



## Agenda

North Clackamas School Board  
Thursday, May 26, 2022 - 6:30 PM  
Board Room  
12400 SE Freeman Way  
Milwaukie, OR 97222

### OPEN SESSION

6:30	<b>Call to Order</b>	
	<b>Native Land Acknowledgement</b>	3
	<b>Flag Salute</b>	
	<b>Minutes - May 12, 2022</b>	4
	<b>Consent Agenda</b>	
	<b>A. Employment Changes</b>	
	<b>B. PGE Electric School Bus Grant Approval</b>	7
	<b>C. Travel Request - Rex Putnam High School Football</b>	8
	<b>D. Travel Request - Rex Putnam High School Dance Team</b>	14
	<b>E. Travel Request - Adrienne C. Nelson High School Football</b>	20
6:35	<b>Community Comments</b>	25
6:50	<b>1. Verne Duncan Elementary - School Presentation</b>	27
	Presenter: Khaliyah Williams-Rodriguez	
7:10	<b>2. North Clackamas Education Association (NCEA) Featured Educator</b>	
7:25	<b>3. Lesbian, Gay, Bisexual, Transgender and Queer(+) Pride Month - Proclamation</b>	45
	Presenter: Libra Forde	
7:35	<b>4. English Language Arts Adoption Renewal: Grades 6-12 - Discussion</b>	47
	Presenter: Mayra Gomez	
7:55	<b>5. Milwaukie High School/Milwaukie Academy of the Arts - OSAA Cooperative Agreement - Discussion</b>	77
	Presenter: Petra Callin	
8:05	<b>6. Policy Revisions - Discussion</b>	80
	Presenter: Tiffany Shireman	

**8:15 7. Board Reports**

**8:30 8. Nutrition Services Report and School Meal Pricing - Action 89**  
Presenter: Tiffany Shireman

**8:35 9. (CARE) Community After-School Relationship Enrichment Program Update - 91**  
**Action**  
Presenter: Cindy Detchon

**8:40 10. World Language Adoption: Japanese Grades 9-12 - Action 94**  
Presenter: Mayra Gomez

**8:45 11. English Language Arts Adoption Renewal: Grades K-5 - Action 96**  
Presenter: Mayra Gomez

**8:50 Adjourn**



## Native Land Acknowledgment

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

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

**Work Session**

With due notice having been given and a quorum present, Chair Libra Forde convened open session at 5:30 p.m. with the following members present:

Libra Forde	–	Chair
Mitzi Bauer	–	Vice Chair
Jena Benologa	–	Director
Steven Schroedl	–	Director (Virtual)
Kathy Wai	–	Director
Tory McVay	–	Director
Orlando Perez	–	Director (Virtual)
Shay James	–	Superintendent (Virtual)
Donna Collingwood	–	Board Secretary

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

**Equitable Grading Practices & 9th Grade Teams** Assistant Superintendent Ivonne Dibblee introduced Executive Director of Secondary Programs Petra Callin, Coordinator of Data Analysis and Accountability Doug Jenkins, Rex Putnam High School Principal Ryan Richardson, and two Alder Creek Middle School teachers.

The Board received an update on the 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.

**Open Session**

Chair Libra Forde convened open session at 6:36. Vice Chair Mitzi Bauer read the Native Land Acknowledgement. Director Tory McVay led the Pledge of Allegiance.

R21/22-90

**Minutes** – Jena Benologa moved, Kathy Wai seconded the motion to approve the minutes of the regular Board Meeting held April 28, 2022. Libra Forde, Mitzi Bauer, Jena Benologa, Kathy Wai, and Tory McVay voted to approve. Orlando Perez abstained. Steven Schroedl was not present at the time of vote. Motion passed 5-0.

R21/22-91

**Consent Agenda** – Tory McVay moved, Kathy Wai 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

**Travel Permission Request -**

- Grant permission for 3 students from Sabin-Schellenberg Center Cosmetology to travel to Atlanta, Georgia, June 20-25, 2022

**Travel Permission Request -**

- Grant permission for 20 students from Adrienne C. Nelson High School Dance Team to travel to Forest Grove, Oregon, July 10-13, 2022

Motion passed unanimously.

**Community Comments** –

- Kristen Stevens, Happy Valley, spoke regarding materials in school libraries.
- Amy Reiner, Damascus, spoke regarding materials in school libraries and presented the Board with a Freedom of Information Act (FOIA) request.
- Maya Zahm, Clackamas, spoke in support of the Oregon Trail Elementary staff.
- Angela Pederson, Oregon City, spoke regarding Freedom of Information Act (FOIA) request given to the Board.
- Tristan Sakamoto, Clackamas, spoke regarding concerns about the Board.
- Chelsea Hendriks, Clackamas, spoke in support of the Board and their care of marginalized communities.
- Rhonda Ferensak, Clackamas, spoke regarding an elementary gender identity lesson.
- Lisa Wilkins, Happy Valley, spoke regarding lack of transparency from the Board.
- Theresa Just, Damascus, spoke regarding support of NCSD staff and teaching the whole child.
- Betina Vazquez-Coe, Clackamas, spoke regarding gender ideology.
- Blair Stenrick, Clackamas, spoke in support of gender and sexual education.
- Gretchen Rowland-Horrigan, Clackamas, spoke in support of schools and celebrating the communities, cultures, and identities that make up the school district.

R21/22-92

**Condemning and Denouncing Acts of Racism, Xenophobia, and Intolerance Against Asian & Pacific Islander Americans Proclamation** – Steven Schroedl moved, Orlando

Perez seconded the motion to adopt the proclamation in the North Clackamas School District. Motion passed unanimously.

Chair Libra Forde called a recess at 6:29. The meeting reconvened at 6:36.

**Nutrition Services Report and School Meal Pricing** – Chief Financial Officer Gayellyn Jacobson recommended increasing meal prices for selected full-paid meal pricing categories and maintaining current milk prices for the 2022-23 school year.

**(CARE) Community After-School Relationship Enrichment Program Update & Fees** – Assistant Superintendent of Operations Cindy Detchon discussed the CARE program and recommended fee increases beginning the Fall 2022.

**World Language Adoption: Japanese Grades 9-12** – Executive Director of Teaching, Learning and Professional Development Mayra Gomez and Associate Director of Teaching, Learning and Professional Development Laurie Meisner presented an adoption recommendation of the World Language Japanese curricula for grades 9-12. The recommendation was for “Adventures in Japanese” and “Dekiru”.

**English Language Arts Adoption Renewal: Grades K-5** -Executive Director of Teaching, Learning and Professional Development Mayra Gomez and Associate Director Teaching, Learning and Professional Development Molly Little presented information on the adoption of English Language Arts curriculum materials for reading, writing, and foundational skills including Dual Language Immersion. The recommendation was for “Fountas and Pinnel Classroom”, “FPC Writing Component”, “Systematic and Explicit Foundational Skills Curriculum”, “Lucy Calkins Units of Study, Reading and Writing” and “Systematic and Explicit Foundational Skills Curriculum”.

R21/22-93

**Strategic Planning** - Orlando Perez moved, Mitzi Bauer seconded the motion to approve the proposed 2022-2027 North Clackamas School District Strategic Plan components.

Motion passed unanimously.

R21/22-94

**Access Easement for Alder Creek Middle School** - Tory McVay moved, Jena Benologa seconded the motion to 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.

Motion passed unanimously.

There being no further business to come before the Board, the meeting adjourned at 8:58 p.m.

**Unapproved**

**SUPERINTENDENT’S RECOMMENDATION:**

Board approval of request to apply for, appropriate, and expend grant funds for the purchase of an electric bus and associated equipment.

**BUDGET IMPACT/SOURCE OF FUNDS:**

Funds from PGE up to \$500,000 per application are provided in the form of an upfront lump sum grant to pay for the incremental cost of an electric bus (the costs above the price of a new comparable conventional bus). An additional \$50,000 is available for charger installation and required charging infrastructure. NCS D will deploy the electric bus as part of its regular transportation service, will primarily charge the bus in PGE’s service area and will pay for electricity. Oregon Clean Fuel Program credits generated by charging the bus paid for by the grant will be owned by PGE for a period of five years upon completion. Project participants will share data and key insights with PGE to inform Oregon school districts interested in electrifying their school bus fleets.

**BACKGROUND:**

Portland General Electric’s Electric School Bus Fund uses proceeds from the sale of residential Clean Fuels credits to provide public school districts in PGE’s service area with financial and technical support to acquire an electric school bus and charging infrastructure. Eligible school districts may own and operate their own bus or contract these services.

NCS D Board of Directors approved the purchase of 10 buses in April 2022 as part of our ongoing effort to keep our fleet up-to-date and meet the growing needs of the district. As part of that presentation, the Board was informed of this new program by PGE and that the district would be pursuing grant opportunities to include alternative fuel buses to our fleet in the future.

**STAFF CONTACT:**

Cindy Detchon  
Assistant Superintendent of Operations

**TRAVEL PERMISSION REQUEST**

Rex Putnam High School Football to SOU Football Camp

**CONSENT C**

May 26, 2022

**SUPERINTENDENT'S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

The Football Coach at Rex Putnam High School is requesting permission for 40 students and 6 chaperones to travel to a Southern Oregon University Team Football Camp, June 18-21 2022 in Ashland, Oregon. Students participating in Football at Putnam High have an opportunity to participate in a football camp with other athletes from across the state. This trip will be paid out of pocket by students, but scholarships are available to those who have a need. 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 \$ Included
- 2. Lodging (no home stays) \$ Included
- 3. Meals \$ Included
- 4. Fees/Event Expense \$ 250
- 5. Other \$ \_\_\_\_\_

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

6. **Total cost per student (total lines 1 through 5):** \$ 250

7. # of chaperones 6

8. # of students 38

9. **Total # of students + chaperones** 44

10. **Total cost of participation (Line 6 x Line 9):** \$ 11000

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

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

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

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

**TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.):** \$ 11000 ✓

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

Briefly describe fund-raising activities and other resources: Scholarships available  
if needed  
-No fundraising required.

*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: \_\_\_\_\_

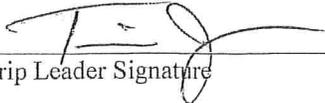
Name the type(s) of nondistrict transportation to be used (including to and from airport) and company name:  
Charter Bus Company being secured through our Transportation Department

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):

Staying Dorms at Southern Oregon University following all requirements,

**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.

  
\_\_\_\_\_  
Trip Leader Signature

5/10/2022  
\_\_\_\_\_  
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  
 Denied

  
 \_\_\_\_\_  
 Principal

5/12/22  
 \_\_\_\_\_  
 Date

District Level:  Approved  
 Denied

  
 \_\_\_\_\_  
 Executive Director of Elementary/Secondary

5/17/22  
 \_\_\_\_\_  
 Date

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

# SOU FOOTBALL TEAM CAMP

## SOU FOOTBALL TEAM

### CAMP JUNE 18-21, 2022,

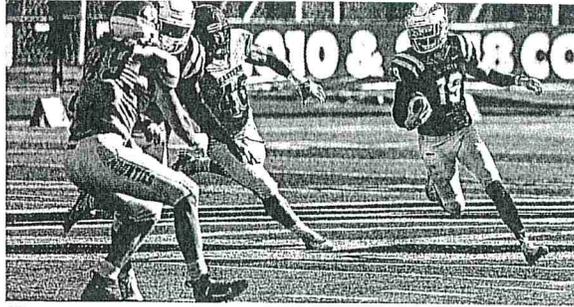
We are holding our annual football team camp. Campers must be in grades 9-12 (Going into 12th grade). Teams will participate in 11-on-11 scrimmages, 7-on-7 tournaments, a Pass Rush tournament, and various Big Man competitions.

Participants will get the opportunity to go through individual drills run by the SOU coaching staff.

Teams can stay in the SOU dormitory, or camp out near the practice facilities. Campers will need to bring their own bedding and toiletries. The Hawk dining facility is available for teams through the duration of camp.

Individual campers are encouraged to attend. All individual campers will form a Camp "Renegade" Team and compete at the Varsity and Junior Varsity levels.

Following each practice session teams will compete in our camp competitions, and a winner will be crowned at the conclusion of camp.



Register at  
[www.souraiders.com](http://www.souraiders.com)



### OPTIONS

Team Resident (Greensprings)

\$250 per camper

- Includes- instruction, meals, dorm room, and T-Shirt

Team Camp-Out (Teams only) \$215 per Camper

- Includes- instruction, camp site, meals, and T-Shirt

Commuter

(Team or Individual)

\$140 per camper

- Includes- instruction, meals (not including breakfast), T-Shirt

Individual Resident

\$270 per camper

- Includes- instruction, meals, dorm room, and T-Shirt.

Registration starts

June 18<sup>th</sup> at 10:00 AM

# Schedule

7:00 Wake Up

7:15 Breakfast

9:00 Practice

12:00 Lunch

2:00 Practice

5:00 Dinner

7:00 7 on 7 / Pass Rush leagues

8:30 Free Time / Team meeting

10:30 Lights out

(Saturday & Sunday)

For additional information

[soufbcamps@sou.edu](mailto:soufbcamps@sou.edu)

Jonathan Burrell

Bryan Sander

Camp Coordinator

**TRAVEL PERMISSION REQUEST**

Rex Putnam High School Dance Team to Outback Bowl

**CONSENT D**

May 26, 2022

**SUPERINTENDENT'S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

The Dance Coach at Rex Putnam High School is requesting permission for 17 students and 3 chaperones to travel to the Outback Bowl, December 28 2022-January 3 2023 in Tampa, Florida. Students in the Royal Crowns Dance Team at Putnam High have a opportunity to participate in the Outback Bowl and represent their school at a national level. This trip will be paid out of multiple team fundraisers. This is trip over winter break 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 \$ 750
  - 2. Lodging (no home stays) \$
  - 3. Meals \$ 200
  - 4. Fees/Event Expense \$ 1739
  - 5. Other \$
- Description of other expenses: \_\_\_\_\_
- 6. **Total cost per student (total lines 1 through 5): \$ 2689**
  - 7. # of chaperones 3
  - 8. # of students 17
  - 9. **Total # of students + chaperones 20**
  - 10. **Total cost of participation (Line 6 x Line 9): \$ 53780**
  - 11. Substitute Teachers: (rates are effective 2021-2022)
    - a. # Full-Day Substitute(s) x # of Days (@ \$291.04 = \$ 0
    - b. # Half-Day Substitute(s) x # of Days (@ \$145.52 = \$
    - c. **Total Sub Cost \$ 0**

**TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.): \$ 53780**

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 53780

Briefly describe fund-raising activities and other resources: \_\_\_\_\_  
~~Phone-a-thon, sponsorships, clothing drive, kid's clinics, poinsettia sales, Bridge Pedal and competition fundraisers.~~

*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: \_\_\_\_\_

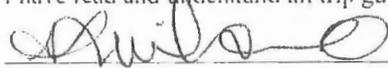
Name the type(s) of nondistrict transportation to be used (including to and from airport) and company name:

Families will be responsible for getting their dancer to and from the Portland airport.

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); Hilton Westshore Tampa Florida. Dancers and chaperones housed in separate rooms.

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

I have read and understand all trip guidelines.

  
\_\_\_\_\_  
Trip Leader Signature

4-28-22  
\_\_\_\_\_  
Date

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

The following attachments must accompany this application:

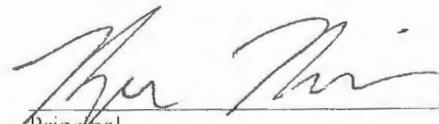
- Detailed Itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- n/a*  Pre-trip Driver Requirements (NCS D minibus-Type 20) upon departure.
- Copy of Permission Release Forms and Emergency Information
- List of chaperones and verification of current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

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

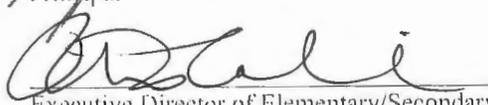
- Detailed itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- List of chaperones and verification of current background check on file.

**Section VI – Approval**

Principal Level:  Approved  
 Denied

  
\_\_\_\_\_  
Principal Date 5/4/22

District Level:  Approved  
 Denied

  
\_\_\_\_\_  
Executive Director of Elementary/Secondary Date 5/17/22

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

Outback Bowl Chaperones:

Amanda Wilcox, Head Coach

Mackenzie Johnson, Asst. Coach

Leslie Johnson, Asst. Coach

## OUTBACK BOWL ITINERARY

### ITINERARY

Day 1 - Arrival Day - Wednesday 12/28/2022

Arrive @ hotel, check in, get settled  
Dinner on your own

Day 2 - Practice & Busch Gardens Day - Thursday 12/29/2022

Breakfast served 6:30-8 am  
Practice 8:30- 11:30 pm  
Bagged lunch pick up till 12:30pm  
1 pm shuttle to Busch Gardens  
Dinner on your own  
9 pm shuttle back to hotel

Day 3 - Practice & Beach Day - Friday 12/30/2022

Breakfast served 6:30-8 am  
Practice 8:30- 11:30 pm  
Bagged lunch pick up till 12:30pm  
1 pm shuttle to Clearwater Beach  
5 pm shuttle back to hotel  
6-7 pm dinner served

Day 4 - Practice, New Year's Eve Party - Saturday 12/31/2022

Breakfast served 6:30-8 am  
Practice 8:30- 11:30 pm  
Bagged lunch pick up till 12:30pm  
1 pm shuttle to Raymond James Stadium  
5 pm shuttle back to hotel  
6-7 pm dinner served  
8pm- 12:30am New Year's Eve Party in the hotel ballroom

Day 5 - Performance & Awards Ceremony - Sunday 1/1/2023

Breakfast served 7- 9 am.  
10 am shuttle to Raymond James Stadium for performance  
6 pm shuttle back to hotel  
7 pm dinner and Awards Ceremony at the hotel

Day 6 - Disney or Universal Studios - Monday 1/2/2023

Breakfast served 6:30-8 am.  
9 am shuttle to Disney World or Universal  
Lunch and dinner on your own in the park  
9 pm shuttle back to hotel

Day 7 - Departure Day - Safe Travels - Tuesday 1/3/2023

**TRAVEL PERMISSION REQUEST**

Adrienne C. Nelson High School Football to George Fox Football Camp

**CONSENT E**

May 26, 2022

**SUPERINTENDENT'S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

The Football Coach at Adrienne C. Nelson High School is requesting permission for 60 students and 11 chaperones to travel to George Fox University Team Football Camp, June 18-21 2022 in Newberg, Oregon. Students participating in Football at Nelson High have an opportunity to participate in a football camp with other athletes from across the state. This trip will be paid out of team fundraisers and booster club 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 \$ 450
- 2. Lodging (no home stays) \$ \_\_\_\_\_
- 3. Meals \$ \_\_\_\_\_
- 4. Fees/Event Expense \$ 225
- 5. Other \$ 50

Description of other expenses: Cover fees for chaperones/supervisors/transportation/player fee assistance

- 6. **Total cost per student (total lines 1 through 5):** \$ 0 Player fees 225 x 60 = 13,500
- 7. # of chaperones 11 Chaperone fees 6 x 130 = 780
- 8. # of students 60 Fees + Travel = \$14,730
- 9. **Total # of students + chaperones** 0 71
- 10. **Total cost of participation (Line 6 x Line 9):** \$ 0 \$14,730 **(13,500 + 780 + 450)**
- 11. Substitute Teachers: (rates are effective 2020-2021)
  - a. 0 # Full-Day Substitute(s) x    # of Days @ \$ 250.03 = \$ 0
  - b. 0 # Half-Day Substitute(s) x    # of Days @ \$125.02 = \$ 0
  - c. **Total Sub Cost** \$ 0

**TOTAL COST OF FIELD TRIP (Line 10 plus line 11c.):** \$ 0 \$14,730

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ \$14,730

✓ Briefly describe fund-raising activities and other resources: Hawks Kickoff Club Booster Club Fundraising activities

*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:  NCS D bus  Nondistrict commercial transportation (bus, train, plane)  
 NCS D 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 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:

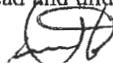
Name and location of lodging and description of room arrangements (chaperones may not share rooms with students; see item #2 under Chaperone Guidelines). Students are not allowed to stay with host families without written permission from Superintendent or designee. This is in accordance with Volunteer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

George Fox University Dorms. 2 Students per room, 2

Chaperones per room

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

I have read and understand all trip guidelines.

  
\_\_\_\_\_  
Trip Leader Signature

4-14-2022  
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.
- N/A  Pre-trip Driver Requirements (NCS D 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  
 Denied

Vukob T. N. N. N. 5-6-22  
Principal Date

District Level:  Approved  
 Denied

[Handwritten Signature] 5/17/22  
Executive Director of Elementary/Secondary Date

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

## 2022 Bruin Gridiron - Team Camp Schedule Session 1

Teams will have access to Film Room / Wt. Room / Team Building areas during times that they are not on the field  
Skelley = 7on7

Pro Rush = 1 on 1 Pass Pro / Pass Rush

All scheduled events are subject to adjustment per HS coaches input

Although we will have rooms for you to watch film, you will need to bring your own camera, filmer & computer

	Saturday (6/18)	Sunday (6/19)	Monday (6/20)	Tuesday (6/21)
7:00 AM			Breakfast 7:00 - 8:00 AM	
8:00 AM		Session 2 Practice/Scrimmage 8:00 - 10:00 am 1. Nelson	Session 7 Weight Room + Film 8:00 - 10:00 am	Warm-Up Navy & Gold Game  Awards post-game ceremony  Check - Out of Dorms (11:30)  DEPART FOR NELSON-CARAVAN
8:15 AM				
8:30 AM				
8:45 AM				
9:00 AM				
9:15 AM				
9:30 AM	MEET IN PARKING LOT			
9:45 AM				
10:00 AM	DEPART FOR CAMP-CARAVAN			
10:15 AM		Session 8 Practice/Scrimmage 10:00 - 12:00 pm 1. Nelson		
10:30 AM				
10:45 AM		REST & FILM		
11:00 AM	Check In/Registration 11:00 - 12:00 Nelson			
11:15 AM				
11:30 AM				
11:45 AM				
12:00 PM	WEIGHT ROOM 12:00 - 12:45 Camp Expectations	Lunch 12:00 - 1:00 PM		
1:00 PM				
1:15 PM	Coaches Meeting 1:10 - 1:45			
1:30 PM				
1:45 PM		1hr O/D Fundy (GFU Staff) 1hr Skelley / Pro Rush 1:30 - 3:30 pm	1hr O/D Fundy (GFU Staff) 1hr Skelley / Pro Rush 1:30 - 3:30 pm 1. Nelson	
2:00 PM				
2:15 PM				
2:30 PM	Practice #1			
2:45 PM				
3:00 PM				
3:15 PM				
3:30 PM				
3:45 PM		1hr O/D Fundy (GFU Staff) 1hr Skelley / Pro Rush 3:30 - 5:15 pm	REST & FILM	
4:00 PM	Camp Orientation-Stadium All Teams			
4:15 PM				
4:30 PM	Skelly / Pro Rush 4:30 - 5:15			
4:45 PM				
5:00 PM				
5:15 PM				
5:30 PM	Dinner 5:30 - 6:30 PM			
6:30 PM				
6:45 PM				
7:00 PM				Gate Code: 24153
7:15 PM				
7:30 PM	Session 1 Practice/Scrimmage 7:00 - 8:30 1.Nelson	Session 5 Practice/Scrimmage 7:00 - 8:30 1.Nelson	Session 9 Practice/Scrimmage 7:00 - 8:30 1.Nelson	
7:45 PM				Film Rooms: On Request
8:00 PM				Steven 207, 208, 209
8:15 PM				Wheeler 208
8:30 PM				
8:45 PM				
9:00 PM	Under the Lights Competition Time!			
9:30 PM				
10:00 PM	10:00-11:00 Team Meeting	10:00-11:00 Team Meeting	10:00-11:00 Team Meeting	
10:30 PM	Core Values; E + R = O	Culture Playbook	Why do you play??? Who do you owe???	
11:00 PM	LIGHTS OUT			



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

**SCHOOL PRESENTATION: VERNE DUNCAN ELEMENTARY**

**PRESENTATION**

Agenda Item #1  
May 26, 2022

**SUPERINTENDENT'S RECOMMENDATION:**

This item is presented for School Board Information

**BACKGROUND:**

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

Verne Duncan Elementary School is featured this month and will present the following:

- Welcome and Introduction
- Care & Connection at Verne Duncan Elementary
- Student Voice & Student Unions
- K-2 Literacy
- Next Steps
- Thank You - Q&A

**ATTACHMENTS:**

- 2020 - 2021 Oregon At-A-Glance School Profile
- Duncan Elementary School Board Presenting Slides

**PRESENTER/STAFF CONTACT:**

Khaliyah Williams-Rodriguez, Executive Director of Elementary Programs

Emily Behunin, Principal of Verne Duncan Elementary School

Lindsay Ochs, Benchmark Specialist, Verne Duncan & Mt. Scott Elementary School

Kristin Baldy, PTO President, Verne Duncan Elementary School

Nicole Nix, PTO Treasurer, Verne Duncan Elementary School

**OTHERS NOTIFIED OF ITEM:**

Verne Duncan Elementary School Staff

Verne Duncan Elementary School School Community



# OREGON AT-A-GLANCE SCHOOL PROFILE

## Verne A Duncan Elementary School

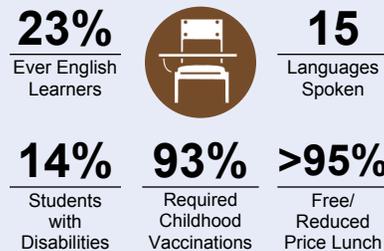
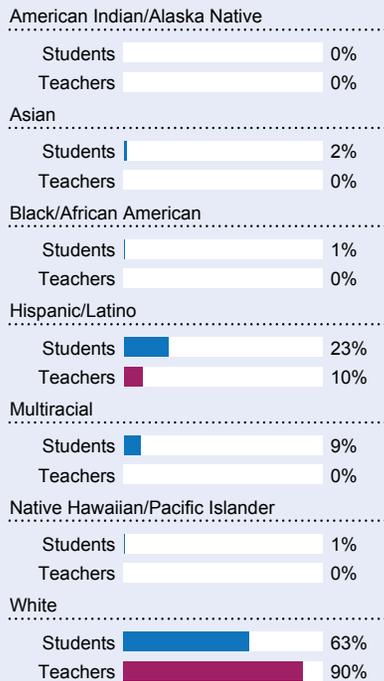


PRINCIPAL: Emily Behunin | GRADES: K-5 | 14898 SE Parklane Dr, Happy Valley 97015 | 503-353-3270

### Students We Serve



### DEMOGRAPHICS



\*<10 students or data unavailable

### Special Note

The At-A-Glance School and District profiles tell a story about Oregon's schools and districts. The story is harder to tell this year as the COVID-19 pandemic significantly impacted our schools and the data we collect. As a result, statewide assessment and attendance data cannot be compared to prior years and are not shown here. We have included links to our website where you can view the 2020-21 statewide assessment and attendance data and read a detailed description of how these data were impacted. We're thankful for your partnership as we focus on care, connection and the creation of safe, inclusive and supportive learning environments.

### Academic Success

#### ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.

For 2020-21 English Language Arts data please visit:

[www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx](http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx)

### School Environment

#### REGULAR ATTENDERS

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

For 2020-21 Regular Attenders data please visit:

[www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Regular-Attenders-2021.aspx](http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Regular-Attenders-2021.aspx)

#### MATHEMATICS

Students meeting state grade-level expectations.

For 2020-21 Mathematics data please visit:

[www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx](http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx)

### Academic Progress

#### INDIVIDUAL STUDENT PROGRESS

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

Data not available in 2020-21

#### SCIENCE

Students meeting state grade-level expectations.

For 2020-21 Science data please visit:

[www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx](http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Statewide-Assessment-Results-2021.aspx)

### School Goals

As elementary students enter a vibrant neighborhood school, charter school, or magnet school, NCSD fosters a joy of learning, a positive vision for their future is nurtured, and a school environment where their cultural heritage is valued. NCSD's elementary schools are striving to achieve this vision by focusing on the whole child and ensuring their social, emotional, physical, and academic needs are met.

### State Goals

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

### Safe & Welcoming Environment

NCSD believes the physical, social, and emotional safety of each student is a priority no matter their demographics or identity. Therefore, NCSD has an obligation to each student, family, staff member, and community member to provide environments that hold at their center a sense of safety and respect. NCSD values all people inclusive of their background, race, religion, income, language, disability, gender, gender identity, or sexual orientation.



### Outcomes

#### Our Staff (rounded FTE)



**25**

Teachers



**7**

Educational assistants



**1**

Counselors/  
Psychologists



**88%**

Average teacher retention rate



**77%**

% of licensed teachers with more than 3 years of experience



**No**

Same principal in the last 3 years

	REGULAR ATTENDERS	ENGLISH LANGUAGE ARTS	MATHEMATICS
American Indian/Alaska Native			
Asian			
Black/African American			
Hispanic/Latino			
Multiracial			
Native Hawaiian/Pacific Islander			
White			
Free/Reduced Price Lunch			
Ever English Learner			
Students with Disabilities			
Migrant			
Homeless			
Talented and Gifted			
Female			
Male			
Non-Binary			

#### About Our School

##### BULLYING, HARASSMENT, AND SAFETY POLICIES

NCSD believes safety in all its forms-- physical, emotional, and psychological, are essential for all students, families, and staff to feel if they are to be contributing members of the school community. For this reason, NCSD has a comprehensive set of policies that prohibit bullying and harassment, and NCSD has established multiple reporting and accountability measures designed to assist NCSD to respond quickly to these incidents. Information about NCSD's policies can be found at: [bit.ly/2CrTbnk](https://bit.ly/2CrTbnk).

##### EXTRACURRICULAR ACTIVITIES

After School Enrichment, PTA/PTO Sponsored Family Nights, Parenting Classes, English Learner Family Night, Celebration of Learning Week, Family Cultural Project

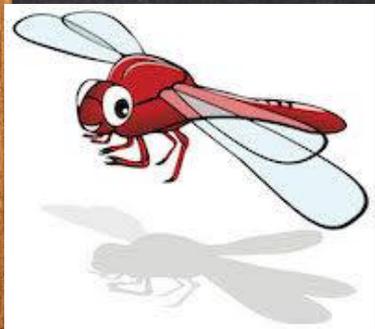
##### PARENT ENGAGEMENT

Engaged parents/guardians are a key component in the academic success of many students. NCSD provides multiple forums for parents/guardians to become involved in their student's education, their school, and the larger NCSD community. NCSD believes it is essential for parents/guardians to be active participants whether their student is thriving or experiencing challenges, and NCSD's 32 schools know this is a key responsibility.

##### COMMUNITY ENGAGEMENT

North Clackamas Schools values the contributions of its community partners. Local businesses, social service organizations, and numerous individual volunteers add to the richness of the NCSD experience, both inside and outside of classrooms. Volunteers are welcome at all schools, and are a valued source of knowledge and expertise benefiting students and staff.

# Verne Duncan Elementary School 2021-22



School Board Presentation

May 26th, 2022

Home of  
the  
Dragonflies

# Our Demographics:

**Total Students: 418**

- **Hispanic/Latino = 89**
- **American Indian/Alaska Native = 9**
- **Asian = 51**
- **Black/African American = 18**
- **Native Hawaiian = 11**
- **White = 395**
- **2 Or More Races = 44**

- **Students Receiving IEP Services = 53**
- **Number of languages spoken at Duncan = 11**
- **Students with Section 504 support = 13**



# This year we are focusing on:

## Care & Connection

- Student voice/ engagement
  - Student Unions, Choir, Chess Club, OBOB, Friday Morning meetings
- Streamlined MTSS Process - supporting instruction for all students and providing support for individual students
- Classroom communities
- School community, with the support of our PTO
- K-2 Literacy



# From our students

Engagement

93rd

NClack schools \*

Belonging

56th

NClack schools \*

Youth Truth  
Survey

# Listening to our students

## Strengths

- Like when I need help my teacher is always there to help me
- The thing I like most about my school is that its kind and that I learn a lot.
- I like that there is help everywhere I look
- My class helps me think by when I make a mistake they ask questions to help me understand more.

## Areas to grow

- They could stop talking over people.
- Someone is kind of mean to me when I say something that they are doing is unsafe
- Like I wish people were more nice and kind to each other

# From our Student Unions Latinx & Students of Color

---

## Why is having a student union important?

- I get to meet more people like me, from different races
- We have different skin tones and sometimes we feel left out
- We learn new things
- You get to talk about things that you wouldn't necessarily talk about

## What should our school community work on in the future?

- Help students understand they cannot judge other students by skin color
- Do more activities
- Maybe expand it to other grades
- Let people join, those who need it
- Have other groups meet

# From our Student Unions Latinx & Students of Color

What have you enjoyed most about the student union?

- It's nice to be around other students who speak another language
- Going deep and learning new things
- Finding a trusted adult
- Making new friends
- Knowing you can talk about anything and you don't have to be shy
- When we joined with the Latinx group and tried Mexican chocolate



# Thoughts from our staff



## We are proud of our students because:

They persevere

The excitement to learn and apply new skills

Their engagement

I see kids challenging themselves, even when the work is difficult

## A challenge we face:

Less than full staffing

\*Being able to hear one another with masks

Fear of germs

Hard to know how to help all of those who are struggling in the classroom

Developing social skills, from missing in-person experiences

# Supporting our school community

## Thoughts from our PTO

This year our goal was to find ways to bring the community together

To find ways for all students/  
families to participate

## Activities

Fall & Spring spirit week

Fall & Spring bottle & can drive

Penny Drive

Ongoing student & staff support

# Celebrating Mr. Duncan himself

## Spring Spirit Week

Monday: Pajama Day

Tuesday: Sports Day

Wednesday: Birthday Celebration

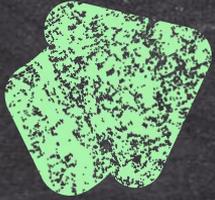
Thursday: Career Day

Friday: Rainbow/ Color day



# K-2 Literacy

T



**Purpose: Improved assessment scores over the next 3 years**

**Goal for 21-22 school year: Support students who historically been underrepresented and underserved**

**Curriculum & resources: Heggerty Phonemic Awareness, LLI (Fountas and Pinnell Leveled Literacy Intervention), West Virginia Phonics, North Clackamas Letter/Sound Intervention**

**Benchmark Specialist (half-time) and Instructional Assistant (4 hours)**



**The positive  
impact on  
students**

**We work  
with 46  
students**

**Kindergarten: 19**

**1st grade: 13**

**2nd grade: 14**

**Average  
minutes per  
week:  
90 - 120**



**Average  
group size:  
3 - 4 students**

**We serve  
students in 10  
different  
classrooms**

**We review data  
and make changes  
every 8 weeks with  
K-2 grade level  
teams**

# The results so far..

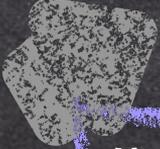
**Kindergarten: 97% of students grew by at least 16 letters/sounds between Fall and Spring as measured by QPS (Quick Phonics Screener)**

**1st Grade: 77% of students (10 out of 13) grew 2 - 7x the national average as measured by DIBELS PSF (Phoneme Segmentation Fluency)**

**2nd Grade: 71% of students (10 out of 14) grew 2 - 4x the national average as measured by DIBELS NWF (Nonsense Word Fluency)**

**96% of all students grew in all DIBELS measures between Fall and Winter (benchmark scores)**

# Reflections from our K-2 teachers



Huge leaps in growth  
in letter names and  
sounds

Students are building  
foundational skills

Reading support is  
critical for students to  
be able to minimize  
the learning gap

I had students that  
began the school year  
with very little letter  
knowledge, and now  
some are meeting  
standards

This support is key to  
literacy success

Students are becoming  
role models

I've been shocked and  
impressed at each testing  
cycle to see the growth

This skill building allows  
the classroom teacher to  
manage and implement  
more teachable moments  
in the classroom

Targeted instruction for  
our kids

Thank You For Your  
Support of  
Verne Duncan  
Elementary School

**LESBIAN, GAY, BISEXUAL, TRANSGENDER, and  
QUEER (+) PRIDE MONTH**

**PROCLAMATION**  
Agenda Item #3  
May 26, 2022

**SUPERINTENDENT’S RECOMMENDATION:**

Adopt the proclamation recognizing June as Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Pride Month in North Clackamas School District.

**BACKGROUND:**

Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Pride Month is celebrated annually in June to honor the 1969 Stonewall riots. LGBTQ+ Pride Month strives to achieve equal justice and equal opportunity for lesbian, gay, bisexual, transgender, and queer Americans. In June of 1969, patrons and supporters of the Stonewall Inn in New York City staged an uprising to resist the police harassment and persecution to which LGBTQ+ Americans were commonly subjected. This uprising marks the beginning of a movement to outlaw discriminatory laws and practices against LGBTQ+ Americans.

In recent years, a national study found that 40 percent of transgender adults reported having made a suicide attempt, with 92 percent of these individuals reported having attempted suicide before the age of 25. Having a gender sexuality alliance reduces a child’s risk of attempting suicide by 50 percent and students at schools with gender sexuality alliances experience less bullying.

In NCSD, we recognize LGBTQ+ community as more expansive, and as such have noted the (+) in recognition of all in the community.

**ATTACHMENTS:**

Proclamation Lesbian, Gay, Bisexual, Transgender, and Queer (+) Pride Month

Resource: <https://www.oregonsuicideprevention.org/community/lgbtq/>

**PRESENTER:**

Libra Forde, Board Chair



## Lesbian, Gay, Bisexual, Transgender, Queer+ (LGBTQ+) Pride Month in North Clackamas Schools

WHEREAS, North Clackamas Schools shares in the belief that diversity is our greatest strength and our lesbian, gay, bisexual, transgender, queer+ (LGBTQ+) students and staff have the same rights guaranteed to their peers; and

WHEREAS, each year, the month of June honors the 1969 Stonewall riots in Manhattan and the National Education Association has included LGBTQ+ Pride Month in its list of commemorative months since 1995; and

WHEREAS, we believe, like Jason Collins, the first openly gay major American sports athlete who said, "openness may not completely disarm prejudice, but it's a good place to start"; and

WHEREAS, LGBTQ+ youth are almost five times as likely to have attempted suicide compared to straight cis gender youth and each episode of LGBTQ+ victimization, such as physical or verbal harassment or abuse, increases the likelihood of self-harming behavior by 2.5 times on average; and

WHEREAS, a national study found that 40 percent of transgender adults reported having made a suicide attempt, with 92 percent of these individuals reported having attempted suicide before the age of 25; and

WHEREAS, having a gender sexuality alliance reduces a child's risk of attempting suicide by 50 percent and students at schools with gender sexuality alliances experience less bullying around gender non-conformity; and

WHEREAS, federal law guarantees students the right to form gender sexuality alliance clubs where other non-curricular clubs exist and our community is better because of the diversity of our population; and

WHEREAS, inclusion is a core value of our district and the school board is committed to helping end the crisis of suicide in our community by creating a safe and welcoming school district for all students;

NOW, THEREFORE, the North Clackamas School District Board of Directors proclaims June 2022 to be LGBTQ+ PRIDE MONTH and urges our community to join us in celebrating the diverse gender identity and sexual orientation that exists among our students, staff and community.

Adopted this 26th day of May, 2022.

Signed:

---

Chair, Libra Forde, School District Board of Directors

**SUPERINTENDENT’S RECOMMENDATION:**

This data is presented for Board information, discussion, and eventual adoption renewal of English Language Arts curriculum for grades 6-12.

**REASON FOR BOARD CONSIDERATION:**

The 6-12 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 6-12 English Language Arts adoption renewal resources are included in the 2021-2022 adopted budget.

**BACKGROUND:**

During the initial adoption process, approximately 35 people served on the adoption committee. This committee was comprised of teachers from all secondary schools and grade levels and specialists representing English Language Development and Special Education.

The curriculum materials that were evaluated were selected based on their alignment with the standards and the state’s approved list using the Instructional Materials Evaluation Tool rubric.

The work of the initial committee centered around the question, “What does equitable and rigorous literacy teaching and learning look like in a 21st century classroom as we prepare students for college and careers?” Each meeting focused on developing shared understandings of the essential question and training the committee in the use of the Oregon Department of Education rubric to evaluate materials. Parent feedback was collected during the initial adoption in 2017-18.

During the 2021-22 school year, the English Language Arts Adoption Renewal Process included:

- Current curriculum resources were confirmed to continue to be aligned with Oregon Department of Education’s approved curriculum list as well as the newly revised Oregon English Language Arts standards.
- Eight high school English Language Arts teachers representing all of the high schools comprised the High School adoption renewal team.
- All middle school teachers were given the opportunity to reflect on their resource needs and curriculum goals and provide feedback.
- Secondary English Language Arts teachers were invited to participate in a needs assessment, which invited the use of our equity lens to reflect on current instructional practice as well as resources being used.
- Opportunities for the community to review the materials were held on May 16, 18, and 19 in addition to examples of student work.

The previously adopted curriculum, Inquiry by Design and teacher-created Oregon Writing Project units are recommended because:

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

**ATTACHMENTS and LINKS TO ADDITIONAL INFORMATION:**

- A. [English Language Arts Renewal Board Presentation](#)
- B. Links to Inquiry by Design Curriculum Information
  - a. [General Overview Video](#)
  - b. [The Materials \(Video\)](#)
  - c. [The Text Cycle \(Video\)](#)
- C. [Link to Sample Unit for Oregon Writing Project](#)
- D. [ODE English Language Arts Standards](#)
- E. [ODE English Language Arts Approved Materials List](#)

**PRESENTER / STAFF CONTACTS:**

Mayra Gómez, Executive Director of Teaching and Learning & Professional Development  
Andrea Lockard, Associate Director of Teaching & Learning & Professional Development



# 6-12 Language Arts Curriculum Renewal

Recommendation to School Board

May 26, 2022



# Recommendation: Language Arts

Grades 6-12:

Renewal of

- Inquiry by Design - Core Curriculum
- Oregon Writing Project Units





# Rationale - Renewing our Why

- Inquiry by Design and Oregon Writing Project Units are aligned with Oregon's revision of the Common Core State Standards and ODE's materials selection criteria
- Both resources center student voice, choice, and multiple perspectives
- Both resources provide foundational exemplars for inquiry-based instructional best practice for working with complex texts
- Both resources promote rigorous learning that will support student success in advanced coursework (i.e. AP, IB, & Dual Credit)





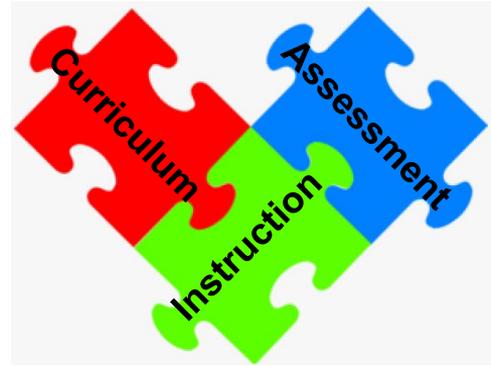
# Additional Factors

- Full implementation has been severely interrupted by the COVID-19 pandemic
- Renewing Inquiry by Design supported by Oregon Writing Project Units will provide continuity for teachers and students



# Grounding the Learning

- The What: **Curriculum**  
(Standards + Materials)
- The How: Effective **Instructional** Practices
- The How Do We Know: **Assessment**



# The What: Standards



- 2021 Approved Revision of Oregon State Standards
  - Aligned Prioritized Standards 6-12
  - Representation from all schools



# The What: Curriculum Materials



- Inquiry by Design - State-Approved and Standards-Aligned Curriculum Provider
  - 2 units at each grade level
  - Why only 2 units?  
Offers flexibility for teachers while staying grounded in exemplars of high-quality and rigorous text



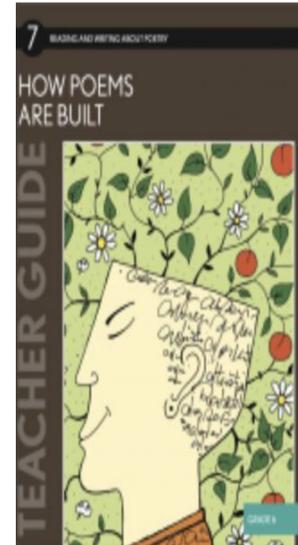
# The What: Curriculum Materials



## How Poems Are Built - Grade 6

In this study, students will experience three cycles of interconnected work with poems. Each cycle focuses on one or two poems by the following poets: Ko Un, Rita Dove, and William Carlos Williams. The work with each of the poems is designed to ensure a close reading of the text. The work begins with basic comprehension-level work and culminates with text-based interpretive tasks in which students participate in text-based discussions and write text-based arguments. The unit concludes with a retrospective task in which students consider what they have learned about poems as things people make or build.

56



# The What: MS Curriculum Materials



## Independent Reading Structures

### Interpreting “View of a Lake”

Name: \_\_\_\_\_

Period \_\_\_\_\_

By now you are well acquainted with William Carlos Williams’ poem “View of a Lake.” You’ve read and re-read the poem to see what Williams is up to in each sentence in the poem and you’ve considered how the poem is built and how it unfolds. All of this work has prepared you for this task.

## Analysis & Writing

Imagine that William Carlos Williams writes poems to say something to readers. What is he saying in this poem? In other words, what impression or message do you get? In what *words, phrases, and lines* do you find evidence for what you think he is saying?

*Work with a partner or two to create a set of notes in response to these questions. You should work together to craft an answer to the question and you should identify the words, phrases, and lines you use to think about what Williams might be saying. In your notes you should also work to explain *how* the words, phrases, and lines you go to support your idea about what you think he is saying.*

## Student Dialogue

After this small group work, you’ll have a chance to test the ideas you and your partner come up with in a whole-class discussion.

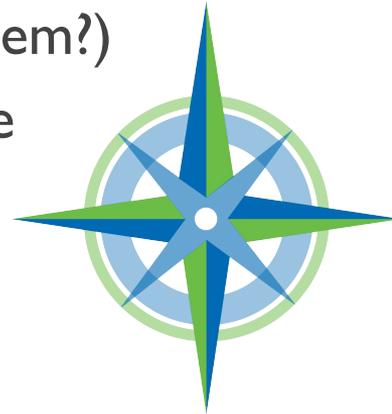


# The What: Curriculum Materials



Supported by

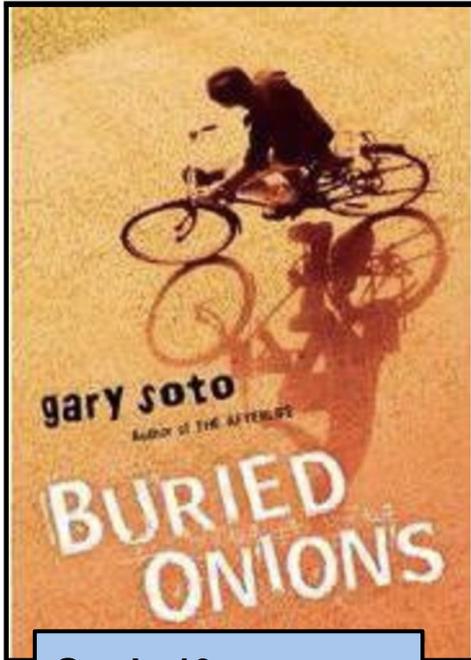
- Oregon Writing Project Units - Teacher designed materials via collaborative opportunities
  - Responsive to students in real time (who are the students and what is relevant to them?)
  - More opportunities for students to see themselves in the curriculum



# The What: Curriculum Materials

## *Buried Onions*

by Gary Soto



Grade 10

## Table of Contents

	page
Calendar	2
Novel Reading Schedule	3
Rationale	4
Essential Questions and Standards	5-7
Letter to Parents	8-9
Opening Acts:	
Day 1: Stereotype and Stereotype Threat Definitions "You See, But I Am: Poems	10-16
Day 2: Alarcón's "To Those Who Lost Everything" and accompanying maps	17-21
Day 3: Fresno Photo Carousel Figurative language intro (quick, fun lesson/review on fig. lang. using descriptions that students write about the pictures).	22-25
Day 4: Anzaldua essay excerpt: "Towards a New Consciousness"	26-33
Main Stage:	
Day 5: Begin Reading Novel & Reader Response Journals	34-36
Day 6: Eddie's "You See, But I Am" Poem, Figurative Language and its Purpose Part 1	37-39
Day 7: Figurative language Part 2, Beginning a Theme Wall, and Optional Found Poem/Formative Assessment	40-45
Day 8: Journal and Chart the Text with "Black Hair" and "Bilingual Instructions"	46-48
Day 9: Journal and Figurative Language (pt. 3)	49-51
Closing Acts:	
Day 10: Journal and Socratic Seminar and add to the Theme Wall	52-58
Day 11: Wall of Thesis Statements and Begin The Writing Process	59-67
Day 12: Writing Body Paragraphs and Quotation Work Group	68-69
Day 13: Writing Hooks/Intro and Essay Conclusions	70-73
Day 14: Revising and Editing with Criteria Sheets	74
Day 15: Finish Essays and Celebrate	75

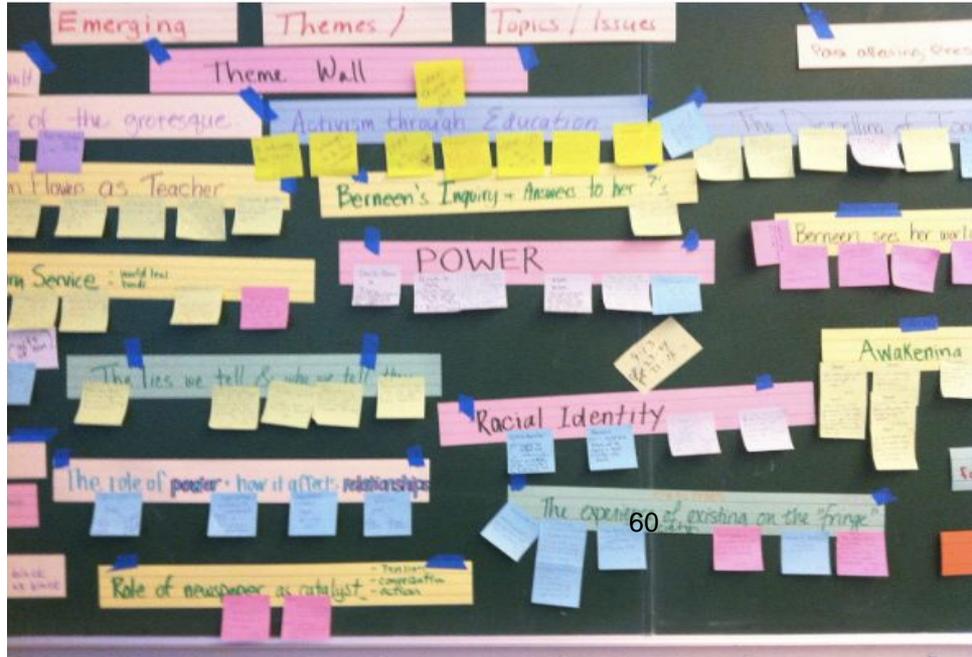


# The What: Curriculum Materials



## Example of a Theme Wall

- Illustrates rigorous learning via student discourse



Grade 10





# The How: Instructional Practices

## **Inquiry by Design**

**Every unit is centered on Four Instructional Practices:**

- 1 - Foundational Moves
- 2 - Rounds of Comprehension
- 3 - Inquiry Stance
- 4 - Conversation

**And includes:**

Essential Questions, Scaffolds & Modifications, including Extension Opportunities & specific considerations for Emergent Bilingual students



# The How: Instructional Practice

## Oregon Writing Project

Every unit is designed using an inquiry-based approach & includes:

- 1 - Connections to Prior Knowledge
- 2 - Interpretation/Comprehension of rigorous, high-quality text
- 3 - Opportunities for Analysis
- 4 - Opportunities for peer-to-peer collaborative learning

**And includes:**

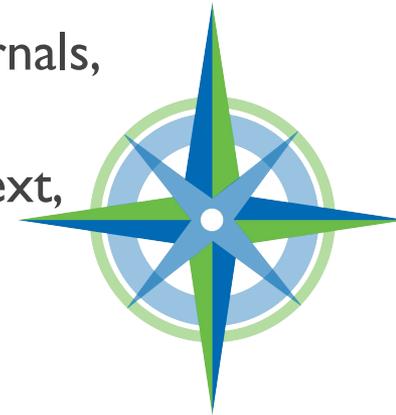
Essential Questions, Scaffolding, and the use of Mentor Texts



# The How do We Know: Assessment



- Inquiry by Design:
  - Frequent checks for understanding - e.g. inquiry reflections (formative)
  - Scorable moments (formative & summative)
- Oregon Writing Project
  - Frequent check for understanding - e.g. Journals, Discussion, Graphic Organizers (formative)
  - Summative Assessment - rigorous, tied to text, and evaluate priority standards e.g. Closing Act: Character Analysis Essay (summative)





# What does this mean for students?

An opportunity to authentically engage with mentor texts and make meaning both through writing and in dialogue with peers





# The Student Experience...

**Excerpts from Student Writing in Response to:**

## **American Like Me**

"If I could go back to that day, and sat down and talk with her; I would. I would talk about my family stories and tell her that I am me, and just because I talked differently doesn't mean that I am weird. I'd know that everyone is different and that just because we don't seem normal to someone, doesn't mean that we are weird. I'd smile, and say, "I'm me, and I'm proud." And I would walk away confident. Our differences make us unique, and that is what makes us who we are. The American dream is knowing who we are as a person, and not letting anyone tell us otherwise. "





# The Student Experience...

**Excerpts from Student Writing in**

**Response to:**

**American Like Me**

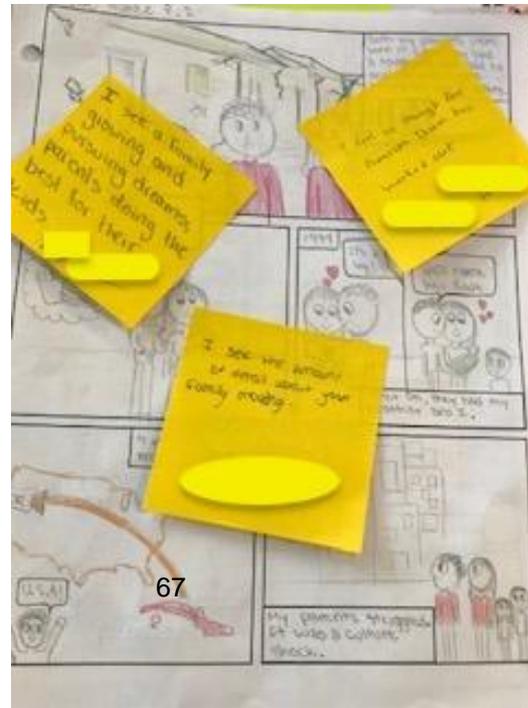
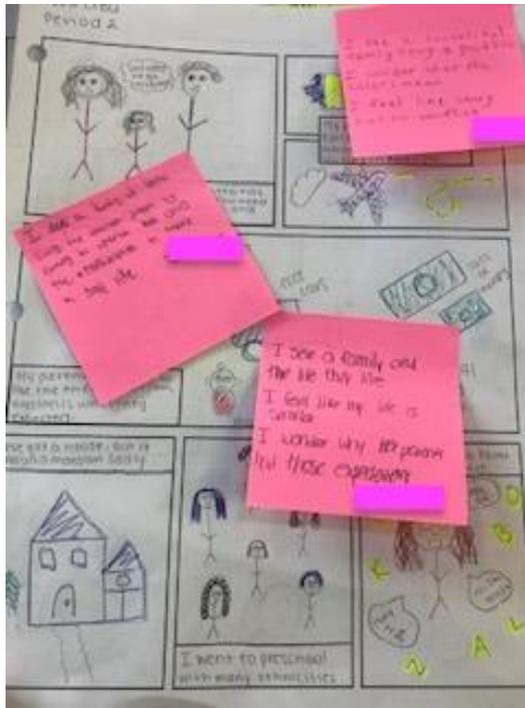
"Instantly, I was overwhelmed with a cocktail of emotions. I felt pity, sadness, gratefulness, and the warmth of love. It was all clear to me now, I had finally gotten closure in the best way possible. Anytime you hear something that means a lot to you, no matter if it's tremendously good or bad, it always makes you think. I've pondered that conversation to this day and at the end of the day, I wouldn't want it to be any other way."



# The Student Experience...

## Collaborative Learning Artifacts -

### American Like Me



# Modes of Communication & Community Outreach

## Initial Adoption

- Email and Call Communication sent (4 languages)
- Social Media: Facebook, Twitter
- School Outreach (e.g. PTOs, Flyers, Newsletters)
- NCSD homepage under “news”
- NCSD district calendar

## Adoption Renewal

- ParentSquare Messages sent (4 languages)
- NCSD Facebook Page & Community Facebook Pages
- NCSD homepage under “news”
- 3 Community Review Nights
  - May 16
  - May 18th
  - May 19th

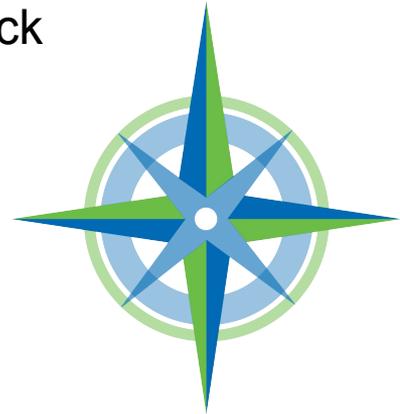




# Parent Voices from the Initial Adoption

“I LOVE the new material that the kids are presented with. My kids come home with books and information about cultures and groups they haven’t been exposed to. Fabulous!”

Parent from Initial Materials Showcase feedback





# Parent Voices from the Adoption Renewal

## Celebrations

“I appreciate the diversity of the texts.”

“Good for inclusionary purposes.”

These materials are

- engaging for students
- culturally appropriate
- provide explicit reading and writing instruction





# Parent Voices from the Adoption Renewal

## Challenges

Need for increased rigor and extensions to provide a higher level of service to students in the 97+ percentile

## Working to address challenges:

- Aligning with standards
- Collaborating on resources to support best practices in order to provide appropriate differentiated instruction





# Teacher Feedback

## Celebrations

- “Reading these lists makes me excited to try out new units if I teach other grades.”
- “As an OWP [Oregon Writing Project] fellow/veteran, I Incorporate the patterns of instruction in my own curriculum design, alongside the principals of inquiry-driven instruction.”
- “I liked Being and Unbeing [Inquiry by Design] a lot, but would encourage teachers to pick and choose among the readings...it’s a lot. The Roots section was a big hit and and I got awesome argumentative work from it.”
- “I’ve found all of the OWP units useful. They have so much rich material that I can always utilize parts and add what my specific students need.”





# Teacher Feedback

## Challenges

- Updating units to keep them “relevant...For example, the unit in *A Thousand Splendid Suns* should be updated because of the end of the Afghanistan War and the Taliban taking over the country.”
- Aligning resources to support Advanced courses such as AP and Pre-AP

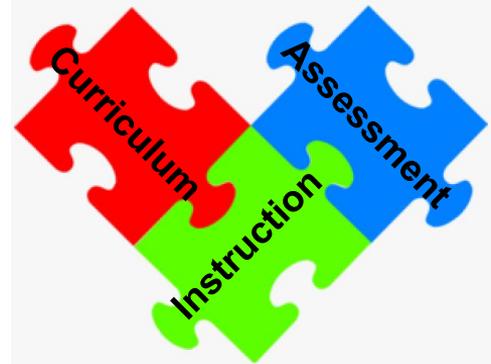
## Working to Address the Challenges

- Providing professional learning support
- Providing teacher collaboration opportunities including:
  - Unit Revision - Summer 2022
  - Standards Alignment
  - Examining student work<sup>73</sup>

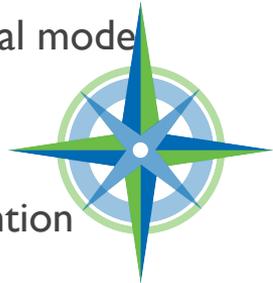


# Moving Forward...

Close collaboration with Elementary & Secondary Programs to align Professional Learning and Resources moving forward



- Curriculum:
  - All 6-12 teachers have been surveyed - their feedback will inform next steps regarding revision of teacher-created units to more closely align with priority standards.
  - Teacher leaders will build and revise curriculum Summer 2022 to ensure that units meet the learning needs of all students.
  - Fall 2022 - Piloting additional Inquiry by Design units
- Instructional Practice:
  - 2022-23 collaboratively refine the secondary Language Arts instructional mode
- Assessment:
  - 2022-23 - begin developing standards-based tools to support best practices in assessment (e.g. standards-based rubrics) and intervention



**Questions?**





# Modes of Communication & Parent Outreach

## Adoption Renewal

- ParentSquare Messages sent (4 languages)
- NCSD Facebook Page & Community Facebook Pages
- NCSD homepage under “news”
- 3 Community Review Nights
  - May 16
  - May 18th
  - May 19th



**MILWAUKIE HIGH SCHOOL / MILWAUKIE ACADEMY  
OF ARTS - OSAA COOPERATIVE AGREEMENT**

**DISCUSSION**  
Agenda Item #5  
May 26, 2022

**SUPERINTENDENT’S RECOMMENDATION:**

Staff recommends approval of the Oregon School Activities Association (OSAA) Cooperative Sponsorship agreement between Milwaukie High School and Milwaukie Academy of the Arts.

**BACKGROUND:**

Milwaukie High School (MHS) and Milwaukie Academy of the Arts (MAA) have had a cooperative sponsorship in accordance with OSAA rules over the past 16 years. This sponsorship allows students who attend MAA, but live outside the North Clackamas School District attendance boundaries, to participate in Milwaukie High School teams and activities. The OSAA co-op application requires the host school to apply online separately for each individual activity; MHS is requesting the approval to complete this process for each OSAA sponsored activity, including band, orchestra and choir.

Without the cooperative agreement, MAA students would be required to participate in activities at their resident school, resulting in transportation and other barriers. Therefore, MAA students would have reduced access to these advantageous programs.

Schools with an enrollment above 607 are classified as 5A under the OSAA guidelines. Consequently, MHS, with an approximate student enrollment in the 2022/23 school year of 1,280 students, would play at this level regardless of the cooperative agreement (MHS had petitioned down to a 4A classification for football). Because of the positive impact of the decision to pursue a cooperative agreement between MAA and MHS, we respectfully request approval of this process.

In order for MAA students to retain co-curricular options for the next four years, the OSAA Cooperative Sponsorship application process must be completed by Athletic Director Sean Mailey and approved by Superintendent Shay James.

**ATTACHMENTS:**

Cooperative Agreement Request Letter

**PRESENTER / STAFF CONTACT:**

Tammy O’Neill, Executive Director of Secondary Programs and Athletics



North Clackamas School District  
**Milwaukie High School**  
**Milwaukie Academy of the Arts**

*Student-Centered/Relationships/Equity, Diversity and Inclusion/Future Ready*

2301 SE Willard Street, Milwaukie, Oregon 97222

Phone: 503-353-5830 Fax: 503-353-5845

May 5, 2022

Dear Superintendent James,

Milwaukie High and Milwaukie Academy of the Arts (MAA) have had a cooperative sponsorship in accordance with OSAA rules over the past 16 years. This sponsorship allows students who attend MAA, but live outside the North Clackamas School District attendance boundaries, to participate in Milwaukie High School teams and activities.

Founded in 2005, the Milwaukie Academy of the Arts is a free public charter school sponsored by the North Clackamas School District, which is embedded within Milwaukie High School. This Charter was formed to sustain a high quality art presence on the Milwaukie campus. In addition to a broad spectrum of arts courses, including visual and performing arts, all core classes of social studies, language arts, science and math are taught using the arts to enhance student learning.

MAA students take their core classes in language arts, social studies, science and math through geometry in their MAA cohort. For all other course work, MAA students are cross-enrolled into Milwaukie High School. Milwaukie High students are also cross-enrolled into some MAA classes.

For the 2021-22 school year, MAA had 282 students of which 128 were out of district, 37 from Rex Putnam and 17 from Clackamas High. Our MAA students participating in sports are broken down below by season and sport.

**Fall:**

Girls Soccer -5  
Boys Soccer -0  
Volleyball -6  
Cross Country - 1  
Cheer - 1  
Dance - 2  
Football -2

**Winter:**

Unified -0  
Girls Basketball - 7  
Boys Basketball-4  
Wrestling -2  
Swim- 7

**Spring:**

Track - 1 Boy, 5 Girls  
Tennis - 1 Boy  
Golf - 2 Boys  
Baseball- 4  
Softball- 0

Band: 16  
Orchestra: 13  
Solo Music: 2  
Choir: 15



North Clackamas School District  
**Milwaukie High School**  
**Milwaukie Academy of the Arts**

*Student-Centered/Relationships/Equity, Diversity and Inclusion/Future Ready*  
2301 SE Willard Street, Milwaukie, Oregon 97222  
Phone: 503-353-5830 Fax: 503-353-5845

We anticipate approximate participation numbers for both MHS and MAA during the 2022-23 school year.

As stated, the cooperative agreement allows MAA students to participate in each cooperated activity. The OSAA co-op application requires the host school to apply online separately for each individual activity; MHS will complete this process for each OSAA sponsored activity, including band, orchestra and choir.

The mental, physical and social benefits of athletics and activities are well documented. Without the cooperative agreement, MAA students would be required to participate in activities at their resident school, resulting in transportation and other barriers. Therefore, MAA students would have reduced access to these advantageous programs.

Schools with an enrollment above 607 are classified as 5A under the OSAA guidelines. Consequently, MHS, with an approximate student enrollment in the 2022/23 school year of 1,280 students, would play at this level regardless of the agreement (MHS had petitioned down to a 4A classification for football). Because of the positive impact of the decision to pursue a cooperative agreement between MAA and MHS, we respectfully request superintendent approval of this process.

Sincerely,

*Carmen Gelman*

Carmen Gelman  
Principal

**POLICY REVISIONS**

**DISCUSSION**  
Agenda Item #6  
May 26, 2022

**REASON FOR BOARD CONSIDERATION:**

First reading of the attached revised policies.

**RECOMMENDATION:**

The Superintendent’s Policy Review Team, with representation of both staff and Board, reviewed and supports the following policy revisions.

**BUDGET IMPACT/SOURCE OF FUNDS:**

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

**ATTACHMENTS:**

Drafts of the following policies to review:

<b>Policy</b>	<b>Title</b>	<b>Reason</b>
IGBB	Talented and Gifted Program	OSBA January 2022 Update, SB 486 (2021), which added the requirement that a student and their parent(s) have the opportunity to give input on the TAG program and services available.
KGB	Public Conduct on District Property	Staff Request due to student interest.
GBL	Personnel Records	OSBA January 2022 Update, Combined GBL and GBLA
GBLA	Disclosure of Information	OSBA January 2022 Update, Combined GBL and GBLA, delete GBLA

**PRESENTER / STAFF CONTACT:**

Tiffany Shireman, Chief of Staff



Code: IGBB  
Adopted: 4/04/91  
Readopted: 9/20/12  
Orig. Code: IGBB

## Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the superintendent or designee to develop a written identification process for identifying academically talented and intellectually gifted students in grades K through 12.

A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student's parents to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student shall be similarly developed.

The plan will be provided at the school or the district office when requested and on the district's website. The website shall also provide the name and contact information of the district's coordinator of special education and programs for talented and gifted.

END OF POLICY

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### Legal Reference(s):

[ORS 343.391 - 343.401](#)  
[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)  
[OAR 581-022-2330](#)

[OAR 581-022-2500](#)

Senate Bill 486 (2021)

## **Public Conduct on District Property**

Persons having no legitimate purpose or business on district property, or those violating or threatening to violate the following rules, may be ejected from the premises or issued a trespass citation, excluded from district-approved activities temporarily or permanently and/or referred to law enforcement officials.

No person on district property, including parking lots, shall:

1. Impede, delay or otherwise interfere with the orderly conduct of the district's educational program or any other activity taking place on district property which has been authorized by the district;
2. Bring, possess, conceal or use a weapon as prohibited by Board policy JFCJ - Weapons in the Schools and state and federal law;
3. Haze, harass, intimidate, bully, cyberbully or menace another, or engage in behavior deemed by the district to endanger the safety or well being of students, employees, self or others;
4. Possess, consume, sell, give or deliver unlawful drugs, drug paraphernalia and/or any alcoholic beverages;
5. Use, distribute or sell tobacco products or inhalant delivery systems, in any form, in accordance with the Pro-Children Act of 1994; ORS 433.835 to -433.990; and OAR 581-021-0110;
6. Use or engage in abusive verbal expression or physical conduct, especially if that conduct interferes with the performance of students, staff, event officials or sponsors of approved activities;
7. Damage the property of another or of the district;
8. Initiate or circulate a report, one knows to be false, concerning an alleged hazardous substance, impending fire, explosion, catastrophe or other emergency that will take place in or upon a school;
9. Construct or transport to district property for temporary or permanent purposes any structure not approved for construction on, or transportation, to district property;
10. Uproot, pick, cut, mutilate or remove plant life or other natural resources of any kind. Roots, tubers, flowers and stems may not be collected. Soil or rock may not be dug up or removed;
11. Dump or spill any sewage, waste water or other fluids from any person or vehicle;
12. Litter or use district waste containers or other district property for the deposit of waste or refuse generated from household, commercial, industrial, construction or other uses not related to approved use on district property;

13. Block, obstruct or interfere with vehicular or pedestrian traffic on any district road, parking area, walkway, pathway or common area. Occupying or impeding access to any district facility in a manner that interferes with the approved use of such facility by district employees, students or other authorized users, is prohibited;
14. Fly, launch or otherwise operate motorized model airplanes/helicopters/rockets/drones (unmanned aircraft system) or other similar devices unless granted permission by the superintendent or designee;
15. Distribute or post circulars, notices, leaflets, pamphlets or other written or printed material in violation of Board policy KJA - Materials Distribution;
16. Operate a concession, solicit, sell or offer for sale any goods, wares, merchandise, food, beverages or services without prior district approval. Public sales and solicitation on district property will be governed by Board policy KI/KJ - Commercial Advertising/Merchandise Sales;
17. Operate a motor vehicle in an area other than on roads and in parking areas constructed or designated for motor vehicle use without prior administrator approval. Vehicles shall be driven in a safe manner, at posted speeds and will only be appropriately parked in areas designated by the district. Motorized transportation devices such as minibikes, scooters, go-carts, all-terrain-vehicles, snowmobiles and other similar devices are prohibited on district grounds unless granted prior administrator approval. Bicyclists must comply with motor vehicle and bike regulatory signs;
18. Use a skateboard, rollerblades, scooter or similar device; unless the use is for supervised instructional or supervised extracurricular purposes and advance permission has been granted by the superintendent or designee.
19. Bring an animal into a district building without prior administrator approval and, where appropriate, only when proof of current rabies vaccination has been provided. Animals are prohibited on any synthetic turf surfaces. Animals are permitted on district grounds only when confined to a vehicle or on a leash and when kept under the physical control of the individual at all times. The owner is responsible for the animal's behavior and containment and for the removal of the animal's wastes while on district property. Animals serving persons with disabilities are permitted as provided by law;
20. Camp overnight, loiter or otherwise be present on district property after the conclusion of approved activities or as otherwise posted or authorized by the district. Individuals are prohibited from entering any portion of district premises at any other time for purposes other than those which are lawful and authorized by district officials;
21. Use or operate any noise-producing machine, vehicle, device or instrument in a manner that, in the judgment of district officials, is disturbing to, or interferes with, the orderly conduct of district programs or approved activities;
22. Wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other item that is evidence of membership or affiliation with any gang. Use speech or commit any act or omission in furtherance of the interests of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance or language including hand

signs, claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity;

23. Violate posted regulatory signs; or
24. Willfully violate other district policies, administrative regulations or school rules designed to maintain public order on school property.

The superintendent will ensure that appropriate notice of these rules is provided.

END OF POLICY

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**Legal Reference(s):**

<a href="#">ORS 161.015</a>	<a href="#">ORS 332.172</a>	
<a href="#">ORS 164.245</a>	<a href="#">ORS 336.109</a>	<a href="#">OAR 333-015-0025 to -0090</a>
<a href="#">ORS 164.255</a>	<a href="#">ORS 339.883</a>	<a href="#">OAR 581-021-0110</a>
<a href="#">ORS 166.025</a>	<a href="#">ORS 431.840</a>	<a href="#">OAR 584-020-0040(4)(e),(g)</a>
<a href="#">ORS 166.155 to -166.165</a>	<a href="#">ORS 433.835 to -433.990</a>	
<a href="#">ORS 166.210 to -166.370</a>	<a href="#">ORS 806.060 to -806.080</a>	

Gun-Free Schools Act, 20 U.S.C. 7151 (2006).  
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).  
Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2006).

**Cross Reference(s):**

ECAB - Vandalism/Malicious Mischief/Theft  
ECD - Traffic and Parking Controls  
KGC/GBK/JFCG - Prohibited Use, Possession, Distribution or Sale of Tobacco Products or Inhalant Delivery Systems



Code: GBL  
Adopted: 6/04/87  
Readopted: 12/06/12; 1/14/21  
Orig. Code: GBL

## Personnel Records

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

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

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

Except as provided below, or as required by law, district employees<sup>1</sup> personnel records of district employees will be available for use and inspection only by the following:

1. The individual employee. An employee may arrange with the human resources office to inspect the contents of their personnel file on any day the human resources office is open for business by contacting human resources;
2. Others designated by the employee in writing may arrange to inspect the contents of the employee's personnel file in the same manner described above;
3. The comptroller or auditor, when such inspection is pertinent to carrying out their respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
4. A Board member when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;
5. The superintendent and members of the central office-administrative staff designated by the superintendent;

---

<sup>1</sup> Includes former employees.

6. District administrators and supervisors who currently or prospectively supervise the employee;
7. Employees of the human resources department;
8. Attorneys for the district or the district's designated representative on matters of district business;
9. Upon receiving a request from a prospective employer issued under Oregon Revised Statute (ORS) 339.374(1)(b), the district, pursuant to ORS 339.378(1), shall disclose the requested information if it has or has had an employment relationship with a person who is the subject of the request, no later than 20 days after receiving such request. The records created by the district pursuant to ~~ORS~~Records created pursuant to Oregon Revised Statute (ORS) 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
10. Upon request from a law enforcement agency, the Oregon Department of Human Services, the ~~Teacher~~Teachers Standards and Practices Commission, or the Oregon Department of Education, in conducting an investigation related to suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination.
11. Upon request from a prospective employer or a former employee, authorized district officials may disclose information about a former employee's job performance to a prospective employer and such disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was knowingly false or deliberately misleading, was rendered with malicious purpose or violated any civil right of the former employee protected under ORS 659 or ORS 659A.

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

Release of personnel records to parties other than those listed above, will be in line with the district's ~~public records procedures~~ Board policy KBA - Public Records. The district will attempt to notify the employee of the request and that the district believes it is legally required to disclose certain records. ~~authorized to inspect them will be only upon receipt of a court order requiring their release.~~

END OF POLICY

**Legal Reference(s):**

[ORS 30.178](#)  
[ORS 339.370 – 339.374](#)  
[ORS 339.378](#)  
[ORS 339.388](#)

[ORS 342.143](#)  
[ORS 342.850](#)  
[ORS 652.750](#)  
[ORS Chapter 659](#)

[ORS Chapter 659A](#)  
[OAR 581-022-2405](#)

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

**Cross Reference(s):**

ACA - Americans with Disabilities  
EH - Electronic Data Management



Code:  
Adopted:

GBLA  
1/14/21

## Disclosure of Information

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

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

END OF POLICY

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### Legal Reference(s):

[ORS 30.178](#)  
[ORS 339.370 - 339.374](#)

[ORS 339.378](#)  
[ORS 339.388](#)

[ORS Chapter 659](#)  
[ORS Chapter 659A](#)

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

**NUTRITION SERVICES REPORT  
AND SCHOOL MEAL PRICING 2022-23**

**ACTION**  
Agenda Item #8  
May 26, 2022

**SUPERINTENDENT’S RECOMMENDATION:**

Recommended meal prices for 2022-23:

- Increase meal prices for selected full-paid meal pricing categories
- Maintain current milk price (no increase).

**ORIGINATED BY:**

This agenda item is originated by the need to stay current with our meal prices to work toward a self-sustaining nutrition service operation.

**BUDGET IMPACT/SOURCE OF FUNDS:**

- The School Nutrition Program (SNP) is budgeted and accounted for in a Special Revenue Fund and is not part of the General Fund. The primary sources of funds are from paid meals and reimbursements from the Oregon Department of Education for qualifying Free and Reduced Meals served.
- Costs associated with food and program management are key contributors to running the program. The District’s contract with our Food Service Management Company (FSMC), Chartwell’s, has a built in provision for a Cost-of-Living Adjustment increase each year.
- The increase in salary and benefits cost for 2022-23 will be approximately \$300K.
- The projected meal price increase is expected to generate \$58,000 and will help supplement the expected shortfall.

**BACKGROUND:**

The North Clackamas School District SNP provides nutritious meals for our students and staff at competitive prices. Our goal is to maintain financial stability and mitigate the rising costs associated with the program. Each year the District evaluates costs of the program offset by revenues generated from paid meals and reimbursements from the Oregon Department of Education. Below are a few highlights:

- Students qualifying for free or reduced meals will not be affected by this change
- Since July of 2015 the Oregon Department of Education has set aside funding for students qualifying for reduced meals, which covers the 40 cents per meal a family qualifying for reduced meals would normally pay.
- Historic price increases for full paid meals:
  - 2012 – 2013: \$0.25
  - 2013 – 2014: \$0.00
  - 2014 – 2015: \$0.15
  - 2015 – 2016: \$0.00
  - 2016 – 2017: \$0.00
  - 2017 – 2018: \$0.15

**Driving Factors for this Proposal:**

- Estimated labor expenses are expected to increase 6.8 percent or approximately \$300,000 in the 2022-23 fiscal year.
- Possible loss of Farm to School Grown or Processed in Oregon Grant of approximately \$40,000 not being funded.

**Proposed Meal Price Increases:**

<b>Breakfast</b>	<u>Current Price</u>	<u>Proposed Increase</u>	<u>Proposed Price</u>
High School	\$2.15	\$0.10	\$2.25
Middle School	\$2.00	\$0.10	\$2.10
Elementary School	\$1.95	\$0.10	\$2.05
Adult	\$2.50	\$0.15	\$2.65

<b>Lunch</b>	<u>Current Price</u>	<u>Proposed Increase</u>	<u>Proposed Price</u>
High School	\$3.50	\$0.10	\$3.60
Middle School	\$3.20	\$0.10	\$3.45
Elementary School	\$3.00	\$0.10	\$3.10
Adult	\$4.25	\$0.25	\$4.50

Based on current participation, the above increase is expected generate approximately \$58,000 overall for the program.

**PRESENTER/STAFF CONTACT:**

Tiffany Shireman, Chief of Staff  
Gayellyn Jacobson, Chief Financial Officer  
Greg Collins, Director of Nutrition Services

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

**ACTION**  
Agenda Item #9  
May 26, 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

**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									

**WORLD LANGUAGE ADOPTION: JAPANESE GRADES 9-12**

**ACTION**  
Agenda Item #10  
May 26, 2022

**SUPERINTENDENT’S RECOMMENDATION:**

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 NCSd district mission and strategic direction, NCSd 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.

It is proposed that 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

**PRESENTER / STAFF CONTACT:**

Mayra Gómez, Executive Director of Teaching and Learning  
Laurie Meisner, Associate Director of Teaching and Learning

**ENGLISH LANGUAGE ARTS ADOPTION RENEWAL GRADES K-5:**

**ACTION**  
Agenda Item #11  
May 26, 2022

**SUPERINTENDENT’S RECOMMENDATION:**

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

It is recommended that 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

**PRESENTER / STAFF CONTACTS:**

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