46
- Presenter: Libra Forde
- 7:00 2. Nutrition Services Report and School Meal Pricing - Discussion 48
- Presenter: Gayellyn Jacobson
- 7:15 3. (CARE) Community After-School Relationship Enrichment Program Update & Fees - Discussion 50
- Presenter: Cindy Detchon
- 7:35 4. World Language Adoption: Japanese<sup>1</sup> Grades 9-12 - Discussion 67
- Presenter: Mayra Gomez

7:55	<b>5. English Language Arts Adoption Renewal: Grades K-5 - Discussion</b> Presenter: Mayra Gomez	89
8:15	<b>6. Strategic Planning - Action</b> Presenter: Tiffany Shireman	103
8:25	<b>7. Access Easement for Alder Creek Middle School - Action</b> Presenter: Cindy Detchon	107
8:30	<b>Adjourn</b>	

**SUPERINTENDENT’S RECOMMENDATION:**

This item is presented for Board information and discussion.

**REASON FOR BOARD CONSIDERATION:**

Board update on practices that support engagement of students and meet the current NCSD Strategic Plan goals, objectives, and key indicators as well as align with the draft of the future NCSD Strategic Plan. As NCSD embarks on a new strategic plan it is essential to focus on the practices that embody the values that are central to our work. How teachers understand student learning, engagement, and support will make all the difference in ensuring that we reach our ideals. Our focus on equitable grading practices and 9th grade teams are two examples of our values in practice.

**BACKGROUND:**

As part of the Oregon Department of Education’s Ready School Safe Learners guidance, the Safeguarding Student Opportunity Clause required schools to mitigate the negative impacts of the 2020 school closure by requiring districts to consider grading practices to not further negatively impact student promotion, advanced placement option, and participation in extracurricular activities.

During the 2020 - 2021 school year, science and math teachers began grassroots participation to continue this work. Teacher teams started collaborating on the technical aspects of grading for equity, and professional learning communities participated in a book study, “Grading for Equity” by Joe Feldman, inspiring them to work through the practices that focused on prioritization of standards creating avenues for additional student feedback. Concurrently, the district’s Instructional Leadership Team took part in professional development that has continued through this 21-22 school year and supported the grading for equity work and understanding of the challenges of both the technical and theoretical aspects of this work.

Teacher collaboration is an essential component of both ensuring student achievement and implementing systemic change. In our high schools, we have invested time, training, and resources in 9th grade teams as we know that 9th grade success is directly correlated with on-time graduation. Our high schools have been working with the Center for High School Success and district leadership to provide 9th grade teachers timely data, protocols, and time to ensure that students are on-track. This work directly connects with equitable grading practices in that these practices are woven into the work that 9th grade teachers have engaged in.

This presentation will be an opportunity for the Board to:

- receive an update on grading for equity at both the leadership and classroom teacher perspectives
- connect the importance of professional learning communities and teaming to increase

- graduation rates through 9th-grade teams
- understand the implications of the technical pilot
- ask questions and understand the implications of this work
- hear about the next steps

**ATTACHMENTS:**

- A. Presentation: Equitable Grading Practices & 9th Grade Teams

**PRESENTER / STAFF CONTACT:**

- Petra Callin, Executive Director of Secondary Programs
- Ivonne Dibblee, Assistant Superintendent of Education
- Doug Jenkins, Coordinator of Data Analysis and Accountability
- Ryan Richardson, Rex Putnam High School Principal

# Equitable Grading Practices & 9th Grade Teams

Board Work Session  
May 12, 2022





*Equitable grading has three pillars: accuracy, bias-resistance, and intrinsic motivation. Grades must accurately reflect only a student's academic level of performance, exclude non-academic criteria (such as behavior), and use mathematically sound calculations and scales, such as the 0–4 instead of the 0–100 scale. Grading practices must counteract institutional biases that have historically rewarded students with privilege and punished those without, and also must protect student grades from our own implicit biases.*

~ Joe Feldman, Grading for Equity



# RETHINKING GRADES

Grading and assessment should be:

- **Accurate** (mathematically sound)
- **Bias resistant** (based on valid evidence of student's content knowledge)
- **Motivational** (students know their grade at any time, are able to have meaningful discussions about their learning goals, and understand how to achieve the grade that they want)

## CHALLENGES

- Teachers have disparate grading practices.
- A student with 8 classes can experience 8 different grading systems
- Grading systems often reflect behavior, as opposed to being focused solely on their learning.
- Grading systems often include implicit biases



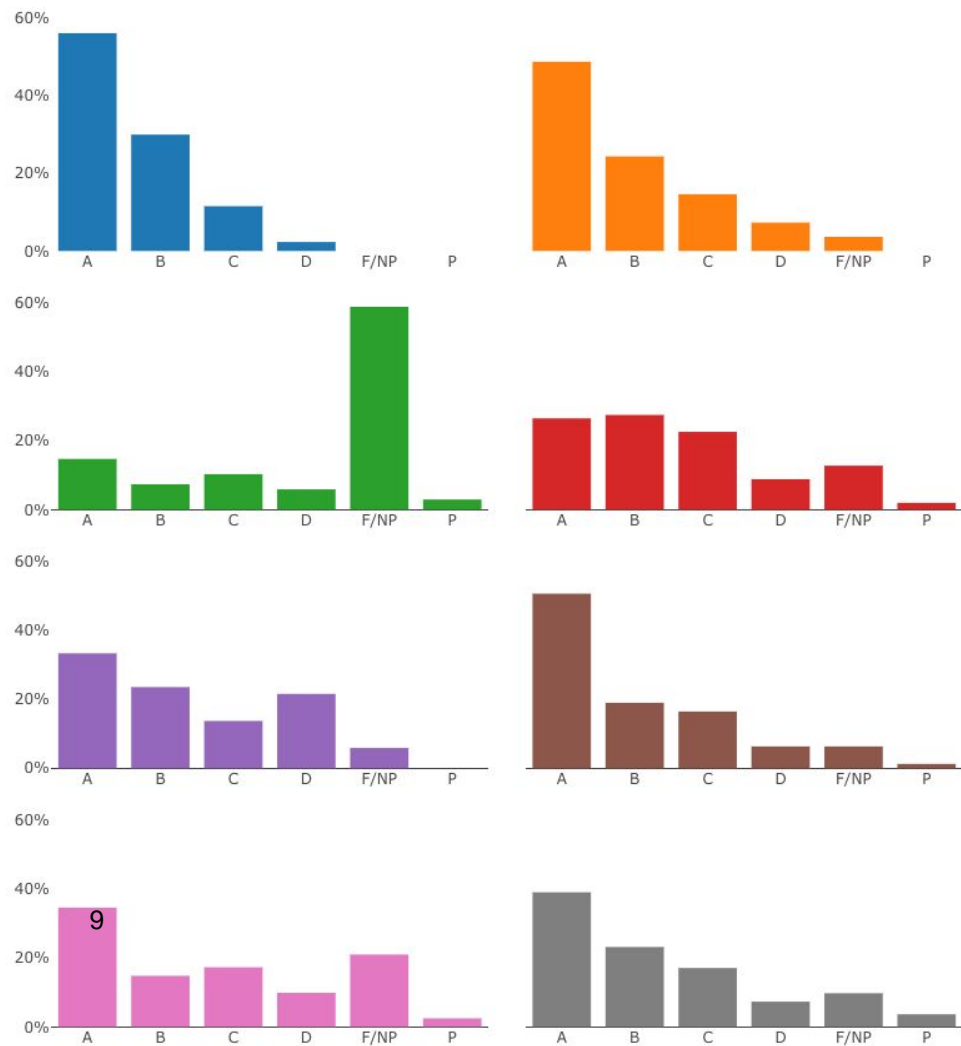
# THE YEAR IN REVIEW

- Instructional Leadership Team recommitted and renewed focus on equitable grading practices through professional development
- Schools engaged in learning more about equitable grading practice through full staff professional development, discussion in Professional Learning Communities, book studies centered on the work of Joe Feldman, *Grading for Equity*.
- Secondary schools administered a teacher survey to gain more information on current practices and belief systems.
- Teams took part in a technical pilot utilizing a standards-based grading system
- Starting in 2020-21, Meagan Sternberg (TOSA) met regularly with science teacher leaders from each secondary school to work on the technical aspects of grading for equity: including re-prioritization of standards through the lens of *Grading for Equity*.

# COMPETITOR MATRIX

Distribution of 2021-22 S1 Grades  
by Teacher  
for Demographically  
Representative, Untracked English  
10 Courses

Final S1 grade samples taken from  
teachers in comprehensive high schools,  
with student populations analyzed for  
representation beyond a strict .25 level of  
significance in a test for independence,  
and sample sizes per teacher of 50+  
students.



# HOW DOES PROFICIENCY GRADING FIT IN?

The theory is to move away from cumulative percentages towards specific evidence of learning targets to more accurately track student learning **and to** facilitate more directly relevant conversations between students and teachers around their learning.

Imagine this scenario:

- Two students learning to pack parachutes
- Each are given 5 parachutes to pack each week for 5 weeks (25 parachutes)
- Each correctly-packed parachute gets a 1; if it would fail to open they get a zero.

# PARACHUTE PACKING SCHOOL RESULTS : PERCENTAGE

Who would you want to pack your parachute based on these results?

- Student A    80%    (20/25 points)
- Student B    72%    (18/25 points)

# PARACHUTE PACKING SCHOOL RESULTS

And who would you want to pack your parachute based on these results?

	WK 1	WK 2	WK 3	WK 4	WK 5	Course Mark
<b>Student A</b>	4	4	4	4	4	80%
<b>Student B</b>	1	3	4	5	5	72%

# THE CURRENT TECHNICAL PILOT

9

- Started at the beginning of semester two this year
- Piloting a standards-based gradebook system that is embedded in our current gradebook system.
  - Provides a more equitable grading scale
  - Provides standards-based feedback to families
  - Aggregates intuitively into an overall A-F for the report card and transcript
- Involves three secondary-level PLCs:
  - Some New Urban HS teachers
  - A cross-school PLC involving MHS, ANHS, and RPHS
  - A middle school team at Alder Creek Middle School, who were the furthest along in the work already in practice



# The Pilot Grading Scale

Current version 1-4 scale with an NE:

(The NE is generally for when work is missing; some teachers also have this calculate to a zero)

## Legend

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NC Standards	
Score	Description
4	Highly Proficient
3	Proficient
2	Nearly Proficient
1	Developing
NE	No Evidence. Contact teacher for more information.







# What students and families see



Instead of just an overall percentage and a list of assignments, we see student progress towards clearly-defined learning targets. If a student is struggling with one, it shows red. And if a student clicks on the standard, a list appears with all of the assignments connected to that standard, and more specific student progress.

## Standards

Subject	Standard	Mark	Notes	Performance Indicator
Science <a href="#">[expand all]</a>	<a href="#">NGSSC1.1.1-Students model and explain the motion and relative position of particles in each phase and how that is associated with energy.</a>	2		 1.50 / 4.00
	<a href="#">NGSSC1.1.2-Students model and explain what occurs during a phase change in terms of energy, motion, and relative position of particles.</a>	3		 3.38 / 4.00
	<a href="#">NGSSC1.1.3-Students model and explain what occurs during a phase change in terms of energy, motion, and relative position of particles.</a>	4		 3.62 / 4.00
	<a href="#">NGSSC1.1.4-Identify and describe the inverse and proportional mathematical relationships between temperature, pressure, and volume.</a>	4		 4.00 / 4.00



# The Alder Creek Middle School Team

- Background work has been done since 2020-21 in science studying *Grading for Equity*, and aligning priority standards for instruction.
- The PLC taking part in the pilot have already been meeting frequently to discuss instruction and assessment
- We've been meeting every other week, discussing and collecting data about:
  - Student and family reactions to grading policy shifts
  - How teachers can use the grade data to help inform instruction



# Observations from the Alder Creek PLC

- 6th graders find this new grading system easier to understand than 8th graders, which maybe shows how ***quickly our grading systems become ingrained.***
- One of the challenges we're running into is that, the certain subject-area standards are so multifaceted. We need collaborative time to ***split the standards into smaller learning targets and decide on prioritization***
- We'd almost like to ***get away from the A-F scale entirely and base our feedback entirely on rubrics.*** Getting away from the potential trauma of the A-F scale, and just focusing on the language of our learning goals, would help reinforce student mindset to a joy of learning, which could serve students more in high school than just a lot of practice with A-F at the middle school level
- ***We have to be careful*** with what we're doing to not end up coming full circle and creating new grading patterns that preserve the same inequities of our traditional systems

## 9th-Grade Teams

Structured Collaboration with the Goal of Increasing Our  
State-Reported On-Track to Graduation Rate



# 9TH-GRADE TEAMS BACKGROUND

- Definition: “On Track to Graduate” by ODE’s definition is, any student who has 6 or more credits by August 31 of their 9th-grade year
- Based on historical and continuing research from the University of Chicago that shows:
  - A correlation between 9th-grade on-track rates and graduation rates
  - The impact of frequent cycles of teacher-led, data-driven student interventions
- Philosophy of interventions:
  - Growth mindset: Expanding the effectiveness of our universal supports to support students who are struggling
  - Teachers sharing cohorts of students
  - Teacher teams meeting frequently (weekly or bi-weekly for 45-60 minutes) reflecting on what the data tells us about our instructional practices



# NCSD 9TH-GRADE ON TRACK 4-YEAR ON TIME GRADUATION CORRELATION

Similar to the Chicago research (and as is the case with many schools throughout the country), from 2011 through 2017 NCSD's data shows significant correlation\* between the 9th-grade on-track rate, and the on-time graduation rate 4 years later.

On Track Rate		On-Time Grad Rate	
2011-12	83.40%	2014-15	82.50%
2012-13	83.10%	2015-16	80%
2013-14	82.80%	2016-17	84%
2014-15	85.50%	2017-18	85%
2015-16	89.30%	2018-19	87%
2016-17	87.30%	2019-20	87%

20

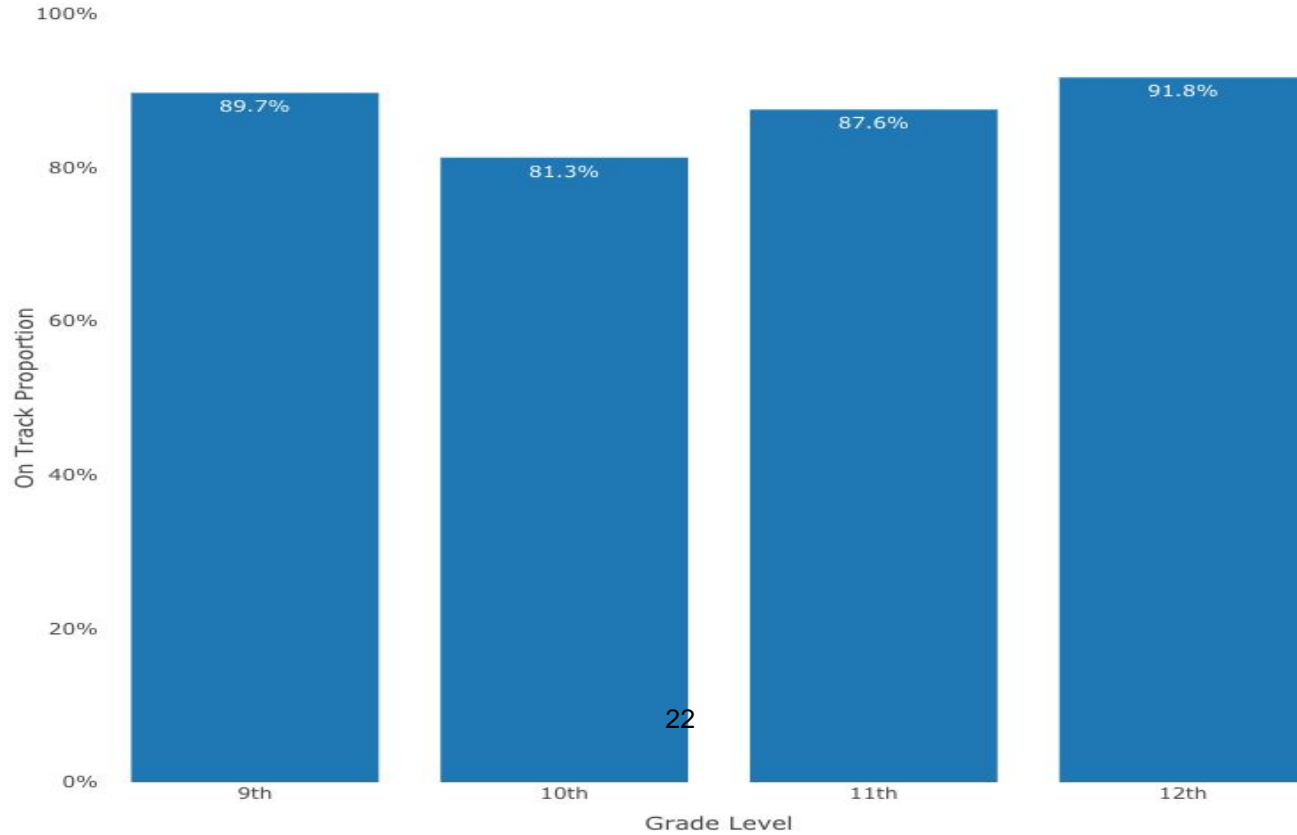
*\*Pearson correlation shows significance at the .05 level,  $r(5) = .837$ ,  $p = .03764$*

# NCSD 9TH-GRADE TEAMS - STRUCTURE AND IMPLEMENTATION

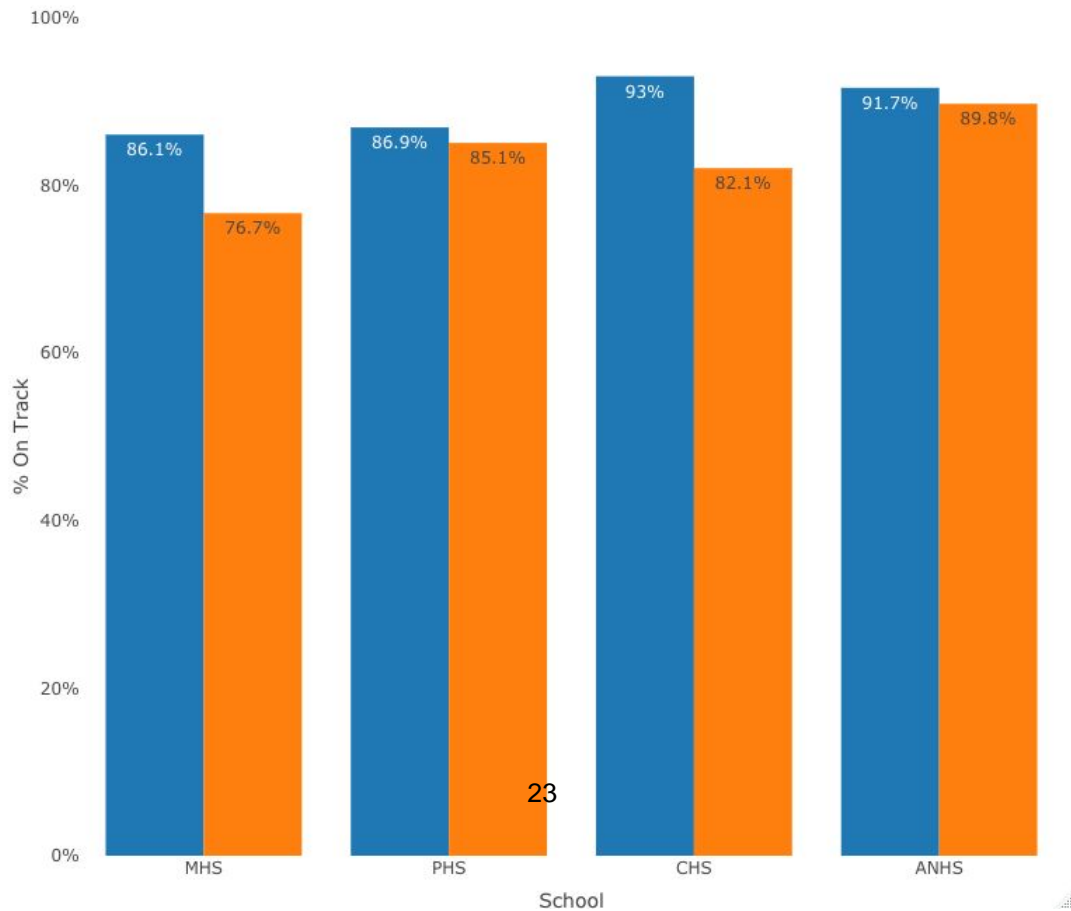


- Our high schools have been implementing professional learning communities for many years.
- 9th grade teaming is best accomplished when multi-disciplinary teams of teachers work with a discrete group of students, i.e. “academies”, “houses”, “teams”.
- Rex Putnam and Milwaukie embarked on the Chicago model collaborating with the Center for High School Success in the 2018-2019 school year.
- When Clackamas High School divided into Clackamas HS and Adrienne C Nelson High School they embarked on the 9th grade teaming structure.

# STUDENTS CURRENTLY ON TRACK BY TOTAL CREDITS



# 9TH AND 10TH GRADE ON TRACK COMPARISON BY SCHOOL





# RPHS: A CASE STUDY

- Administration has been hands-on and adjusting protocols and practices as the year has progressed
- Teacher teams have been moving beyond technical interventions (calling home, giving a student work to do in study hall) and reflecting on ways to improve instruction
  - Structured student/teacher dialogue sessions and activities focused on students and teachers co-constructing ways to improve engagement
  - Reflection on student climate surveys
  - Instructional assessment framework of grading for equity
  - Systems of providing positive feedback to students school-wide



# 9TH GRADE TEAMS - NEXT STEPS

## Three layers of goals:

- Equitable access in our school structures
  - I.e., Our school structures, schedules, and course offerings inspire all students to achieve success at the highest levels
- Equitable achievement for students of all races, ethnicities and school program
  - I.e., All students excel academically in their 9th-grade courses, and race and socioeconomic factors are not predictors of success
- Equitable persistence of career and college readiness and success for all students
  - I.e., Students are set up for success in the 9th grade, by mastering academic skills and patterns of learning that serve them throughout the rest of their high school careers<sup>25</sup> and beyond



## OTHER STEPS

- Continue professional development around making grading practices more consistent between different courses and subject areas
- Further work supporting teachers in bias resistant grading practices that prioritize assessment of student knowledge tied to learning targets over other factors
- Review recommendations, lessons, and challenges to inform technical changes
- Nurture and strengthen communication between families, students and school staff to help foster an environment where grades are used to discuss learning in meaningful ways

# THANK YOU

QUESTIONS? COMMENTS?



## 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  
April 28, 2022  
Boardroom**

***Open Session***

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

Libra Forde	–	Chair
Mitzi Bauer	–	Vice Chair
Jena Benologa	–	Director
Steven Schroedl	–	Director
Shay James	–	Superintendent
Donna Collingwood	–	Board Secretary

Also present were Cindy Detchon, Gayellyn Jacobson, Ivonne Dibblee, Khaliyah Williams-Rodriguez, Mayra Gómez, Petra Callin, Shelly Reggiani, Tiffany Shireman, and Vivian Garrison. District employees and community members were provided a live stream on YouTube in addition to the in person option.

Vice Chair Mitzi Bauer read the Native Land Acknowledgement. Director Steven Schroedl led the Pledge of Allegiance.

R21/22-84

**Minutes** – Steven Schroedl moved, Jena Benologa seconded the motion to approve the minutes of the regular Board Hearing held April 14, 2022. Motion passed unanimously.

R21/22-85

**Consent Agenda** – Steven Schroedl moved, Jena Benologa 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 appointments, transfers, termination
- Licensed appointments, terminations

**2022-2023 Board Meeting Schedule** –

- Approve the 2022-2023 Board Meeting Calendar

**Middle School and High School Fees**

- Approve the 2022-2023 Middle School and High School Student Fees

**Oregon School Employees Association Collective Bargaining Agreement  
2022-2024**

- Approve the Oregon School Employee Association Collective Bargaining Agreement 2022-2024

Motion passed unanimously.

**Community Comments** –

- Denise Metcalf, Portland, spoke regarding her experience teaching during the pandemic and now in-person in the classroom.
- Chelsi Hendrix, Clackamas, spoke regarding supporting staff at Oregon Trail Elementary as they continue to ensure a safe and inclusive environment for all students.
- Desi Nicodemus, Milwaukie, spoke regarding the teaching of systemic racism and asked people to research issues from multiple verified sources.
- Angie Bartlett, Damascus, spoke regarding mask mandates.
- Angela Pederson, Oregon City, acknowledged and thanked teachers in the NCSd district.
- Doug Bridge, Portland, thanked the Board for putting students first and spoke in support of the teacher's union.
- Lisa Clark Wilkins, Happy Valley, spoke regarding neglecting the teaching of science behind what is being taught.
- Cheryl Meyer, Portland, spoke regarding her gratitude and support of the Board's efforts.
- Erika Lockwood, Milwaukie, spoke regarding maintaining music programs in the district.
- Wanda Shell, Happy Valley, spoke regarding the students being able to attend prom.
- Angeleen Hill, Happy Valley, spoke regarding structured literacy.
- Crystal Gascon, Molalla, presented a letter on behalf of a colleague in the district regarding teaching health and wellness in the district.

R21/22-86

**Asian & Pacific Islander American Heritage Month Proclamation** – Steven Schroedl moved, Jena Benologa seconded the motion to adopt the proclamation declaring the month of May Asian & Pacific Islander American Heritage Month in the North Clackamas School District. Motion passed unanimously.

R21/22-87

**Licensed Appreciation Week Proclamation** – Jena Benologa moved, Mitzi Bauer seconded the motion to adopt the proclamation declaring May 2-6, 2022 Licensed Appreciation Week in the North Clackamas School District. Motion passed unanimously.

**North Clackamas Education Association (NCEA) Featured Educator** – NCEA President, Melinda Ryan, recognized Heather Gomez, Oregon Trail Elementary 5th grade teacher as the NCEA Featured Educator of April.

**School Presentation: Sojourner** – Executive Director of Elementary Programs, Khaliyah Williams-Rodriguez, introduced Sojourner Principal, Kelli Shurtliff. The presentation included the school’s mission, demographics, and videos. Questions and comments from the Board were addressed..

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

**Strategic Planning - Chief of Staff, Tiffany Shireman, introduced** Strategic Planning and Organizational Development Consultant Dr. Gayle Juneau Butler to discuss the proposed 2022-2027 North Clackamas School District Strategic Plan components. Questions and comments were addressed.

**Quarterly Financials - Chief Financial Officer Gayellyn Jacobson presented a report on the financial status of the district.**

R21/22-88

**Contract Award: Food Services Management Company** - Jena Benologa moved, Steven Schroedl seconded the motion to approve awarding a contract to Compass Group USA Inc. by and through its Chartwells Division for District Food Service Management Services for an estimated one (1) year amount of \$2,276,114.

Motion passed unanimously.

R21/22-89

**Contract Award: Comprehensive Facility Assessment** - Steven Schroedl moved, Mitzi Bauer seconded the motion to approve awarding a contract to McKinstry for a District Comprehensive Facility Assessment for an amount of \$407,742.

Motion passed unanimously.

There being no further business to come before the Board, the meeting adjourned at 9:03 p.m.

**Unapproved**

**TRAVEL REQUEST**

Sabin-Schellenberg Center Cosmetology to SkillsUSA Competition

**CONSENT**

May 12, 2022

**SUPERINTENDENT'S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

The Cosmetology Teacher at Sabin-Schellenberg Center is requesting permission for 3 students and 1 chaperone to travel to the SkillsUSA Competition, June 20-25, 2022 in Atlanta, Georgia. Students participating in Cosmetology at SSC have an opportunity to compete at national level competition. The trip will be mostly funded by SkillsUSA Funds, a partial SSC Scholarship and some student contributions. This is a summer trip so no school will be missed.

**SOURCE OF FUNDS:**

See attached Application for Permission to Travel

**ATTACHMENTS:**

Application for Permission to Travel and required attachments

**STAFF CONTACT:**

Petra Callin, Executive Director of Secondary Programs



**Section II – Budget Information – Cost per Student**

**Expenses (per student)**

- 1. Transportation \$ 1150
- 2. Lodging (no home stays) \$ 650
- 3. Meals \$ 150
- 4. Fees/Event Expense \$ 275
- 5. Other \$ 10

Description of other expenses: \$10 shuttle to and from the airport \_\_\_\_\_

6. **Total cost per student (total lines 1 through 5):** \$ 2,235

7. # of chaperones 1

8. # of students 3

9. **Total # of students + chaperones** 4

10. **Total cost of participation (Line 6 x Line 9):** \$ 8,940

11. Substitute Teachers: (rates are effective 2021-2022)

a. 0 # Full-Day Substitute(s) x    # of Days @ \$ 291.04 = \$ \_\_\_\_\_

b. 0 # Half-Day Substitute(s) x    # of Days @ \$145.52 = \$ \_\_\_\_\_

c. **Total Sub Cost** \$ 0

**TOTAL COST OF FIELD TRIP (Line 10 plus line 11c.):** \$ 8,940

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 8,940

Briefly describe fund-raising activities and other resources:

Students will contribute \$500 toward flights. Students have applied for the \$200 each scholarship through SSC. The rest will come out of the Cosmetology SkillsUSA Funds. Advisor/chaperone will be paid for with Pathways FundsSS

Students will contribute \$500 toward flights, Students have applied for the \$200 each scholarship through SSC. The rest will come out of the Cosmetology SkillsUSA Funds. Advisor/Chaperone will be paid for with Pathway Funds.

*No students will be denied participation due to lack of funds. Adequate sources of revenue must be made available to all students.*

**Section III – Transportation and Lodging Information**

- Transportation:  NCSD bus  Nondistrict commercial transportation (bus, train, plane)  
 NCSD mini bus (Type 20)  Private/personal vehicles (Must have parent/guardian release form)  
 Rental Vehicle (no rental of 15-passenger vans allowed)

For use of NCSD minibus or Rental Cars, please identify the NCSD current certified mini-bus drivers:

Name of Driver(s): \_\_\_\_\_  
 \_\_\_\_\_

**NCSD mini buses cannot be used for trips which total more than 600 miles round trip.**

Number of miles round trip: \_\_\_\_\_

Name the type(s) of nondistrict transportation to be used (including to and from airport) and company name:

Airport Shuttle will be used to and from the hotel. The rest of the time will be on school buses provided by SkillsUSA.

Name and location of lodging and description of room arrangements (chaperones may not share rooms with students; see item #2 under Chaperone Guidelines). Students are not allowed to stay with host families without written permission from Superintendent or designee. This is in accordance with Volunteer Policy IICC-AR(1): Students will be staying two to a room at Hyatt Regency, Atlanta. Chaperones will have their own room at the the same location. Hyatt Regency address: 265 Peachtree St NE, Atlanta, GA 30303

**For all travel requests, transportation details and a pre-trip driver requirements forms (If driving a Type 20 NCSD minibus must be included).**

I have read and understand all trip guidelines.

Jeri Davis-Pattillo 4/28/22  
Trip Leader Signature Date

**Section IV – Required Attachments for building level approval only.**

The following attachments must accompany this application:

- Detailed Itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- Pre-trip Driver Requirements (NCSD minibus-Type 20) upon departure.
- Copy of Permission Release Forms and Emergency Information
- List of chaperones and verification of current background check on file.

**Section V – Required Attachments to be sent to district level. (All other forms stay at the building.)**

- Detailed itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- List of chaperones and verification of current background check on file.

**Section VI – Approval**

Principal Level:  Approved [Signature] 5/2/22  
 Denied Principal Date

District Level:  Approved [Signature] 5/3/22  
 Denied Executive Director of Elementary/Secondary Date

Date of Board Approval: \_\_\_\_\_

## **Condensed Conference Agenda**

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### **Monday, June 20**

1 p.m. - 6 p.m.

7:30 p.m.

SkillsUSA Store Grand Opening  
Oregon State Delegation Meeting

### **Tuesday, June 21**

7:30 a.m. - 5 p.m.

8 a.m. - 5 p.m.

8 a.m. - 5 p.m.

10 a.m. - 5 p.m.

10 a.m. - 5 p.m.

7 p.m.

SkillsUSA Store Opens  
Academy of Excellence  
SkillsUSA University  
SkillsUSA Championships  
SkillsUSA TECHSPO  
Opening Session

### **Wednesday, June 22**

7:30 a.m. - 5 p.m.

8 a.m. - 5 p.m.

8 a.m. - 5 p.m.

8 a.m. - 5 p.m.

8 a.m. - 5 p.m.

6:30 p.m.

SkillsUSA Store open  
SkillsUSA Championships  
SkillsUSA TECHSPO  
Academy of Excellence  
SkillsUSA University  
Recognition Session

### **Thursday, June 23**

7:30 a.m. - 2 p.m.

8 a.m. - 5 p.m.

8 a.m. - 5 p.m.

8 a.m. - 5 p.m.

8 a.m. - 5 p.m.

6 p.m. - 9:30 p.m.

SkillsUSA Store open  
SkillsUSA Championships  
SkillsUSA TECHSPO  
Academy of Excellence  
SkillsUSA University  
Champions' Festival

### **Friday, June 24**

9 a.m. - 12 p.m.

5 p.m. - 8:30 p.m.

TBD

Community Service Project  
Awards Ceremony  
Oregon State Celebration

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**TRAVEL REQUEST**

Adrienne C. Nelson High School Dance Team

**CONSENT**

May 12, 2022

**SUPERINTENDENT'S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

The Dance Coach at Adrienne C. Nelson High School is requesting permission for 20 students and 2 chaperones to travel to the Thunderbird Dance Camp at Pacific University, July 10-13, 2022 in Forest Grove, Oregon. Students will be participating in a dance camp. The trip will be paid for by established raised funds. This is a summer trip so no school will be missed.

**SOURCE OF FUNDS:**

See attached Application for Permission to Travel

**ATTACHMENTS:**

Application for Permission to Travel and required attachments

**STAFF CONTACT:**

Petra Callin, Executive Director of Secondary Programs



**Section II – Budget Information – Cost per Student**

**Expenses (per student)**

- 1. Transportation \$ \_\_\_\_\_
- 2. Lodging (no home stays) \$ \_\_\_\_\_
- 3. Meals \$ \_\_\_\_\_
- 4. Fees/Event Expense \$ \$315
- 5. Other \$ \_\_\_\_\_

Description of other expenses: \_\_\_\_\_

6. **Total cost per student (total lines 1 through 5):** \$ \$315

7. # of chaperones 3

8. # of students 20

9. **Total # of students + chaperones** 23

10. **Total cost of participation (Line 6 x Line 9):** \$ \$7,245

11. Substitute Teachers: (rates are effective 2021-2022)

a. \_\_\_\_\_ # Full-Day Substitute(s) x \_\_\_\_\_ # of Days @ \$291.04 = \$ \_\_\_\_\_

b. \_\_\_\_\_ # Half-Day Substitute(s) x \_\_\_\_\_ # of Days @ \$145.52 = \$ \_\_\_\_\_

c. **Total Sub Cost** \$ \_\_\_\_\_

**TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.):** \$ \$7,245 ✓

✓ Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ \$7,245

✓ Briefly describe fund-raising activities and other resources: \_\_\_\_\_

We will use our summer poster sponsorship fundraiser to cover the costs.

Last year we raised over \$11,000 through this fundraiser.

*No students will be denied participation due to lack of funds. Adequate sources of revenue must be made available to all students.*

**Section III – Transportation and Lodging Information**

*Parents will be driving their own students to/from. NO GROUP TRANSP.*

- Transportation:
- NCS D bus
  - NCS D mini bus (Type 20)
  - Rental Vehicle (no rental of 15-passenger vans allowed)
  - Nondistrict commercial transportation (bus, train, plane)
  - Private/personal vehicles (Must have parent/guardian release form)

For use of NCS D minibus or Rental Cars, please identify the NCS D current certified mini-bus drivers:

Name of Driver(s): \_\_\_\_\_

\_\_\_\_\_

**NCS D mini buses cannot be used for trips which total more than 600 miles round trip.**

Number of miles round trip: \_\_\_\_\_

Name the type(s) of nondistrict transportation to be used (including to and from airport) and company name: \_\_\_\_\_

Name and location of lodging and description of room arrangements (chaperones may not share rooms with students; see item #2 under Chaperone Guidelines). Students are not allowed to stay with host families without written permission from Superintendent or designee. This is in accordance with Volunteer Policy IICC-AR(1):  
Dorms of Pacific University - 2 Per room

**For all travel requests, transportation details and a pre-trip driver requirements forms (If driving a Type 20 NCSD minibus must be included).**

I have read and understand all trip guidelines.

 4/16/2022  
Trip Leader Signature Date

**Section IV – Required Attachments for building level approval only.**

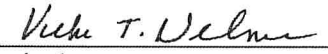
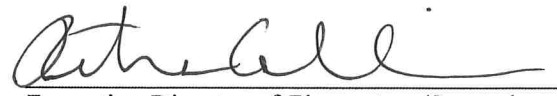
The following attachments must accompany this application:

- Detailed Itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- Pre-trip Driver Requirements (NCSD minibus-Type 20) upon departure.
- Copy of Permission Release Forms and Emergency Information
- List of chaperones and verification of current background check on file.

**Section V – Required Attachments to be sent to district level. (All other forms stay at the building.)**

- Detailed itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- List of chaperones and verification of current background check on file.

**Section VI – Approval**

Principal Level:	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Denied	<u></u> Principal	<u>4/27/22</u> Date
District Level:	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Denied	<u></u> Executive Director of Elementary/Secondary	<u>4/29/22</u> Date

Date of Board Approval: \_\_\_\_\_

**Travel Guidelines**

Field trips and other events involving activities outside of the classroom may be authorized when such trips or activities contribute to educational goals of the academic or extracurricular program. In planning and authorizing such activities, primary consideration will be given to educational values derived and the safety and welfare of the students involved.

8:00-11:30 Registration – Stoller Center  
 9:30 - 12:15 Pictures - Front of Stoller Center  
 Lunch - on your own - this meal is not provided in the camp fees

11:30 Coaches Meeting –Stoller Center

12:00 Captains Meeting –Stoller Center

12:45 FIRST SESSION – Stoller Center  
 Meet the Thunderbird Staff, Start the Hand Dance, Ballet Fusion, Stretches, Camp Dance

2:15 Class divisions

2:30- 4:00 CLASS #1  
 See your coach for the detailed list of classes. PLEASE WEAR YOUR CLASS BUTTONS AT ALL TIMES!

4:00 University Staff Chat - meet in Stoller Center to learn about University expectations.

4:15 CLASS #4 - NOVELTY DANCES - Most are all level dances so please divide your team evenly. Learn to have fun while performing!

5:00 or 5:30 DINNER – Commons  
 Please be polite and bus your own tables. Please do not fill water bottles with drinks from inside cafeteria.

6:45 CAMP STORE OPEN –Stoller Center

7:00 - 7:40 DRILL DOWN CLASSES - all meet in Stoller Center

7:4 - 8:30 CAMP DANCE PRACTICE - Line up with your colored button class

8:30 TEAM MOTIVATION SESSION – “What is Your Strength?”  
 9:15 – 10:00 CAMP STORE OPEN - Stoller Center

10:45 DORMS LOCKED - YOU MUST BE IN THE DORM BY 10:45!  
 11:00 PLEASE STAY ON YOUR OWN FLOOR  
 11:30 LIGHTS OUT AND QUIET PLEASE!!! Hope you had a fun day!! Get a good night’s rest.

**DAY TWO**

6:30 RISE AND SHINE - Get ready for another day of work and fun! Please wear your buttons/bracelets/name tags.

6:45 BREAKFAST - Commons

8:15 WAKE-UP SESSION –Stoller Center  
 HAND DANCE with Criss and Kym  
 BALLET FUSION AND STRETCHES - Staff

CLASS #1 - Meet where you had your first class yesterday. Your teacher will meet you there. Colored buttons should help! Class will be one hour

CLASS #2 - Stay where you are and your instructor will come to you! Your intern will answer any questions.

11:45            **BREAK**

12:00 - 12:45    **CLASS #3 - TECHNIQUE CLASSES or Lunch Break - Be sure to Practice - Stay together on campus**

11:45            **LUNCH - first half**  
 12:45            **LUNCH - - second half -Commons - once again - please be polite and bus your own tables!**

1:00 – 1:45      **CLASS # 3 - TECHNIQUE CLASSES Break - Be sure to Practice - Stay together on campus!**

1:15-2:00       **Camp Store Open in Stoller Center**

2:00 - 3:00      **ALL CAMP DANCE – meet in Stoller Center**

3:15 –4:00       **ALL CAMP KICKS**

4:15 - 5:15      **CLASS #4 –NOVELTY DANCES - same spot as yesterday**

5:00 or 5:30     **DINNER - Commons**

6:45             **Camp Store Open**

7:00 - 7:30      **DRILL DOWN CLASSES –Stoller Center - Come dressed in your modest PJ's!**

7:30- 8:30       **CAMP DANCE PRACTICE**

8:30             **TEAM TIME!!! Pajama Party with your team in Stoller Center... use this time however your coach desires Snacks provided!**

9:30 -10:30      **Camp Store Open – Stoller Center**

9:30 - 10:30     **OPTIONAL PRACTICE TIME - Interns will be in the Stoller Center to help!**  
                          **9:20-9:40 Class 1 Practice**  
                          **9:40-10:00 Class 2 Practice**  
                          **10:00-10:20 Class 4 Practice - Novelty Dances**

10:45            **DORMS LOCKED**

11:00            **Please stay on your own floor**

11:30            **Lights Out - Quiet Time Please!!!! Hope you had a fun day! Get lots of rest!!!!**

**DAY THREE**

6:30             **RISE AND SHINE - Get ready for a fun-filled day!**

6:45             **BREAKFAST - Commons**

8:15             **WAKE-UP SESSION – Stoller Center**  
**All students meet in the gym - you know the routine by now!!**

9:40 - 10:40     **CLASS #1 - Meet where you had your first class yesterday. Your teacher will meet you there. Colored buttons should help!**

10:45 - 11:45    **CLASS #2 - Stay where you are and your instructor will come to you! Your intern will answer any questions.**

11:45            **BREAK**

12:00 - 12:45    **CLASS 3 - TECHNIQUE CLASSES or Break - Be sure to Practice - Stay together on campus!**

11:45            **LUNCH - first half -Commons - once again - please be polite and bus your own tables!**  
 12:45            **LUNCH - second half**

- 1:00 – 1:45** CLASS #3 - TECHNIQUE CLASSES or Break - Be sure to Practice - Stay together on campus!
- 1:15-2:00** Camp Store Open in Stoller Center
- 2:00 - 3:00** ALL CAMP DANCE - meet in Stoller Center
- 3:15 -4:00** ALL CAMP KICKS
- 4:15 - 5:15** CLASS #4 – NOVELTY DANCES - same spot as yesterday
- 5:00 or 5:30** DINNER - Commons
- 6:45** CAMP STORE OPEN – Stoller Center
- 7:30** NOVELTY DANCE SHOWCASE - DRILL DOWN COMPETITION Stoller Center  
 Invite your friends and families to come watch your first performance of the week!  
 After the Showcase - CAMP DANCE PRACTICE - Please stay in the arena after the routines are over!  
 COACHES MEETING in Coaches room during Camp Dance Practice
- NOTE:** Optional practice times for Class 1 and Class 2 will be announced if time permits!
- 10:45** DORMS LOCKED - YOU MUST BE IN YOUR DORM BY 10:45!!
- 11:00** ROOM CHECK - Please stay in your room and keep the noise level down! Begin packing and cleaning your room!
- 11:30** LIGHTS OUT & QUIET PLEASE!! Tired yet? We hope you had a fun day and enjoyed performing! Get a good night's rest for your performances tomorrow!

**DAY FOUR**

- 6:00** RISE AND SHINE - One more day! Be ready! It's time to "Show Your Strength!"
- 6:45** BREAKFAST - Commons
- 8:15** WAKE-UP SESSION – Stoller Center  
 HAND DANCE/ BALLET/STRETCHES/CAMP DANCE PRACTICE / GUEST PERFORMANCE!!!  
 SKITS
- 9:45** Meet with Team - Team Motivation Wrap Up
- 10:00 – 10:30** CLASS #1 - Short Review
- 10:30- 11:45** CLASS #2 – Stay where you are and your teacher will come to you
- 11:45** LUNCH – Commons -  
 Please clean rooms out and bring luggage to dorm lobby.  
 All keys should be turned in at this time – before you come to arena for showcase!
- 1:45** Stoller Center: ROUTINE SHOWCASE AND FINAL AWARDS - PLUS GOODBYES.

**Thank you for attending Thunderbird Dance Camp!**

**We hope you will continue to.....**

**“Own Your Strength!”**



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 aids<sup>1</sup> 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.

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<sup>1</sup>Auxiliary 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

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### 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

**CONDEMNING and DENOUNCING ACTS of  
RACISM, XENOPHOBIA and INTOLERANCE AGAINST ASIAN  
& PACIFIC ISLANDER AMERICANS**

**PROCLAMATION**  
Agenda Item #1  
May 12, 2022

**SUPERINTENDENT’S RECOMMENDATION:**

Approve resolution titled “Proclamation Condemning and Denouncing Acts of Racism, Xenophobia, and Intolerance Against Asian & Pacific Islander Americans.”

**BACKGROUND:**

Recent local and national events have centered racism, xenophobia and intolerable acts of violence aimed at Asian & Pacific Islander Americans as a result of the COVID-19 pandemic.

The North Clackamas School District Equity Policy states, “As each student enters a North Clackamas school, dreams are nurtured, history and cultural heritage are celebrated, love of learning is fostered, educational, physical, emotional and social needs are supported. The North Clackamas School District is a community of learners committed to equity and the success of each student.”

The school district is responsible for intervening in injustices that harm students, staff and the greater community and that make for less inclusive learning and working environments.

Through this proclamation the North Clackamas School District Board of Directors denounces acts of racism, xenophobia, and intolerance against Asian Americans and Pacific Islanders and stand in support of individuals and communities targeted by association with COVID-19.

**ATTACHMENT:**

- Proclamation Condemning and Denouncing Acts of Racism, Xenophobia, and Intolerance Against Asian & Pacific Islander Americans

**CONTACT:**

Libra Forde, Board Chair



## North Clackamas School District

### **Proclamation Condemning and Denouncing Acts of Racism, Xenophobia, and Intolerance Against Asian & Pacific Islander Americans**

Whereas, The North Clackamas School District has an ongoing commitment to addressing issues of equity in our school community;

Whereas, There has been a local, national, and worldwide trend of increased discrimination, harassment, and violence against Asian Americans and Pacific islanders as a result of the COVID-19 pandemic;

Whereas, Ignorance and bias are the lifeblood of conspiracies that hamper our ability to fight a pandemic that endangers the most vulnerable;

Whereas, Each of us has a personal responsibility to prevent the spread of misinformation and to support all fellow community members by rejecting hate and bias;

Whereas, We urge everyone to interrupt instances of racism and intolerance by speaking up in support of equity, justice, and inclusion;

Therefore, The North Clackamas School District condemns and denounces acts of racism, xenophobia, and intolerance against Asian & Pacific Islander Americans, and we stand in support of individuals and communities targeted by association with COVID-19.

Adopted this 12th Day of May 2022

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Libra Forde, School Board Chair  
North Clackamas School District

## Meal Price Increase Agenda Item - Additional Information

Chartwells has been a strategic partner providing nutritious meals, guided by the State of Oregon, to North Clackamas students since 1996. Their goal is to enhance the overall mission of our district by providing our students a dining program that delivers nutritious and delicious food.

Chartwells provides management services for our School Nutrition Program with a team of six highly skilled individuals. They use the buying power of a large corporation to purchase food, supplies and manage the commodities available to the District from the Federal Government.

Our kitchens are staffed with North Clackamas employees who have access to the same Collective Bargaining Agreement benefits, i.e. cost of living increases, step movements and medical insurance coverage, as all other Classified employees. Salary and benefit costs are expected to increase by 6.8 percent over 2021-22. This increase is expected to be nearly \$300K in additional costs to run the School Nutrition Program.

Chartwell’s managers, work with our Classified employees to ensure our students receive hot meals every school day and during the summer. They manage the hiring and training of 141 Classified employees at our 32 service sites, serving meals to students each day. They also prepare catered meals for the school board meetings and other district events.

Management reviews meal prices annually, comparing our per meal price structure to like sized districts in the area. Meal prices are unique to each district’s demographics and, although we do not have that in-depth understanding of each district, price comparisons are one way to measure if our prices align with other Districts. The meal price comparison table below shows how we are aligned in our price structure. The chart does not show how much each district is subsidizing their food service program to maintain their pricing, how may students qualify for Free and Reduced meals, length of meal times, breakfast in classroom programs and employee costs.

School Year	2019/2020								
	Breakfast Elem	Breakfast MS	Breakfast HS	Breakfast Adult	Lunch Elem	Lunch MS	Lunch HS	Lunch Adult	Milk
Beaverton	\$1.45	\$1.50	\$1.60	\$2.75	\$3.05	\$3.25	\$3.60	\$4.50	
Oregon Trail	\$1.50	\$1.50	\$1.50	\$2.00	\$2.75	\$2.85	\$3.00	\$3.50	
Hillsboro	\$1.75	\$2.00	\$2.00	\$2.75	\$2.75	\$3.25	\$3.25	\$3.75	\$0.50
Portland	\$1.50	\$1.50	\$1.50	\$2.25	\$2.90	\$3.15	\$3.40	\$4.40	\$0.50
Tigard Tualatin	\$1.75	\$2.00	\$2.00	\$2.40	\$2.90	\$3.25	\$3.40	\$4.50	\$0.55
Lake Oswego	\$2.25	\$2.50	\$2.50		\$3.75	\$4.00	\$4.00		\$0.60
Sherwood	\$2.20	\$2.50	\$2.75		\$3.60	\$3.85	\$4.00		\$0.65
West Linn/ Wilsonville	\$1.95	\$1.95	\$1.95		\$3.20	\$3.45	\$3.45		\$0.50
Oregon City	\$1.40	\$1.75	\$1.75	\$2.10	\$2.80	\$3.15	\$3.30	\$4.00	\$0.60
Average	\$1.75	\$1.91	\$1.95	\$2.38	\$3.08	\$3.36	\$3.49	\$4.11	\$0.56
North Clackamas	\$1.95	\$2.00	\$2.15	\$2.50	\$3.00	\$3.35	\$3.50	\$4.25	\$0.50
NC-12 Compared to Average:	\$0.20	\$0.09	\$0.20	\$0.13	-\$0.08	-\$0.01	\$0.01	\$0.14	-\$0.06
<b>Proposed New Price</b>	<b>\$2.05</b>	<b>\$2.10</b>	<b>\$2.25</b>	<b>\$2.65</b>	<b>\$3.10</b>	<b>\$3.45</b>	<b>\$3.60</b>	<b>\$4.50</b>	

For the past many years NCS D has subsidized the School Nutrition Program to maintain low prices and honor our Classified employee salaries and benefits. The 2021-22 school year was the first of many years the School Nutrition Program will operate without a subsidy due to the increased funding by the Federal Government due to the pandemic.

The Nutrition Services and Transportation Departments implemented a “Delivery to Doors” meal program that delivered families seven days of breakfast and lunches each week during the pandemic. Our program’s transition resulted in over one million meals being served during the non-congregate 2020/2021 school year.

During the school year 2021/2022 (universal no cost meals), our daily average of meals served are:

- 2,133 breakfasts – 6% increase
- 8,295 lunches – 21% increase
- 562 a-la-carte equivalent meals – 65% decrease \*several schools opting out of a-la-carte sales
- 361 dinners – 44% increase
- 11,351 total daily average – 6% increase over pre Covid-19 daily average of 10,650

Other changes during the 2021-2022 school year:

- All student account balances have been brought to a \$0.00 balance. This year \$102,907 was forgiven from student accounts for past years negative balances. With the loss of universal no cost meals, we expect more accounts to drop into a negative balance than ever before.
- Menus are now available through Parent Square
- New menu items have been added at the secondary level using the Student Choice program
- New Nutrition News Monthly Newsletter

Containing costs is only one component of maintaining a self-sustaining program. Increasing student participation sales will be crucial to overcoming the challenges in the years to come. In the next year Chartwells and the District will engage students and families to increase participation in a variety of ways. The following describes opportunities and challenges we have to accomplish our goals.

Opportunities:

- Lower Chartwells cost per meal in the new contract
- Student and parent surveys to gather insight for program improvements, implementing desired changes where available
- New Point of Sale program – TITAN which will streamline the payment and application processes

Barriers and challenges to overcome:

- An available and consistent workforce
- Increased salary and benefit costs
- Training and retention of people
- The shift in demographics of fewer families qualifying for Free and Reduced meals
- Lowered USDA reimbursement rates from 2021-2022 rates
- Lower estimated meal counts
- Students and families are now used to no cost meals being provided for the past two and a half years
- Increased negative balances in student accounts
- Summer program no longer allowing non-congregate meal service as it has for the past two years during the pandemic

**(CARE) COMMUNITY AFTER-SCHOOL RELATIONSHIP  
ENRICHMENT PROGRAM UPDATE & FEES**

**DISCUSSION**  
Agenda Item #3  
May 12, 2022

**SUPERINTENDENT’S RECOMMENDATION:**

Approve fee increases as per Attachment A beginning with the Fall 2022.

**REASON FOR BOARD CONSIDERATION:**

Community After-School Relationship Enrichment (CARE) update and consideration of an increase in fees.

**BACKGROUND:**

The CARE program provides out-of-school-time fee-based care and enrichment activities for North Clackamas School District students in grades K-5.

- Increase program fee rates by approximately 12 percent
- No changes to registration or incidental fees
- All changes take effect September 1, 2022

**Rate Increase:** Rate increases for the CARE program were last approved on April 11, 2019. This year, the program anticipates a deficit of \$202,000. Next year, the program anticipates a staffing cost increase of 8-9 percent. It is recommended that CARE fees be increased by approximately 12% as shown on Attachment A.

**ATTACHMENTS:**

- A. Proposed CARE Fee Schedule
- B. Fee Structure Market Comparison
- C. Program Slides

**PRESENTER / STAFF CONTACT:**

Cindy Detchon, Assistant Superintendent, Operations  
Natalie Whisler, Director, Community Services

**NORTH CLACKAMAS SCHOOL DISTRICT  
CARE PROGRAM  
FEES EFFECTIVE FOR THE 2022-2023 SCHOOL YEAR**

**REGISTRATION FEES**

Family (annual registration)	\$70
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**MONTHLY FEES**

After School	<del>\$295</del> <b>\$330</b>
Before School	<del>\$210</del> <b>\$235</b>
Before and After School	<del>\$420</del> <b>\$470</b>

**DAILY FEES**

After School	<del>\$25</del> <b>\$28</b>
Before School	<del>\$19</del> <b>\$21</b>
Before and After School	<del>\$33</del> <b>\$36</b>
Non-School Days	<del>\$40</del> <b>\$45</b>

**SUMMER FEES**

Weekly	<del>\$175</del> <b>\$200</b>
Daily	<del>\$43</del> <b>\$50</b>
<b>Extended Hours- Weekly</b>	<b>\$40</b>
<b>Extended Hours- Daily</b>	<b>\$10</b>

**DISCOUNTS**

Family Discount: 10% off total charges for family of 2 or more children

**ADDITIONAL FEES**

No Show Fee	<b>\$5</b>
Past Due Fee	<b>\$15</b>
Late Pick Up Fee	<b>\$1/minute</b>
Return Check Fee	<b>\$25</b>
Summer Program Tshirt Fee	<del>\$10</del> <b>\$15</b>

**NORTH CLACKAMAS SCHOOL DISTRICT CARE PROGRAM**

**Fee Structure Market Comparison**

	NCS D CARE Proposed Fees	Oak Grove Day Care	Kindercare Sunnyside	Learning Tree Milwaukie	Oregon City School District	Monroe Street YMCA	Sweet Peas	Goddard Happy Valley****	Valley View Day School***
<b>Monthly Fees</b>									
After School	330	450	820	445	323.50	CLOSED	CLOSED	885	420
Before School	235	245	N/A	300	N/A	CLOSED	CLOSED	N/A	135
Before and After School	470	530	N/A	500	N/A	CLOSED	CLOSED	955	540
<b>Daily Fees</b>									
After School	28	37	N/A	40	N/A	CLOSED	CLOSED	N/A	92
Before School	21	25	N/A	25	N/A	CLOSED	CLOSED	N/A	70
Before and After School	36	45	N/A	50	N/A	CLOSED	CLOSED	N/A	162
Non-School Days	45	*30/40	30	30 if reg mo	72	CLOSED	CLOSED	59	50
<b>Summer Fees</b>									
Monthly	N/A	1050	1445	**1050	N/A	CLOSED	CLOSED	1620 (K-1 only)	N/A
Weekly	200	290	N/A	N/A	N/A	CLOSED	CLOSED	N/A	205
Daily	50	75	N/A	N/A	72/77	CLOSED	CLOSED	79	N/A
<b>Registration</b>	70	50 SY/25 Sum	150	40	85	CLOSED	CLOSED	295	100 then 50 each
*Rate when also registered for a monthly/weekly rate otherwise \$75 for a full day or \$11/per hour, minimum of 3 hours									
**Will be increasing an unknown amount July 1st									
***Monthly fees based on 4 week period; daily rates are for if they are register for a monthly program; NSD are if they are register for the monthly program.									
****Rates beginning July 1, 2022									



# NCSD CARE Program



Board Update May, 2022

# CARE Programs



*Community, After-School, Relationship, Enrichment*

When school is out... we are in!

- Academic enrichment including art, science, wellness and more
- Daily physical activity
- Opportunities for youth voice and leadership development
- Intentional learning for learning socio-emotional skills
- Homework & literacy supports
- Free meal program in the 2021-2022 school year



# CARE 2021-2022 School Year Sites

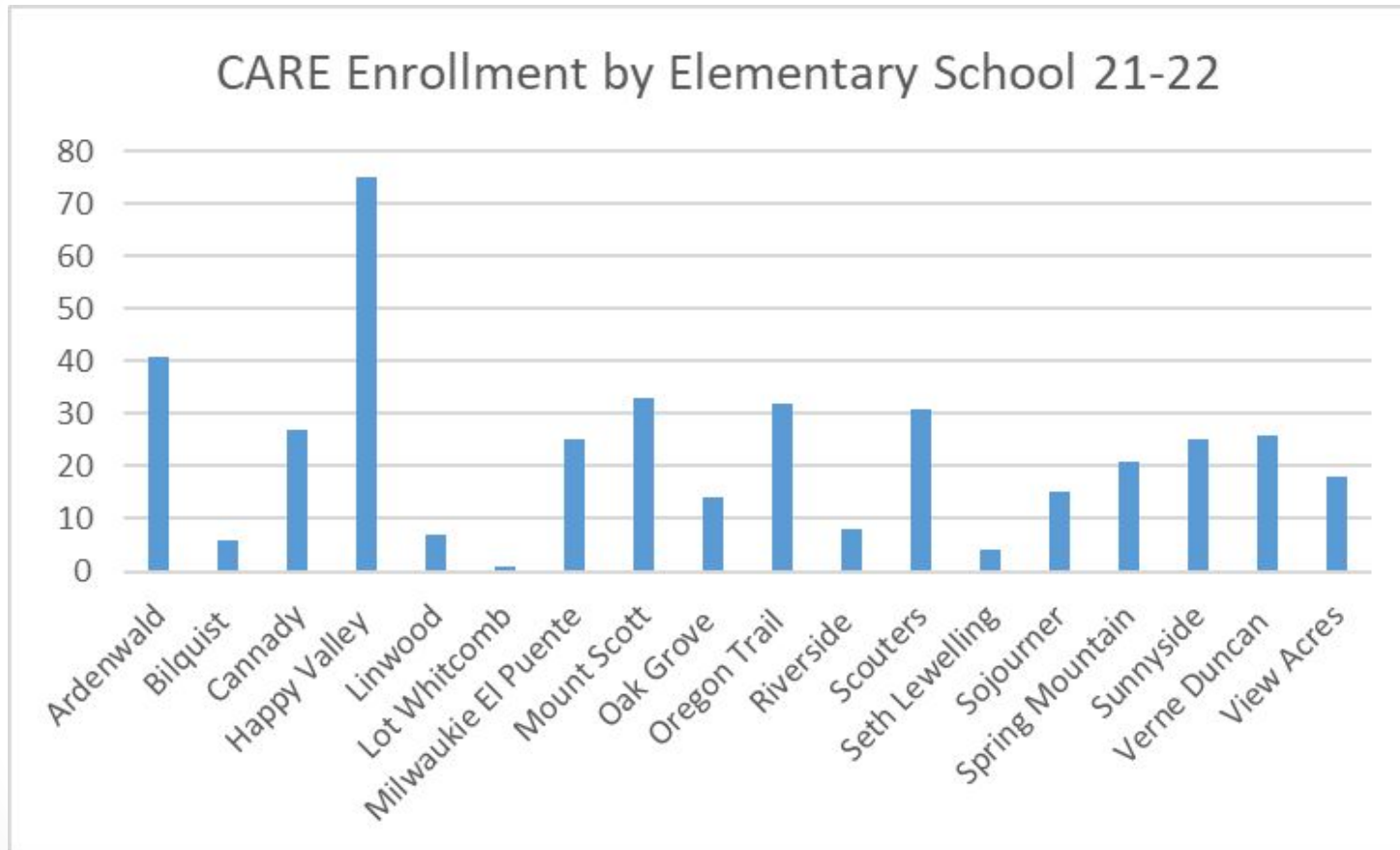


	Ardenwald Site	Happy Valley Site	Oak Grove Site	Scouters Mountain Site	Spring Mountain Site	Sunnyside Site	Total
May 2022 Enrollment	82	81	51	79	50	57	400
May 2022 Waitlist	43	0	4	0	0	0	47
September 2021 Enrollment	76	71	48	75	52	58	380
September 2021 Waitlist	39	16	21	18	0	0	94

# New CARE Site at Spring Mountain



# CARE Enrollment by Elementary School



# 2021 Summer CARE- Supported by the Oregon State Learning Grant

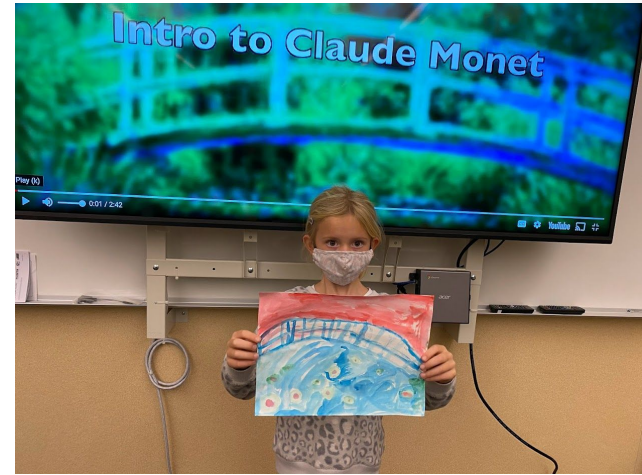
- Free for all families
- Two locations, Linwood and Happy Valley
- 186 students



# Enrichment Highlights

*Every child attends a one-hour enrichment class each day.*

- Food Truck- Project Based Learning
- Yoga
- Astronomy
- Friendship Club
- Crazy 8's Math
- STEM Challenge
- Basketball
- Cultural Art
- Leadership



# CARE Family Feedback

Annual Survey- 24% response rate

- 94% of parents were satisfied or very satisfied with program quality.
- Most common theme- appreciation for caring and engaging staff
- Families report that their students look forward to attending
- Many families need longer hours on non-school days.
- Some families felt disconnected due to adjusted pick up procedures.

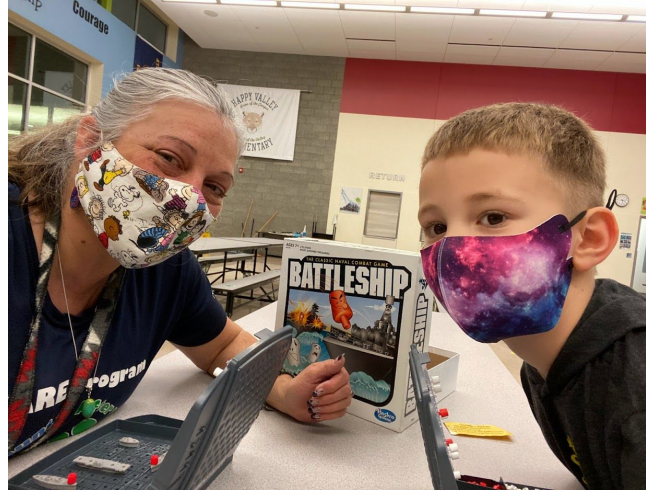
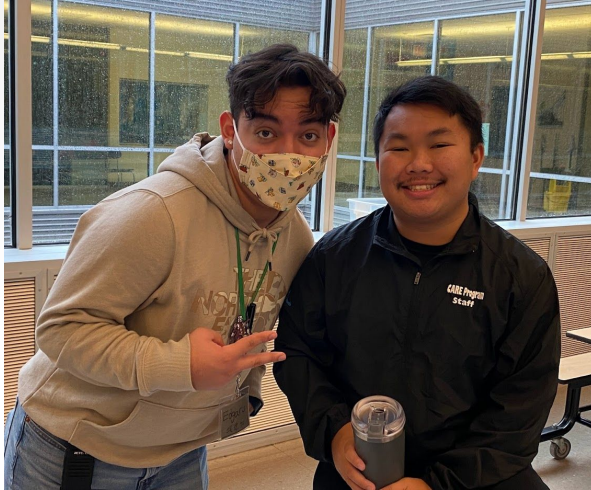
*“My kids have so much fun and they are always surprising us with interesting things they learned there. The instructors seem great--my kindergartener in particular loves Ms. Jinx....I feel like the kids are safe and well cared for. Plus, they have so much fun.”*

*“We like that the students get to opt in to topics to learn about, and that they get to help teach them.”*

*“(My Child) is so grateful for the art she has been able to do. She comes home every day with something new and unique that she is proud of. You all have done a terrific job making her feel cared for and loved.”*



# CARE Staff Stories



# 2021-2022 CARE Program Strategic Goals



## Quality

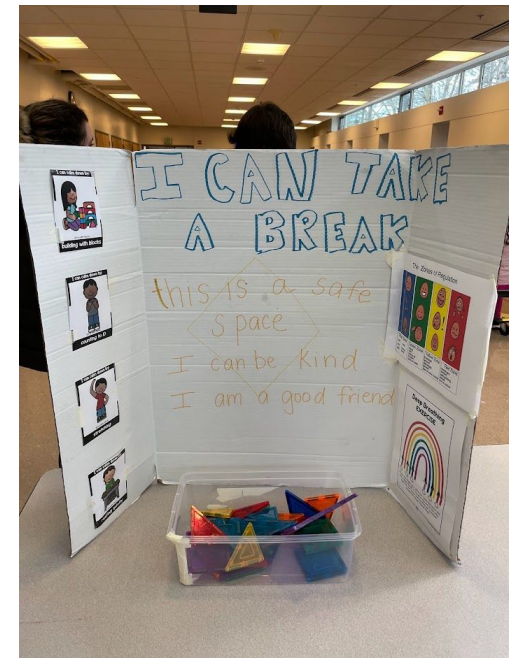
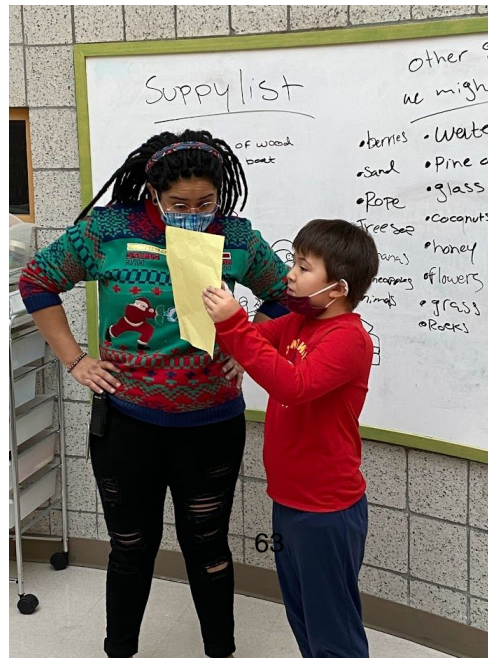
- Staff recruiting, hiring, and retention. Rebuild workforce during pandemic recovery.
- Provide SEL and Trauma Informed Supports to students
- Provide a program model that follows state and local guidance.

## Equity

- Build a staff workforce that reflects the racial, cultural and linguistic identity of our student population
- Increase equitable access.
  - Work closely with school social workers and counselors to provide “emergency placements” for students experiencing crisis.
  - New CARE site locations
  - Scholarship program

# Challenges

- Re-building the CARE workforce after losing the majority of part time staff during the pandemic. Hiring and retaining part-time classified staff.
- Substitute shortage for staff absences.
- Statewide- Lack of private school age care providers. Clackamas County was identified as a “child care desert” pre-pandemic. Many providers have closed.



# CARE Program

## Financial Overview & Outlook

- This fiscal year, the CARE program anticipates a \$202,000 loss, which will be covered by the Community Services fund balance.
- The 2021-2022 Community Services starting fund balance was \$600,000
- Staff costs have risen sharply since 2019.
- Next year, the CARE program will lose access to free meals at four sites.

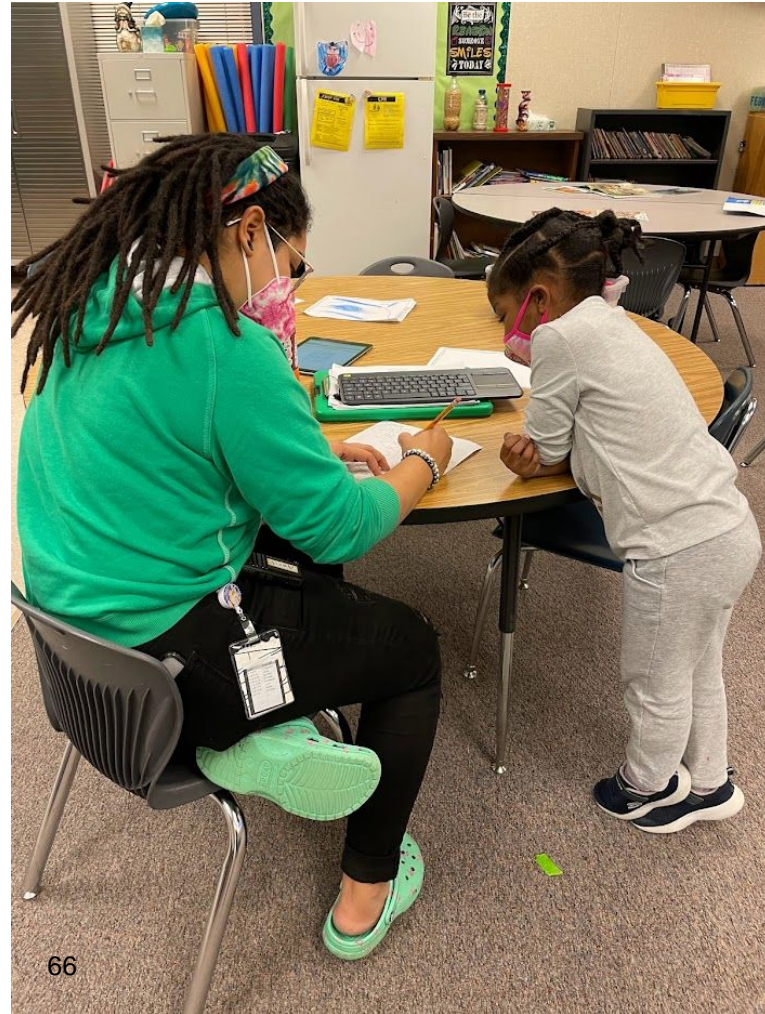
# Fee Structure Overview

**Recommendation: 12% increase in CARE program fees, effective September 1, with no increase to registration fees. The family/sibling discount will remain at 10%**

- The last fee increase for CARE was approved by the board in May 2019.
- A market comparison study shows other programs have increased fees 17-48% since 2019. Two local school age programs have closed permanently.
- CARE is priced well below most comparable options.
- Staffing costs for CARE will increase by almost 10% in the next fiscal year.
- 92% of families say that CARE is affordable.
- To remain sustainable, fees will likely need to increase again in 2023.

	After-School	Before & After School	Non-School Day	Weekly-Summer
Fees approved in 2019	295	420	40	175
Recommended for 2022-2023	330	470 <sup>65</sup>	45	200

# Questions...



**SUPERINTENDENT’S RECOMMENDATION:**

This data is presented for Board information, discussion, and eventual adoption of the World Language: Japanese curricula for grades 9-12. The recommendation for Japanese language is:

- Adventures in Japanese
- Dekiru

**REASON FOR BOARD CONSIDERATION:**

The World Language Adoption: Japanese grades 9-12 adoption recommendation is a direct response to:

- Our Vision: Each student is actively engaged every day for success in life, college, and career
- Our Goals: Students Success - Advance student learning by focusing on each student’s experience, well-being, and potential; Equity - Cultivate belonging and inclusion with the expectation of success for each student
- Our Objectives: Culturally responsive learning organization; Engaging curriculum and instruction; Post-secondary success
- State Standards: Curriculum materials that are aligned to state world language standards.

North Clackamas School District last adopted World Language: Spanish, French, Japanese materials in 2007-2008. Spanish Heritage Language materials were last adopted in 2016-2017 with the creation of this course.

**BUDGET IMPACT/SOURCE OF FUNDS:**

Total budget is \$15,060.16 for the purchase of World Language Adoption: Japanese grades 9-12 resources are included in the 2021-2022 actual budget. Pending board approval, resources will be purchased and anticipated delivery by June 30, 2022. Resources will be implemented beginning fall 2022.

**BACKGROUND:**

Three staff members were on the adoption team. This team is comprised of one Japanese World Language teacher, one building administrator, and one district office administrator. Curriculum resources being evaluated were selected based on Oregon state adoption criteria, NCSDE Equity Lens and the Oregon World Language standards revised in 2019-2020.

This process, led by Teaching, Learning & Professional Development, began in 2019-2020. During the 2019-2022 school years the Japanese World Language Adoption Team:

- Examined NCSDE district mission and strategic direction, NCSDE equity lens, the World Language Standards, our current Japanese World Language instructional practices, and student achievement data.

- Engaged in professional development on current trends in world language instruction and methods
- Crosswalked current course scope and sequence of instructional units with professional learning.
- Piloted new methodologies in all Japanese courses and collected feedback from parents and students.

We are recommending the Board adopt the listed basal and supplemental materials which:

- Engages each student in using language in contextual and authentic interactions
- Integrates cultural learning daily and interwoven in all proficiency levels of language
- Equips teachers to design rigorous, relevant, and responsive whole-language, literacy-based learning experiences
- Facilitates prioritization of world language standards
- Honors teacher knowledge and expertise

**ATTACHMENTS:**

- [NCS World Language Purpose Statement](#)
- [ODE World Language Standards](#)
- [NCS World Language Adoption: Japanese Grades 9-12 Board Presentation](#)
- [World Language Adoption: Japanese Grades 9-12 Materials Recommendation and Pricing](#)

**PRESENTER / STAFF CONTACT:**

Mayra Gómez, Executive Director of Teaching and Learning  
 Laurie Meisner, Associate Director of Teaching and Learning  
 Lia Poole, Japanese World Language Teacher



***Promoting multilingualism, literacy, and appreciation of cultural diversity through education within Dual Language Immersion, World Language, and Heritage Language Programs***

**NCSD Dual Language Immersion Purpose Statement:**

The goal of the North Clackamas School District Dual Language Immersion Program is to increase the academic achievement of English Learners while promoting multilingualism and affirming the diverse identities, languages, races and cultural heritages of students and families in the North Clackamas community.

**Current Programs Offerings:**

- El Puente Bilingual School: grades K through 5
- Riverside Elementary: grades K through 5
- Lot Whitcomb Elementary K
- Alder Creek Middle School 6-8 grades
- Putnam High School 9-10 DLI; 11-12 grade IB

**NCSD World Language Purpose Statement:**

The goal of the North Clackamas World Language Program is to provide all students the opportunity to develop proficiency in two or more languages while developing the ability to view the world from multiple perspectives, and to participate and contribute in our diverse, multicultural, and international community.

**Current Program Offerings:**

- Clackamas High School- French, Spanish
- Milwaukie High School - French, Spanish
- New Urban High School - Spanish
- Rex Putnam High School - Spanish 1,2, (3, 4, 5 in the International Baccalaureate Program)
- Sabin Schellenberg- Japanese 1,2,3,4 and AP Spanish

Students can earn college credits while in high school

**NCSD Heritage Language Purpose Statement:**

The goal of the North Clackamas Heritage Language Program is to provide students the opportunity to affirm cultural identity and develop linguistic proficiency in their native or heritage language while nurturing bilingualism, academic success, and honoring the language of the students' heritage.

The goal of the North Clackamas Heritage Language Program is to provide students with a home language other than English an opportunity to develop academic competencies and explore the literature within their

native language while affirming their culture and their identity as a bilingual learner. Languages and cultures are important individual and societal resources. The goal of this program is to nurture bilingualism, academic success, and maintain and honor the language of the students' heritage.

The Heritage Language Program (HLP) provides heritage language learners (HLLs) with the opportunity to develop their linguistic and cultural identity. The HLP will create opportunities for students to develop proficiency in their heritage or native language to support their cultural roots and improve interaction with speakers of their heritage or native language. The overall goals of the HLP are to affirm students' cultural identity, enrich their learning experience, increase educational outcomes, and empower them to achieve a high level of language proficiency that will benefit both the student and the community.

Current Program Offerings:

- Milwaukie High School- Spanish for Native Speakers
- Clackamas High School- Spanish for Native Speakers

# World Language Adoption: Japanese grades 9-12

North Clackamas School District  
May 12, 2022

# OAR 581-022-2355

## Division 22

As stated in Section (1) of the rule: “For each program and course in grades K-12, each school district, on a cycle established by the State Board of Education, shall select and provide students with free appropriate instructional and resource materials... These materials shall contribute to the attainment of the district, program, and course or grade level goals and reflect recent knowledge, trends, and technology in the field.”

# Updates on World Language Adoption: Spanish, Spanish Heritage Language and French

- **ODE approved World Language materials for Spanish, French and Chinese for implementation in fall 2022.**
- **NCSD was granted postponement due to Comprehensive Distance Learning in the 2020-2021 school year.**
- **ODE did not approve materials for the Japanese or Spanish Heritage Language. Districts must complete an independent adoption for these languages.**

## Our Strategic Direction

In North Clackamas, we and global communities

As a student enters a vibrant positive vision for their future, they are supported. In North Clackamas, we deeply, solve problems for the whole child.

Our unique combination of kindergarten and continuing education provides a comprehensive course of study for high-demand bilingual and changing employer demands. Our career-related certificates in science, social studies,

Exceptional and caring educators support all among students. Our strength

In North Clackamas, we pursue strong relationships with organizations and business in our community.

North Clackamas is making investments that place us in the future.

Students are at the heart of our mission. Each student has potential. Our student success is our top priority. Every single one

## Our Purpose


### Our Objectives

- Whole student focus
- Culturally responsive learning organization
- Engaging curriculum and instruction
- Post-secondary success
- Effective organizational systems and leadership
- Resource management

### Key Performance Indicators




**Strong School District Climate Ratings**



**Third Graders Read at or Above Grade Level**



**Eighth Graders Algebra Ready**



**Tenth Graders on Track with Six Credits**



**All Students Graduate High School**



**Post Secondary Enrollment Rates Increase**

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# World Language Program

<i>Language</i>	<i>Grade Band</i>	<i>Proficiency Level</i>
<b>Spanish</b>	<b>Middle School &amp; High School</b>	<ul style="list-style-type: none"><li>• Intro Spanish</li><li>• Spanish 1</li><li>• Spanish 2</li><li>• Spanish 3</li><li>• AP Spanish 4/AP Spanish 5</li><li>• IB Spanish SL/IB Spanish HL</li></ul>
<b>Spanish Heritage Language</b>	<b>Middle School &amp; High School</b>	<ul style="list-style-type: none"><li>• Spanish Heritage Language 1</li><li>• Spanish Heritage Language 2</li></ul>
<b>French</b>	<b>High School</b>	<ul style="list-style-type: none"><li>• French 1</li><li>• French 2</li><li>• French 3</li><li>• AP French 4</li></ul>
<b>Japanese</b>	<b>High School</b> <small>75</small>	<ul style="list-style-type: none"><li>• Japanese 1</li><li>• Japanese 2</li><li>• Japanese 3</li><li>• AP Japanese 4</li></ul>

# The Importance of High-Quality Instructional Materials

“A growing and compelling research base suggests that high-quality instructional materials can yield improvements in student learning outcomes equal to or greater than many interventions that are often more costly....[high-quality instructional materials] “are about bringing equity to the district—a shared experience creating a floor, but not a ceiling, around the teaching and learning that happens in our classrooms.”



# A district has two options to be compliant with OAR 581-022-2355

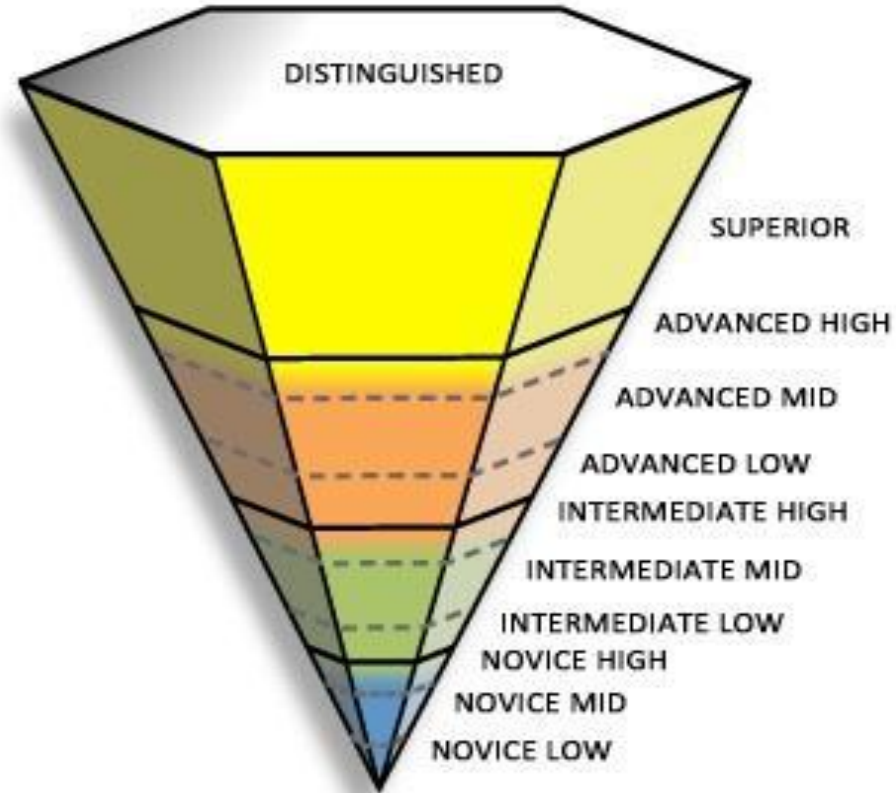


Purchase from ODE's list of approved materials

Conduct an independent adoption


## NCSD World Language

The goal of the North Clackamas World Language Program is to provide all students the opportunity to develop proficiency in two or more languages while developing the ability to view the world from multiple perspectives, and to participate and contribute in our diverse, multicultural, and international community.



# World Language: Japanese Grades 9-12

- Approximately 175 students are served annually
- HS students from ANHS, CHS, MHS, RPHS can access Japanese courses
- Japanese program has been located at Sabin-Schellenberg since 2011-2012.
- One Japanese language teacher
- Courses offered:
  - Japanese 1, Japanese 2, Japanese 3, AP Japanese 4
- STAMP & AP language assessment
- State Seal of Biliteracy

A photograph showing a large group of students sitting in a room, observing a Japanese Tea Ceremony. The students are seated in rows of chairs, facing towards the front of the room. In the background, a person in a light-colored uniform is standing near a podium. The room has blue walls and large windows.

Students observing a Japanese Tea  
Ceremony at Sabin-Schellenberg Center

March 1, 2022

## Basal - (core instruction)

Basal materials are intended to be a **substantial and ongoing** component of instruction. Districts are required to adopt basal instructional materials in order to teach to the academic content standards.

Basal instructional materials include:

- Adventures in Japanese
- Dekiru



## Supplemental

Supplemental Materials are **used in conjunction** with the basal instructional materials of a course. They contain resources to supplement and/or differentiate core instruction

Supplemental materials include:

- Look, I can Talk Japanese!
- Comprehend Cloud
- Japanese Graded Readers
- NHK Online



## Piloted Materials

### Core Values for Japanese Program:

Japanese learning should be focused on a literacy-based approach to language. Cultural learning is integrated daily and interwoven in all levels of the language.

Japanese 3/4 uses the AP themes to teach literacy-based content. Materials are authentic in nature and interdisciplinary.



[Student Presentation:  
Natural Disasters](#)

[Recommended Materials by Course](#)

**How do you feel about how we've been learning in Japanese this school year?**

**What do you feel like you know well as a result of class? Briefly tell me about it.**

**“I feel really good about it! I'm making good progress and I think I have a fairly good grasp of sentence structure and how to tell a basic story.”** - NCSD student Japanese 1

**I really liked how we learned Japanese this year, it wasn't difficult to understand and I feel like I understand most words you've taught us. Sometimes when a Japanese person talks, I can sometimes understand what they are saying. As in, just in general, like a normal conversation. It's really fun to get to know the words and have a lot of practice with them, it really helps me understand some Japanese.”** - NCSD student Japanese 1

**“I feel like it was a very practical and easy way to learn Japanese, like reading the stories has helped me more than the other stuff, also the projects and postures” - NCSD Student Japanese 2**



**“As, being back in person, I noticed that, I am able to communicate and write Japanese with ease!” - NCSD student Japanese 3**

**“I have been enjoying the method of learning Japanese this year, as we do a variety of different methods to learn vocabulary and concepts. I am not certain how much of this information I will retain, but I am at least more confident with my reading and comprehension skills than I was before. I have also learned quite a bit about the cultural traditions of Japan, which is one of the primary reasons I took this class.” - NCSD student Japanese 4**

**Tell me about your student's Japanese learning experience this year. Has it been a positive experience? Do they have the tools they need to be successful?**

**“[My student] enjoys learning Japanese and practices it at home all the time. He is preparing for a trip there for his graduation present. He would like to continue this class all throughout high school.” - NCSD parent, Japanese 1**

**“She is excited, comes home to teach her sisters, shares facts with us at the dinner table without being asked (believe me, it’s a big deal). She is talking about wanting to continue to learn in college and travel. I am not sure what the curriculum is, but I will say that she is learning a lot about culture that makes her interested in learning the language with fidelity.” - NCSD parent, Japanese 1**

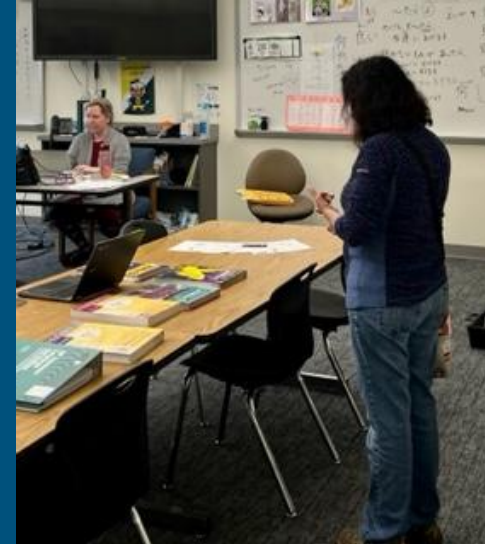
# Opportunities for Community Feedback

Opportunities to review the suggested materials at Sabin-Schellenberg were offered on:

- April 28, 3:00-4:00 PM
- April 29, 3:00- 4:00 PM
- May 5, 3:00-6:00 PM

Parents and students who currently participate in the Japanese program, had the opportunity to view material digitally and provide feedback through a Google Classroom/Google Form.

- 75% of students in the Japanese courses provided feedback.
- 7 parents of students in the Japanese program provided feedback.
- 20 community members attended the <sup>85</sup>community review sessions and provided feedback.



# Professional Learning

- **Summer Curriculum Work**  
(Standards alignment, scope & sequence, materials implementation assessment)
- **Cold Character Reading Workshops**
- **Lesson Study** (neighboring school districts)
- **CI Liftoff: Curriculum Club**

# Professional Collaboration

- Total Physical Response  
Storytelling Japanese &  
Korean Teachers Facebook  
Group
- CI Liftoff Facebook group
- Cold Character Reading  
International Support Group
- JTCC 2022- Presenter May  
2022



# Questions ?

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Course	Japanese 1	Japanese 2	Japanese 3	AP Japanese 4
ODE Standards	<a href="#">ODE World Language Standards</a>			
NCSD Strategic Direction & Equity Lens	<a href="#">NCSD District Mission &amp; Strategic Direction</a> <a href="#">NCSD Equity Lens</a>			
Scope & Sequence	<a href="#">Scope &amp; Sequence</a> DRAFT			
Basal Materials	Comprehensible Input Method w/ teacher created content using the following:	Comprehensible Input Method w/ teacher created content using the following:	Comprehensible Input Method w/ teacher created content using Advanced Placement Themes (Pg. 21) and the following:	Advanced Placement Themes <a href="#">Page 21 has Themes</a>
			<a href="#">Cheng &amp; Tsui: Adventures in Japanese 3</a>	<a href="#">Cheng &amp; Tsui: できる Dekiru!</a>
Supplemental Materials	<a href="#">Comprehend Cloud</a>	<a href="#">Comprehend Cloud</a>	<a href="#">Comprehend Cloud</a>	<a href="#">Comprehend Cloud</a>
	<a href="#">Look, I Can Talk - Japanese 1 - Basic</a>	<a href="#">Look, I Can Talk - Japanese 1 - Basic</a>	<a href="#">NHK Online</a>	<a href="#">NHK Online</a>
	<a href="#">Japanese Graded Readers Level 0, Volume 1-3</a>	<a href="#">Japanese Graded Readers Level 1-2, Volume 1-3</a>	<a href="#">Japanese Graded Readers Level 3, Volume 1-3</a>	
Installation	2022-2023 School Year (Fall)			
Instructional Materials Criteria	A completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education is on file in the district office and linked to this document on the following tab.			
Statement of Assurance	Independently adopted instructional materials comply with the most current National Instructional Materials Assessability Standard (NIMAS) specifications regarding accessible instructional materials.			

**SUPERINTENDENT’S RECOMMENDATION:**

This data is presented for Board information, discussion, and adoption of English Language Arts curriculum materials for reading, writing, and foundational skills, including Dual Language Immersion (DLI) to include:

English Language Arts

- Fountas and Pinnell Classroom (FPC)
- FPC Writing Component
- Systematic and Explicit Foundational Skills Curriculum (From Phonics to Reading)

Language Arts for DLI

- Lucy Calkins Units of Study, Reading and Writing
- Systematic and Explicit Foundational Skills Curriculum (Taller de Fonética)

**REASON FOR BOARD CONSIDERATION:**

The K-5 English Language Arts adoption renewal recommendation is a direct response to:

- Our Vision: Each student is actively engaged every day for success in life, college, and career
- Our Goals: Students Success - Advance student learning by focusing on each student’s experience, well-being, and potential; Equity - Cultivate belonging and inclusion with the expectation of success for each student
- Our Objectives: Culturally responsive learning organization; Engaging curriculum and instruction; Post-secondary success
- State Standards: Curriculum materials that are aligned to state language arts standards

North Clackamas School District last adopted English Language Arts materials in 2017-2018 and implementation in 2018-2019.

**BUDGET IMPACT/SOURCE OF FUNDS:**

Funds for the purchase of K-5 English Language Arts adoption renewal resources including resources for the district’s DLI program are included in the 2021-2022 adopted budget.

**BACKGROUND:**

Nine kindergarten teachers, nine first grade teachers, nine second grade teachers and three DLI teachers piloted phonics and writing programs. Curriculum resources evaluated were selected based on identifying all resources that met Oregon state adoption criteria and the Oregon English Language Arts standards.

During the 2021-22 school year the English Language Arts Adoption Renewal Team:

- Conducted a needs assessment examining our district strategic direction, equity lens, our current English Language Arts instructional practices, and student achievement data
- Selected curricular enhancement resources to pilot in support of student needs
  - 3 phonics instructional service providers were piloted
  - 2 writing instructional service providers were piloted
- Evaluated the piloted curricular resources using evidence from:
  - [ODE list of approved adoption materials](#)
  - The pilot experiences
  - Teacher feedback
  - Parent feedback
  - Student outcomes

We are recommending the Board renew the previously adopted Fountas and Pinnell Classroom with the phonics and writing components now available as part of the staggered adoption agreed upon in 2018-19. The selected materials best:

- Equip teachers to design meaningful and effective learning experiences
- Facilitate prioritization of student skill-building and knowledge
- Enable engagement of each student in the key elements of literacy
- Leverage the power of teacher collaboration

**ATTACHMENTS AND LINKS TO ADDITIONAL INFORMATION:**

- A. [English Language Arts Renewal Board Presentation](#)
- B. [ODE English Language Arts Adopted Materials List](#)
- C. [ODE English Language Arts Standards](#)
- D. [Videos for Parent Input](#)
- E. [Parent Square Message](#)
- F. [ThoughtExchange Community Feedback Summary](#)

**PRESENTER / STAFF CONTACTS:**

Dr. Mayra Gómez, Executive Director of Teaching and Learning & Professional Development  
Molly Little, Associate Director of Teaching & Learning & Professional Development

# Recommendation to NCSD School Board: K-5 Language Arts

Renewal of Fountas and Pinnell Classroom (FPC)

Adoption of Fountas and Pinnell Writing

Adoption of From Phonics to Reading

Renewal Lucy Calkins Units of Study, Reading and Writing

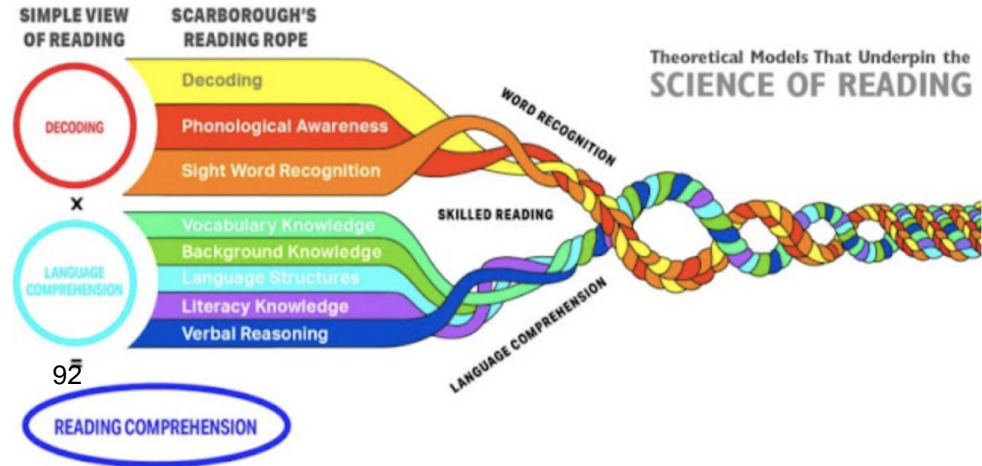
Adoption of Taller de Fonética



# NCS D Literacy Framework

## Essential Components of Balanced Literacy Instruction:

- Phonics and phonemic awareness
- Fluency
- Academic language
- Comprehension
- Assessment
- Writing





# Rationale for Adoption Renewal

- ***Fountas and Pinnell Classroom*** and ***Units of Study***  
Curricula are student centered, meeting students where they are, providing access to all learners including students receiving special education, emergent bilinguals and identified as Talented and Gifted
- High quality texts, including representation of a variety of cultures, abilities, family structures, with appropriate content and interest for each age group
- Fosters a culture of reading with students taking ownership of their reading





# Additional Factors

- Initial implementation of Fountas and Pinnell Classroom and Units of Study were staggered, between 2018-2019 and 2019-2020
- Full implementation has been severely interrupted by the COVID-19 pandemic
- In order to protect our initial investment, renewing the Fountas and Pinnell Classroom and Units of Study adoption will provide continuity for teachers and students



# Foundational Skills Instruction

- The Science of Reading
  - Current brain research indicates that explicit and systematic foundational skills instruction, including phonics and phonological awareness, coupled with authentic reading experiences in high quality texts, is essential to reading development in primary grades
  - This is especially critical for students with dyslexia
  - Our current core programs did not meet the needs surfaced by this updated research
  - A committee of primary teachers piloted and recommended a foundational skills and phonics program grounded in the Science of Reading



# Dual Language Immersion

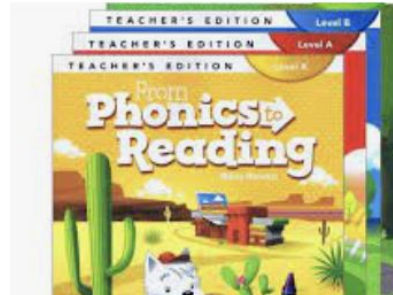
**TALLER** GRADO K  
FONÉTICA ESTUDIO DE PALABRAS  
Sistema de recursos para maestros

Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5
Las necesidades de las plantas y los animales	Toda historia tiene personajes	Reglas en la casa y en la escuela	Los deportes	

BENCHMARK EDUCATION COMPANY



# English Language Arts





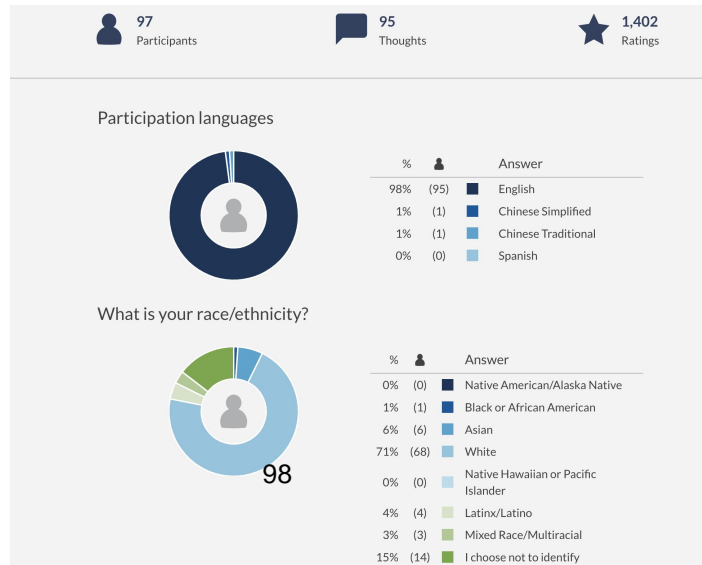
# Writing Core Curriculum

- Fountas and Pinnell Classroom (FPC) Writing component was still in development at the time of the literacy adoption
- The Fountas and Pinnell core curriculum aligns with the FPC reading curriculum providing a balanced literacy program
- Units of Study Writing for the Dual Language Immersion program began implementation in 2019-2020
- Units of Study (UOS) writing curriculum aligns with the UOS reading curriculum to provide a balanced literacy program for emerging bilingual students



# Community Input

- [Parent Square Message](#) in Spanish, English, Russian and Vietnamese
  - Included videos of teachers using materials





# Community Input

## Community Review of Proposed Materials:

May 5th from 4-5:00 pm

May 9th from 4-5:00 pm

May 10th from 4-5:00 pm

at Campbell Elementary

[Slide Deck from Open House](#)

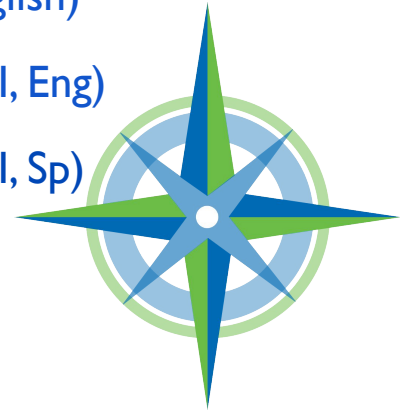
## Communication:

- Community Liaison Facebook
- Parent Square
- North Clackamas SD website
- North Clackamas SD Facebook

[Feedback Survey \(English\)](#)

[Feedback Survey \(DLI, Eng\)](#)

[Feedback Survey \(DLI, Sp\)](#)



# Teacher Input

- All elementary teachers were invited to an open house on March 18th to view and provide feedback on the Foundational Skills and Writing curricula
- Pilot teachers scored each foundational skills curriculum using a rubric, scoring cultural representation, foundational skills components, engagement, and teacher usability
- Special Education, Talented & Gifted Education, and English Language Development specialists provided feedback, and supported adding explicit Foundational Skills curriculum to the core literacy program





# Recommendation

Provide a robust literacy curriculum for all students that addresses the Science of Reading and Oregon State Standards.

## English Language Arts

- Renewal of Fountas and Pinnell Classroom (FPC)
- Adoption of FPC Writing Component
- Adoption of Systematic and Explicit Foundational Skills Curriculum (From Phonics to Reading)

101

## Language Arts for DLI

- Renewal of Units of Study Reading and Writing
- Adoption of Systematic and Explicit Foundational Skills Curriculum (Taller de Fonética)



# Questions?



**STRATEGIC PLANNING**

**ACTION**  
Agenda Item #6  
May 12, 2022

**SUPERINTENDENT’S RECOMMENDATION:**

Approve the proposed 2022-2027 North Clackamas School District Strategic Plan components.

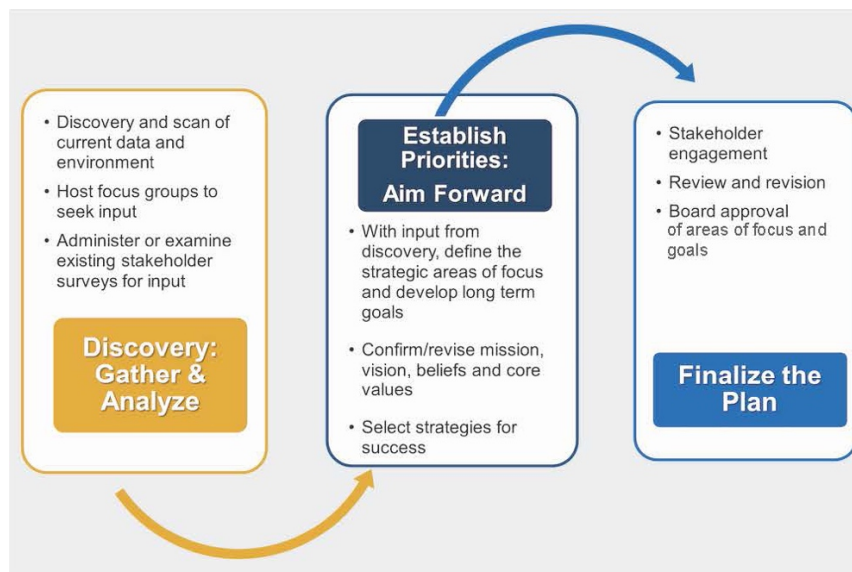
**REASON FOR BOARD CONSIDERATION:**

Continuation of North Clackamas School District Strategic Planning Process

**BACKGROUND:**

Every organization needs a map to advance from where it is now to where it wants to be in the future. North Clackamas School District’s map is its Strategic Plan. The district’s mission, vision, values, and goals are key components of the Strategic Plan.

Over the course of the 2021-2022 school year, a three-phase process has been used to develop the next Strategic Plan.



On September 9, 2021, October 14, 2021, February 10, 2022 and April 28, 2022 the School Board received presentations and participated in discussions about the timeline, engagement processes, information gathered to date and draft wording. The Board also provided input on the mission, vision, values, pillars and goals.

Since the last board presentation, the proposed strategic plan components have been updated to reflect the feedback received. Wording changes to the draft shared at the April 28, 2022 board meeting are indicated in red (additional words) and ~~struckthrough~~ (deleted words).

Following the Board's scheduled action, the key components will be packaged graphically into a polished document and website. The new Strategic Plan is scheduled to roll out at the beginning of the 2022-2023 school year.

**ATTACHMENTS:**

- A. Proposed 2022-2025 North Clackamas School District Strategic Plan components, dated 5/12/22

**PRESENTER / STAFF CONTACT:**

- Tiffany Shireman, Chief of Staff

## NORTH CLACKAMAS SCHOOL DISTRICT: STRATEGIC PLAN 2022-2027

**Mission:**

*Inspiring ~~and empowering~~ graduates who **are empowered to** act with courage **in life and** to strengthen ~~the quality of life in our~~ local and global communities.*

**Vision:**

*We build relationships with students to honor their cultural heritage, foster their physical, social, and emotional well-being, cultivate joy in learning, and engage each student to reach their full potential. We **create environments where students are** inspired ~~students~~ to be creative and critical thinkers as they prepare for success in life, college, and career.*

**Core Values:** *Equity • Relationships • Integrity • Empowerment • Care*

### PILLARS

**Equity Focus:** *North Clackamas School District is committed to examining and improving our system by affirming students’ many identities while building inclusive, barrier free schools and workplaces.*

Student Experience and Success	People and Culture	Family and Community Collaboration	Resources and Services
<i>We prepare each student through engagement, effective instruction, empowerment, and skill development in order to succeed in life and career</i>	<i>We foster a welcoming and affirming environment through intentional, culturally inclusive practices where each student and employee <b>is equipped to perform</b> at their highest level</i>	<i>We elevate student achievement and well-being through collaboration and active partnership with families and community</i>	<i>We maximize resources and services through strategic investment, innovative practices, and continuous improvement processes to strengthen the school community and advance student outcomes</i>

## Strategic Plan Goals: 2022-2027

<p style="text-align: center;"><b>Student Experience and Success</b></p>	<p style="text-align: center;"><b>People and Culture</b></p>	<p style="text-align: center;"><b>Family and Community Collaboration</b></p>	<p style="text-align: center;"><b>Resources and Services</b></p>
<ul style="list-style-type: none"> <li>● Strengthen and improve instructional and assessment practices that lead to meaningful academic and experiential learning for each student.</li> <li>● Ensure that modes and delivery of teaching and learning are varied and responsive to students’ learning needs.</li> <li>● Provide frequent actionable feedback to students that leads to growth and proficiency.</li> <li>● Strengthen and continue to provide opportunities for student learning through academics, arts, and extracurricular activities.</li> <li>● Support the mental health and well-being of each student.</li> <li>● Develop a district-wide system in which all students graduate with a post-secondary plan and pathway for success.</li> <li>● Provide safe and flexible learning environments to encourage collaboration and innovation.</li> </ul>	<ul style="list-style-type: none"> <li>● Recruit, hire, and retain exceptional employees with a strong sense of commitment to the school district’s mission, vision, and core values.</li> <li>● Strengthen practices that lead to a workforce that reflects the diversity of the North Clackamas community.</li> <li>● Foster professional growth and leadership across all levels of the organization.</li> <li>● Cultivate a collaborative environment that empowers employees and provides job satisfaction.</li> <li>● Embrace technology and effectively use emerging tools in curriculum, programs, and department functions.</li> <li>● Strengthen relationships and interdependence among schools and departments.</li> </ul>	<ul style="list-style-type: none"> <li>● Build trusting relationships with students, families, and community.</li> <li>● Ensure that schools and district provide accessible two-way communication avenues.</li> <li>● Improve family engagement through a variety of relevant, accessible and meaningful opportunities.</li> <li>● Foster inclusive spaces that build community with families and students through culturally relevant practices.</li> <li>● Create new and nurture existing community partnerships that advance the school district mission and vision.</li> <li>● Build a reputation for NCSD as an award-winning, premier school district in the state of Oregon.</li> </ul>	<ul style="list-style-type: none"> <li>● Strengthen and develop partnerships that remove barriers to learning and advance the school district’s vision and goals.</li> <li>● Build clear systems and methods of communication among schools, departments, and families.</li> <li>● Create impactful and sustainable systems that are adaptable to changing needs.</li> <li>● Improve processes and systems to enhance accessibility while using culturally responsive practices.</li> <li>● Invest in long term facilities planning, maintenance, and capital construction that provide safe, healthy, and flexible learning and work environments.</li> <li>● Continue effective decision-making that ensures financial stewardship and transparency.</li> </ul>

**ACCESS EASEMENT FOR ALDER CREEK MIDDLE SCHOOL**

**ACTION**  
Agenda Item #7  
May 12, 2022

**SUPERINTENDENT’S RECOMMENDATION:**

Board approve resolution to dedicate to Timber Creek Custom Homes, Inc. a permanent nonexclusive easement for ingress and egress across district real property located at the lower lot of Alder Creek Middle School 13801 SE Webster Road, Milwaukie as described in Exhibits A and B.

**BUDGET IMPACT/SOURCE OF FUNDS:**

There is no expense or revenue for the easement

**BACKGROUND:**

An alternative roadway access exists to the lower lot at Alder Creek Middle School (former Transportation Department site). This is not the main access to this site. A recent housing development has begun construction on the property adjacent to the school property. Because district property extends just beyond the gate entrance to the lower lot, it is likely that future residents of the new housing development would pass over district property for ingress and egress of the new homes. To ensure maintenance and future use of the small roadway portion is protected, an easement should be granted.

The grantee’s rights to the easement area shall include ingress and egress only and does not allow for any structure, vehicles or other equipment to be temporarily or permanently located on district property. The easement specifically holds the district harmless for any injury to persons or property caused by grantee’s use of the property.

The right-of-way will not affect the District’s ability to use the roadway and property entrance as intended.

**ATTACHMENTS:**

Board Resolution  
Property Description – Exhibits A & B  
Site Plan

**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 INVEST-RUSCLIFF, LLC TO PROVIDE ACCESS OVER CERTAIN PORTIONS OF REAL PROPERTY OWNED BY THE DISTRICT FOR THE LOCATION OF SCHOOL FACILITIES (13801 SE WEBSTER RD, MILWAUKIE, OR 97222) 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 13801 SE Webster Rd, Milwaukie, OR 97222 (the “Alder Creek Property”) on which the District operates an elementary school; and

WHEREAS, the owner of certain real property adjacent to the Alder Creek Property, Invest-Ruscliff, LLC (“Owner”) is developing residential improvements and desires a permanent non-exclusive access easement over certain portions of the Alder Creek Property to allow for the residents and their guests to access portions of the Owner’s property. The easement area being requested is only used by the District for emergency ingress and egress and is not regularly used by the District. **The neighboring development will provide non-monetary benefits to the District and the Alder Creek Property.** Moreover, Owner agreed to take on all financial obligations related to maintenance of the easement area, as well as any repairs not necessitated by the District’s conduct, and further agreed to indemnify the District from any claims arising out of the Owner’s use of the easement area. 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 Owner on the Alder Creek 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 Owner on the Alder Creek 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 Owner on the Alder Creek Property on the foregoing terms;

BE IT RESOLVED:

1. The proposed grant of the easement to Owner on the Alder Creek 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 Owner on the Alder Creek 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:

\_\_\_\_\_



AKS ENGINEERING & FORESTRY, LLC  
 12965 SW Herman Road, Suite 100, Tualatin, OR 97062  
 P: (503) 563-6151 | www.aks-eng.com

AKS Job #8469

OFFICES IN: BEND, OR - KEIZER, OR - TUALATIN, OR - VANCOUVER, WA

## EXHIBIT A

### Description

A tract of land located in the Southeast One-Quarter of Section 6, Township 2 South, Range 2 East, Willamette Meridian, Clackamas County, Oregon, and being more particularly described as follows:

Commencing at the east One-Quarter corner of said Section 6; thence along the east section line of said Section 6, South 01°41'27" West 224.08 feet to the Point of Beginning; thence continuing along said east section line, South 01°41'27" West 94.04 feet to the southwest corner of Document Number 2021-009848, Clackamas County Deed Records; thence along the westerly extension of the south line of said deed, North 88°07'49" West 31.58 feet to the east line of Block 3 of the plat "Woods Terrace", Plat No. 2079, Clackamas County Plat Records; thence along said east line, North 01°59'07" East 93.99 feet; thence continuing along said east line, North 08°18'10" East 48.93 feet to the west right-of-way line of Ruscliff Road (variable width); thence along said west right-of-way line, South 00°52'47" West 48.74 feet to the southerly right-of-way line of Ruscliff Road; thence along said southerly right-of-way line, South 88°31'03" East 24.78 feet to the Point of Beginning.

The above described tract of land contains 3,099 square feet, more or less.

Bearings for this description are based on State Plane Grid bearing, Oregon State Plane, North Zone 3601, NAD83(2011) Epoch: 2010.0000. Distances shown are International Foot ground values.

4/05/2022

REGISTERED  
 PROFESSIONAL  
 LAND SURVEYOR

*Benjamin R Huff*

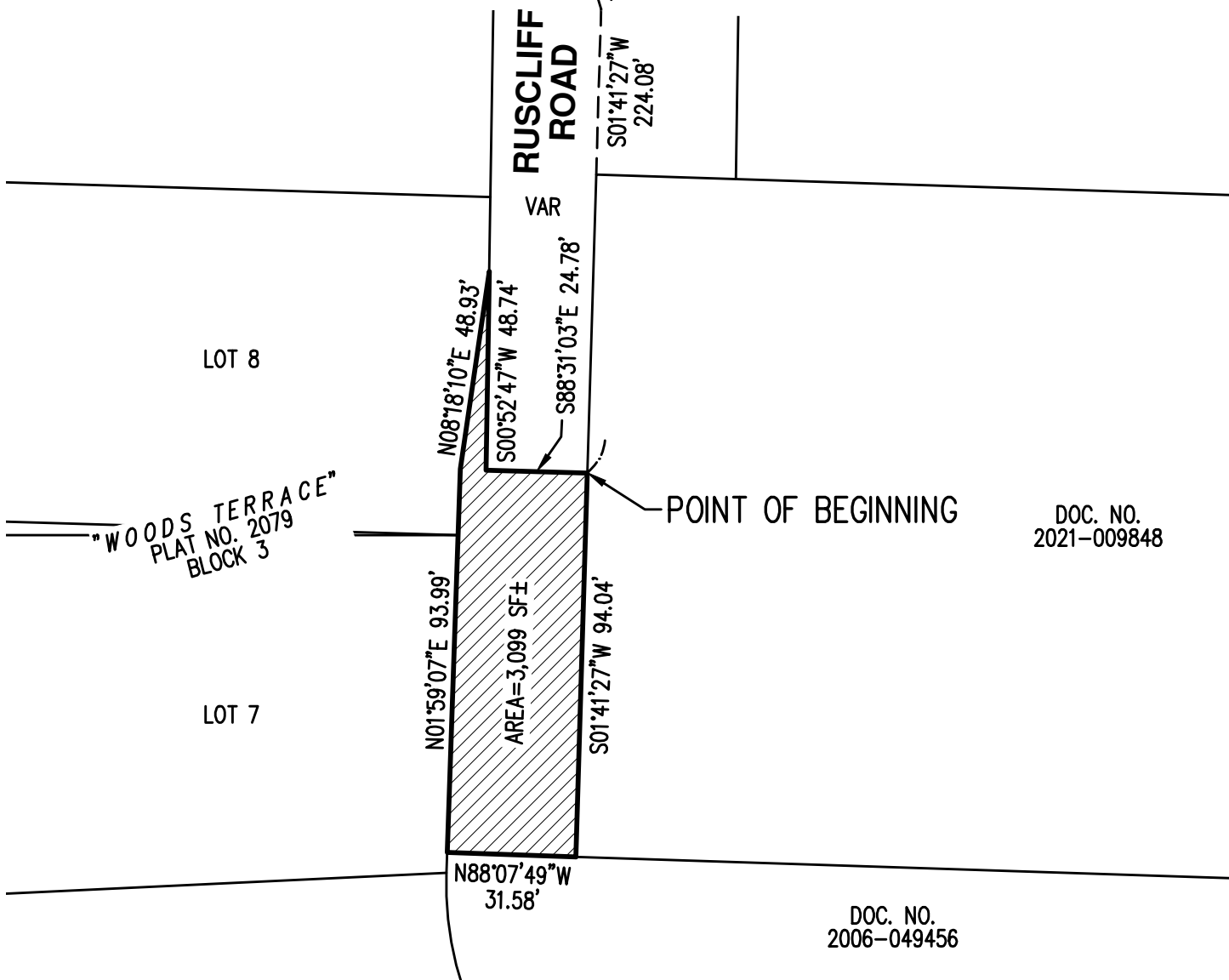
OREGON  
 MARCH 14, 2017  
 BENJAMIN R HUFF  
 84738PLS

RENEWS: 6/30/23

# EXHIBIT B

A TRACT OF LAND LOCATED IN THE SOUTHEAST 1/4 OF SECTION 6,  
TOWNSHIP 2 SOUTH, RANGE 2 EAST, WILLAMETTE MERIDIAN,  
CLACKAMAS COUNTY, OREGON

POINT OF COMMENCEMENT  
E 1/4 CORNER SEC 6



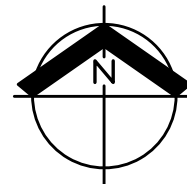
04/05/2022

REGISTERED  
PROFESSIONAL  
LAND SURVEYOR

## PREPARED FOR

TIMBER CREEK CUSTOM HOMES, INC.  
16049 S TIMBER CREEK LANE  
OREGON CITY, OR 97045

SCALE: 1" = 40 FEET



*Benjamin R Huff*  
OREGON  
MARCH 14, 2017  
BENJAMIN R HUFF  
84738PLS  
RENEWS: 6/30/23

### MAP OF DESCRIPTION

AKS ENGINEERING & FORESTRY, LLC  
12965 SW HERMAN RD, STE 100  
TUALATIN, OR 97062  
503.563.6151 WWW.AKS-ENG.COM



EXHIBIT  
**B**

DRWN: WCB  
CHKD: BRH  
AKS JOB:  
8469

### Alder Creek Middle School Access Easement Site Plan

