



## Agenda

North Clackamas School Board  
Thursday, July 7, 2022 - 6:00 PM  
Board Room  
12400 SE Freeman Way  
Milwaukie, OR 97222

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

### EXECUTIVE SESSION

Convened under Oregon Laws ORS 332.061(1) and ORS 192.660 2(d) and 2(e). NOTICE TO MEDIA: In accordance with ORS 192.660(3) media representatives must be excluded when student matters are discussed and all other matters discussed in Executive Session must remain undisclosed.

Members of the media may contact Donna Collingwood [collingwoodd@nclack.k12.or.us](mailto:collingwoodd@nclack.k12.or.us) for login information to access this meeting in accordance with ORS 192.660(4) and ORS 332.061(2)

#### 6:00 Expulsion of Student

Presenter: Shay James

#### 6:30 Adjourn Executive Session

### OPEN SESSION

#### 6:30 Call to Order

Native Land Acknowledgement

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Flag Salute

#### 6:35 1. Selection of Chair/Vice Chair - Action

Presenter: Shay James

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Minutes - June 23, 2022

5

#### Consent Agenda

A. Employment Changes

B. Travel Request - Rex Putnam High School Drumline

8

C. Travel Request - Adrienne C. Nelson High School Cheer

15

#### 6:45 Community Comments

1

20

#### 7:00 2. Declarations of Actual, Potential or Perceived Conflict of Interest

22

Presenter: Shay James

<b>7:10</b>	<b>3. North Clackamas Education Foundation Contract Renewal - Action</b>	<b>29</b>
	Presenter: Shay James	
<b>7:20</b>	<b>4. Policy Revisions - Discussion</b>	<b>36</b>
	Presenter: Tiffany Shireman	
<b>7:30</b>	<b>5. Budget Committee Vacancy - Discussion/Action</b>	<b>50</b>
	Presenter: Tiffany Shireman	
<b>7:40</b>	<b>6. Board Protocols/Operating Agreements</b>	<b>53</b>
	Presenter: Board Chair	
<b>7:50</b>	<b>7. Board Liaisons Committee Assignments</b>	<b>55</b>
	Presenter: Board Chair	
<b>8:00</b>	<b>8. Mandatory Child Abuse Reporting Training</b>	<b>58</b>
	Presenter: Shay James	
<b>8:10</b>	<b>9. Superintendent Contract - Discussion</b>	
	Presenter: Board Chair	
<b>8:20</b>	<b>Adjourn</b>	



## 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.

**SELECTION OF BOARD CHAIR AND VICE CHAIR**

**ACTION**  
Agenda Item #1  
July 7, 2022

**SUPERINTENDENT'S RECOMMENDATION:**

This time on the agenda is scheduled for the Board to select a chair and vice chair for 2022-23.

**ORIGINATED BY:**

This is an annual agenda item.

**BACKGROUND:**

As required by Oregon Revised Statutes (ORS 332.040), Board members must select a chair and vice chair for the year at the first meeting on or after July 1.

**PRESENTER / STAFF CONTACT:**

Shay James, Superintendent

**NORTH CLACKAMAS SCHOOL DISTRICT 12  
CLACKAMAS COUNTY, OREGON  
MINUTES — BOARD OF DIRECTORS REGULAR MEETING  
June 23, 2022  
Boardroom**

**Open Session**

With due notice having been given and a quorum present, Vice Chair Mitzi Bauer convened open session at 6:29 p.m. with the following members present:

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

Also present were Tiffany Shireman, Cindy Detchon, Petra Callin, Mark Moser, Gayellyn Jacobson, Joel Stuart (virtual), and Vivian Garrison (virtual). District employees and community members were provided a live stream on YouTube in addition to the in person option.

Director Orlando Perez read the Native Land Acknowledgement. Director Jena Benologa led the Pledge of Allegiance.

R21/22-114 **Minutes** – Orlando Perez moved, Kathy Wai seconded the motion to approve the minutes of the regular Board Meeting held June 9, 2022.

Tory McVay was not present at the time of vote. Motion passed 5-0.

R21/22-115 **Consent Agenda** – Jena Benologa 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 and terminations

**Exempt Administrator Contracts 2022-2023** - Approve exempt administrator contracts for 2022-2023.

**Non-Licensed Administrator Continuation of Contract 2022-2023** - Approve the non-licensed administrator continuation of contracts for 2022-2023.

**2022-2023 Alternative Placements** - Approve the proposed Alternative Program Placements list for 2022-2023.

Motion passed unanimously.

**Community Comments** –

- Angie Bartlett, Damascus, spoke regarding materials in school libraries and Freedom of Information Act (FOIA) request.
- Tara Nelson, Damascus, spoke regarding news articles.

**Board Reports - Chair/Vice Chair Interest** - Board members made brief reports on activities and events they had attended. Mitzi Bauer expressed interest in Chair position during the 2022-2023 school year. Jena Benologa expressed interest in Vice Chair position during the 2022-2023 school year.

**Superintendent's Report** - Superintendent Shay James gave an end of year report highlighting graduations, Senior Session, and summer enrichment programs.

R21/22-116

**2022-2023 Organizational Resolution for Required Designations, Authorizations and Appointments** - Kathy Wai moved, Jena Benologa seconded the motion to approve of the designations, authorizations, and appointments as identified in items A) Chief Administrative Officers and District Clerk (ORS 332.515), B) Budget Officer (ORS 294.331), C) Deputy Clerk, D) Custodian of Funds and Established Depositories for School Funds (ORS 328.441, ORS 294.805 to ORS 294.895 and ORS 328.445), E) Authority to Invest Funds (ORS 294.035) and (ORS 294.810, 294.815), F) Auditors (ORS 297.405, 327.137 and 328.465), G) Designate Official Publications, H) Contract Signers (ORS 279A.075 and 332.075(3)), I) Legal Counsel on the Organizational Resolution for the Required Designations, Authorizations, and Appointments for Fiscal Year 2022-23.

Motion passed unanimously.

**Supplemental Budget Hearing** - Vice Chair Mitzi Bauer announced the supplemental budget hearing open. No one gave testimony, the hearing was closed.

R21/22-117

**Supplemental Budget Appropriations Transfer for Fiscal Year 2021-2022** – Jena Benologa moved, Kathy Wai seconded the motion to approve resolution for the supplement budget and appropriations transfer as presented to meet budgeting requirements.

Motion passed unanimously.

R21/22-118

North Clackamas Education Foundation Contract Renewal - Kathy Wai moved, Jena Benologa seconded the motion to approve a five-year contract between the North Clackamas School District and the North Clackamas Educational Foundation.

Steven Schroedl moved, Orlando Perez seconded the motion to amend a five-year contract between the North Clackamas School District and the North Clackamas Educational Foundation to a one-year contract.

Motion did not pass.

Steven Schroedl moved, Orlando Perez seconded the motion to table a five-year contract between the North Clackamas School District and the North Clackamas Educational Foundation and bring it back to the July 7, 2022 Board Meeting.

Motion passed 5-1.

R21/22-119

YouthTruth Purchase Contract Award - Steven Schroedl moved, Jena Benologa seconded the motion to approve awarding a three-year contract to YouthTruth for a total cost of \$245,775.

Tory McVay was not present at the time of vote. Motion passed 5-0.

R21/22-120

Advanced Authorization to Procure Emergency Preparedness Supplies – Orlando Perez moved, Kathy Wai seconded the motion to approve the advanced authorization for procurement of emergency supplies exceeding an aggregate value of \$150,000 and not-to-exceed \$700,000 in total.

Tory McVay was not present at the time of vote. Motion passed 5-0.

There being no further business to come before the Board, the meeting adjourned at 8:08 p.m.

**Unapproved**

**TRAVEL PERMISSION REQUEST**

Rex Putnam High School Drumline Annual Retreat

**CONSENT**

July 7, 2022

**SUPERINTENDENT'S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

The Drumline Director at Rex Putnam High School is requesting permission for 11 students and 2 chaperones to travel to Harbor Villa Retreat Center, August 13-16, 2022 in Rockaway Beach, Oregon. Students participating in the Kingsman Thunder Drumline at Putnam High School have an opportunity to participate in their annual retreat with team mates and coaches. This annual trip will be paid by a combination of existing raised funds and out of pocket contribution. 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 \$ n/a
- 2. Lodging (no home stays) \$ 21
- 3. Meals \$ 79
- 4. Fees/Event Expense \$ \_\_\_\_\_
- 5. Other \$ \_\_\_\_\_

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

6. **Total cost per student (total lines 1 through 5):** \$ 100

7. # of chaperones 2

8. # of students 11

9. **Total # of students + chaperones** 13

10. **Total cost of participation (Line 6 x Line 9):** \$ 1300

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.):** \$ 1300

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 1300

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

~~–Grant writing, fundraising is done year round, student pay low cost of \$100 per person for this retreat.~~

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

For use of 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: 188

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

n/a

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): Per attached: Harbor Villa Retreat Ctr. boys/girls wing with separate bath, bunk beds, lower level is for staff/living/kitchen/bedroom for staff.

**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.

*[Signature]* 4/5/2022  
Trip Leader Signature Date

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

The following attachments must accompany this application:

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

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

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

**Section VI – Approval**

Principal Level:  Approved  
 Denied

*[Signature]* 5/18/22  
Principal Date

District Level:  Approved  
 Denied

*[Signature]* 6/17/22  
Executive Director of Elementary/Secondary Date

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

# KINGSMEN THUNDER DRUM LINE RETREAT 2022

Where: Twin Rocks Friends Camp & Conf. Ctr. Rockaway, OR, 503-355-2284

**IMPORTANT CHANGE:** Due to the safety and comfort of students, parents, and staff, there will be disinfecting protocols as well as a special permission document for all participants to agree and sign. The health and safety of all our members is a number one priority.

\* 1 Parent may be needed to coordinate activities and distribute catered meals. See Rene' for accommodation details.

Cost: \$100 DEADLINE 7-4-2022

Schedule: Depart by 3pm (Please eat lunch beforehand), Saturday, August 13, 2020

## DAY 1: ARRIVE Saturday 8/13 for check in 5pm

5pm-5:30pm: Check in and settle in/snacks

5:30pm-6pm: Introduction/GO OVER CODE OF CONDUCT & Icebreaker Activity #1

6-7pm: DINNER

7pm-9pm: Pad-Out Technique and Rudiments

9pm-11pm: Circle Time & Icebreaker Activity #2/Snacks

11pm to rooms and lights out/quiet by 11:30pm.

## DAY 2: Wake-Up Call 8am Sunday 8/14

8am-9am: BREAKFAST

9am-Noon: Morning Meditation/Marching Body Movement Basics (includes basic drill and "being in character") includes break on the beach.

Noon-1pm: LUNCH

1pm-3pm: Pad-Out: Long Patterns

3pm-5pm: Challenge Course or Icebreaker Activity #3 TBD/Snacks

6pm-7:30pm: Dinner Prep/Free time

7:30-9pm: Stick Tricks 101

9pm-11pm: Circle Time & S'Mores on the Beach (campfire if allowed)

Midnight to rooms and lights out/quiet

## DAY 3: Wake-Up Call 8am Monday 8/15

8am-9am: BREAKFAST

9am-Noon: Morning Meditation/Marching Body Movement Basics (Includes basic drill and "being in character") includes break on the beach.

Noon-1pm: LUNCH/

1pm-3pm: Pad-Out: Long Patterns

3pm-5pm: Challenge Course or Icebreaker Activity #3 TBD/Snacks

6pm-7:30pm: Dinner Prep/Free time

7:30-9pm: Stick Tricks 101

9pm-11pm: Circle Time & S'Mores on the Beach (campfire if allowed)

Midnight to rooms and lights out/quiet

#### **DAY 4 RETURN: Wake-Up Call 9am Wednesday 8/16**

9am: BREAKFAST

9am-10am: Morning Meditation/Pad-Out Review

10am-11am: CLEANUP AND PACK/HEALTHY LIGHT BREAKFAST

11am-Noon: Closing comments from Staff

Noon: CHECKOUT AND go TO TILLAMOOK CHEESE FACTORY FOR ICE CREAM!!!! Return to RPHS approximately: 3:30pm-4pm

#### **What to bring:**

Water Bottle  
Bath Towel  
Shower Articles/Toiletries/Medications  
Alarm Clock  
Appropriate Clothing (Hot, Sunny Days/Cool Evenings) Sun Block  
Bug Spray  
Hat (Prevent Sunstroke)  
Athletic Shoes (For Marching), Shower flip-flops or water-socks.

Sleeping Bag & Pillow

**Also, please bring a small object that is very meaningful to you.**

You will need to bring a pair of marching sized snare drum sticks and a rubber-type practice pad or an INVADER practice pad (No Rer pads please). Mallet players, please bring 2 pairs of mallets if you have them. We will use these every day in our group pad-outs.

The following forms are included or have been emailed to you and must be returned ASAP (deadline is 7-4-2022)

1. Medical Release Form/Liability Waiver
2. Field Trip request form filled out
3. N. Clackamas Schools athletic code of conduct sheet, read and signed, returned to your Caption Head/Director, René Ormae Jarmer.

T-SHIRT SIZE \_\_\_\_\_

FOOD ALLERGIES OR PREFERENCES \_\_\_\_\_

I am so looking forward to our 3rd retreat. This is the Kingsmen Thunder's 14<sup>th</sup> anniversary and we look forward to meeting new and returning members. Developing relationships, understanding basics and the culture of drum line in a beautiful retreat setting will help us be a better team, work smarter, and continue growing our amazing program which is made up of awesome staff, parents, and YOU!

- Parent/Guardian Informed Consent For Field Trip Form
- N. Clackamas Athletic Code of Conduct Form
- \$100 check to RPHS Music Boosters by 7-4-2020 to Rene'.

Sincerely,

René Ormae-Jarmer, Caption Head and Director of the KINGSMEN THUNDER DRUM LINE, Rex Putnam HS

[reneormaejarmer@gmail.com](mailto:reneormaejarmer@gmail.com) 503-704-1934



**TRAVEL PERMISSION REQUEST**

Adrienne C. Nelson High Cheerleading to UP Cheer Camp

**CONSENT**

July 7, 2022

**SUPERINTENDENT'S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

The Cheerleading Coach at Adrienne C. Nelson High School is requesting permission for 11 students and 2 chaperones to travel to a University of Portland Cheerleading Camp, July 20-23, 2022 in Portland, Oregon. Students participating in Cheerleading at Nelson High School have an opportunity to participate in a cheerleading camp with other athletes from across the region. This trip will be paid by a combination of fundraising and out of pocket by. 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 \$ \_\_\_\_\_
- 2. Lodging (no home stays) \$ \_\_\_\_\_
- 3. Meals \$ \_\_\_\_\_
- 4. Fees/Event Expense \$ 410
- 5. Other \$ 410

Description of other expenses: Other is cost per coach to attend

6. **Total cost per student (total lines 1 through 5):** \$ 410

7. # of chaperones 2

8. # of students 11

9. **Total # of students + chaperones** 13

10. **Total cost of participation (Line 6 x Line 9):** \$ 5,330

11. Substitute Teachers: (rates are effective 2020-2021)

a. \_\_\_\_\_ # Full-Day Substitute(s) x \_\_\_\_\_ # of Days @ \$ 250.03 = \$ \_\_\_\_\_

b. \_\_\_\_\_ # Half-Day Substitute(s) x \_\_\_\_\_ # of Days @ \$125.02 = \$ \_\_\_\_\_

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

**TOTAL COST OF FIELD TRIP (Line 10 plus line 11c.):** \$ 5,330

✓ Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 5,330

Briefly describe fund-raising activities and other resources:

Athletes had a jog a thon fundraiser to help with cost for camp. We will also be having a bottle can drive to help with any extra cost or help athletes that will ne will need help.

*Jog-a-thon fundraiser and bottle can drive*

*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:

2012 Lincoln Navigator (personal car), 2015 Jeep wrangler unlimited (personal car)

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 ICC-AR(1): University of Portland, 5000 N Willamette Blvd, Portland OR 97203. There will be a total of 4 rooms. 3 rooms will have 2 athletes and 1 room will have 3 athletes so there isn't an athlete by themselves. Coaches will have separate dorms.

*Room w/ 3 athletes will have a additional bed.*

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.

*[Handwritten Signature]*  
\_\_\_\_\_  
Trip Leader Signature

6-28-22

\_\_\_\_\_  
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.
- 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

District Level:  Approved  
 Denied

*Vicki T. [Signature]* 6-29-22  
\_\_\_\_\_  
Principal Date

*[Signature]* 6/29/22  
\_\_\_\_\_  
Executive Director of Elementary/Secondary Date

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



# 2022 Traditional Overnight Camp Schedule

NFHS KEY: C- Crowd Leader B-Ambassador R-Spirit Raiser S-Safety A-Athlete E-Entertainer L-Leadership

DAY 1	DAY 2	DAY 3	DAY 4
9:00 am - 12:00 pm <b>Registration</b>	<b>Breakfast</b>	<b>Breakfast</b>	<b>Breakfast</b>
1:00 pm B Opening Staff Demo & Meet your Team Leader	8:30 am C Team Leader Check-in / Game Day Class: Cheers / Cheer Demonstration / Cheer Private Coaching Prep & Coaches' Meeting #2	8:30 am C Team Leader Check-in / Game Day Class: General Sidelines & Fan Chants & Coaches' Meeting #3	8:30 am Optional: Open Practice
1:30 pm R/C Motion & Spirit Prop Workshop / Game Day Class: Sidelines & Coaches' Meeting #1	9:30 am C Group A - Cheer Private Coaching	9:15 am A Group A - Stunt Class	9:00 am Team Time w/Team Leader
2:00 pm E Camp Dance	A/L Group B - Stretching, Flexibility & Jump Class / Team UCA	C/A Group B - Game Day Practice & Drills for Skills	9:30 am E Camp Routine Championships
2:30 pm S Safety Awareness w/ Team Leader	10:30 am A/L Group A - Stretching, Flexibility & Jump Class / Team UCA	10:15 am C/A Group A - Game Day Practice & Drills for Skills	10:15 am E Game Day Championships
2:45 pm C/A Game Day Skills Class w/ Team Leader	C Group B - Cheer Private Coaching	11:15 am A All-American Set Up / Material Review	11:00 am Squad Credentialing Presentation
3:15 pm A Stunt Class	11:30 am Lunch	11:30 am Lunch	11:15 am Meet the UCA Staff
4:00 pm UCA Staff Sideline Demonstration	1:15 pm L Captains' Leadership Training / Coaches' Stunt Workshop #2	1:30 pm A Group A - Camp Routine Private Coaching	11:20 am Final Awards & Pin It Forward
4:05 pm C Group A - Situational Sideline Private Coaching	1:30 pm E Sideline & Cheer Evaluations	L Group B - Team Unity & Squad Credentialing	
L Group B - Material Review & Team UCA	2:00 pm R Group A - FNL Frenzy & Sideline Stunts	2:15 pm L Group A - Team Unity & Squad Credentialing	
4:30 pm Dinner	A Group B - Stunts & Pyramids	A Group B - Camp Routine Private Coaching	
6:15 pm L Group A - Material Review & Team UCA	3:15 pm A Group A - Stunts & Pyramids	C Group A - Game Day Private Coaching	
C Group B - Situational Sideline Private Coaching	R Group B - FNL Frenzy & Sideline Stunts	L Group B - Team UCA	
6:40 pm A Pyramid Class w/ Team Leader	4:30 pm Dinner	3:30 pm L Group A - Team UCA	
7:30 pm C Game Day Class: Band Chant	6:15 pm A Group A - Personalized Pyramids & Camp Routine Private Coaching Prep	A Group B - Game Day Private Coaching	
8:00 pm S/S Material Review & St. Jude Letters / Coaches & Captains' Stunt Workshop & Goal Setting	L Group B - Squad Leadership Training & Squad Credentialing	B All-American Tryouts	
8:30 pm Team Leader Meetings & Daily Awards	7:00 pm L Group A - Squad Leadership Training & Squad Credentialing	4:30 pm Dinner	
New Coaches' Q/A	A Group B - Personalized Pyramids & Camp Routine Private Coaching Prep	6:15 pm E Camp Routine Evaluations	
<b>Electives</b>	7:45 pm A Electives	6:45 pm Team Time w/ Team Leader	
*Stunt Transitions	8:15 pm A Jump Off	7:30 pm Gatorade Break	
*Timeout Dance	8:30 pm Team Leader Meetings & Daily Awards	7:45 pm R Spirit Night!	
*Fight Song		8:15 pm B Daily Awards & Pin It Forward	
*Fight Song Critique		Final Coaches' Q&A	
*Basket Toss Class			





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



Code: **BBFA**  
Adopted: 10/16/08  
Revised/Readopted: 1/20/11; 3/13/14; 6/23/16;  
6/14/18  
Orig. Code(s): BBFA

## **Board Member Ethics and Conflicts of Interest**

No Board member will use his/her official position or office to obtain personal financial benefit or to avoid financial detriment for him or herself, relatives, household members or for any business with which the Board member, household member or a relative is associated.

This prohibition does not apply to any part of an official compensation package, honorarium allowed by Oregon Revised Statute (ORS) 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the annual \$50 gift limit from one who has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. District-provided meals at board meetings are acceptable under the reimbursement of expenses exception.

### **I. Conflicts of Interest**

“Business” means any corporation, partnership, proprietorship, enterprise, association, franchise, firm, organization, self-employed individual or any legal entity operated for economic gain. This definition excludes any income-producing tax exempt 501(c) not-for-profit corporation with which a public official or a relative of the public official is associated only as a member or board director or in a nonremunerative capacity.

“Business with which a Board member or relative is associated” means any private business or closely held corporation of which a Board member or relative is a director, officer, owner, employee or agent or any private business or closely held corporation in which a Board member or relative owns or has owned stock, another form of equity interest, stock options or debt instruments worth \$1,000 or more at any point in the preceding year; any publicly held corporation in which a Board member or relative owns or has owned \$100,000 or more in stock or another form of equity interest, stock options or debt instruments at any point in the preceding calendar year; or any publicly held corporation of which a Board member or relative is a director or officer.

“Relative” means:

1. The Board member’s spouse<sup>1</sup>; or
2. The Board member’s or the spouse of the Board member’s:
  - a. Parent;
  - b. Step-parent;
  - c. Child;
  - d. Sibling;

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<sup>1</sup>The term spouse includes domestic partner.

- e. Step-sibling;
- f. Son-in-law; or
- g. Daughter-in-law.

Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits<sup>2</sup> to the Board member, or who receives any benefit from the Board member's public employment.

"Member of the household" means any person who resides with, and including, the Board member.

No Board member will solicit or receive, either directly or indirectly, any pledge or promise of future employment based on any understanding that the Board member's vote, official action or judgment would be thereby influenced.

No Board member will attempt to use or use for personal gain any confidential information gained through his/her official position or association with the district. A Board member will respect individuals' privacy rights when dealing with confidential information gained through association with the district.

No person who is an employee of the district will be eligible to serve as a member of the Board while so employed.

If a Board member participates in the authorization of a public contract, the Board member may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

Individual Board members and the Board as a public entity are bound by the Code of Ethics for public officials as stated in Oregon law.

### **Potential Conflict of Interest**

"Potential conflict of interest" means any action or any decision or recommendation by a Board member that could result in a financial benefit or avoidance of financial detriment for self, household members, relatives or for a business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly announce the nature of a potential conflict of interest. A Board member may, after publicly announcing the nature of his/her potential conflict of interest, either vote or abstain on the issue. Abstaining from a vote does not meet the legal requirement of publicly announcing a potential conflict.

### **Actual Conflict of Interest**

"Actual conflict of interest" means any action or any decision or recommendation taken by a Board member that would result in a financial benefit or avoidance of financial detriment to self, household members, relatives or for any business with which the Board member or relatives are associated, unless otherwise provided by law.

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<sup>2</sup>Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

A Board member must publicly announce the nature of an actual conflict of interest. The Board member may not vote lawfully if an actual conflict of interest exists unless a vote is needed to meet a minimum requirement of votes to take official action. Such a vote does not allow the Board member to participate in any discussion or debate on the issue out of which an actual conflict arises.

“Perceived conflict of interest” means any action or any decision or recommendation by a Board member that could reasonably be perceived as a potential or actual conflict of interest even though there may not truly exist a conflict of interest as defined above.

### **Public Announcements of Conflicts of Interest**

Board members will publicly announce the nature of any potential, actual or perceived conflict of interest during open session of a Board meeting as follows:

1. At the first Board meeting every July (or when at the first meeting when new board members take office and thereafter in July);
2. At any time during the year as soon as practicable when an additional conflict of interest arises; or
3. At each occasion before any official discussion or action on an issue giving rise to the conflict of interest.

### **Class Exception**

It will not be a conflict of interest if the Board member’s action would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person’s relative or business with which the person or the person’s relative is associated, is a member or is engaged. For example, if a Board member’s spouse is a member of the collective bargaining unit, the Board member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a board member’s spouse is the only one in the bargaining unit who has a doctorate and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

## **II. Gifts**

Board members are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. All gift related provisions apply to the Board member, their relatives, and members of their household. The \$50 gift limit applies separately to the Board member, and to the Board member’s relatives or members of household, meaning that the Board member and each member of their household and relative can accept up to \$50 each from the same source/gift giver. “Gift” means something of economic value given to a Board member without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

“Relative” means:

1. The Board member’s spouse<sup>3</sup>; or
2. The Board member’s, or the spouse of the Board member’s:
  - a. Parent;
  - b. Step-parent;
  - c. Child;
  - d. Sibling;
  - e. Step-sibling;
  - f. Son-in-law; or
  - g. Daughter-in-law.

Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits<sup>4</sup> to the Board member, or who receives any benefit from the Board member’s public employment.

“Member of the household” means any person who resides with the Board member, and including the Board member.

### **Determining the Source of Gifts**

Board members should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the Board member’s personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of \$50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. If the giver does not have a legislative/administrative interest, the ethics rules on gifts do not apply and the Board member need not keep track of it, although board members are advised to record all gift sources in case of a later dispute.

### **Determining Legislative and Administrative Interest**

A legislative or administrative interest means an economic interest distinct from that of the general public, in any action subject to the decision or vote of a person acting in the capacity of a Board member. For example, everyone within a county has a general interest in the fire department, but the person who sells the uniforms to the fire department has a legislative/administrative interest in the fire department that is distinct from the general public.

### **Determining the Value of Gifts**

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

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<sup>3</sup>Ibid. p. 1

<sup>4</sup>Ibid. p. 1

“Fair market value” is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the Board member does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals the payor of the Board member’s admission or meal will include all costs other than any amount donated to a charity;

For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25 and the amount donated to charity was \$75, the benefit conferred on the Board member is \$25. This example requires that the Board member does not claim the charitable contribution on personal tax returns;

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the Board member’s meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
  - (a) The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
  - (b) The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
  - (c) The source calculates the actual amount spent on the Board member.
3. Upon request by the Board member, the source will give notice of the value of the merchandise, goods, or services received;
4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

#### **Value of Unsolicited Tokens or Awards: Resale value**

Board members may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

#### **Entertainment**

Board members may not solicit or accept any gifts of entertainment over \$50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member unless:

1. The entertainment is incidental to the main purpose of another event (i.e. a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or

2. The Board member is acting in their official capacity for a ceremonial purpose.

Entertainment is ceremonial when a Board member appears at an entertainment event for a “ceremonial purpose” at the invitation of the source of the entertainment who requests the presence of the Board member at a special occasion associated with the entertainment. Examples of an appearance by a Board member at an entertainment event for a ceremonial purpose include throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

### **Exceptions**

The following are exceptions to the ethics rules on gifts:

1. Campaign contributions are not considered gifts under the ethics rules;
2. Gifts from “relatives” and “members of the household” to the Board member are permitted in an unlimited amount; they are not considered gifts under the ethics rules;
3. Informational or program material, publications, or subscriptions related to the recipient’s performance of official duties;
4. Contributions made to a legal expense trust fund if certain requirements are met;
5. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative/administrative interest, with the following exceptions:
  - a. Organized Planned Events. Board members are permitted to accept payment for travel conducted in the Board member’s official capacity, for certain limited purposes:
    - (1) Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50 aggregate amount IF:
      - (a) The Board member is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND
        - i) The giver is a unit of a:
          - a) Federal, state, or local government;
          - b) An Oregon or federally recognized Native American Tribe; OR
          - c) Nonprofit corporation.
        - (b) The Board member is representing the district:
          - i) On an officially sanctioned trade-promotion or fact-finding mission; OR
          - ii) Officially designated negotiations or economic development activities where receipt of the expenses is approved in advance by the Board.
      - (2) The purpose of this exception is to allow Board members to attend organized, planned events and engage with the members of organizations by speaking or answering

questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.

6. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the Board member is representing the district. Again, this exception does not authorize private meals where the participants engage in discussion;

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal;

7. Food or beverage consumed by Board member acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(5)(b)(I)(i);
8. Waiver or discount of registration expenses or materials provided to Board member at a continuing education event that the Board member may attend to satisfy a professional licensing requirement;
9. A gift received by the Board member as part of the usual or customary practice of the Board member’s private business, employment or position as a volunteer that bears no relationship to the Board member’s holding of public office.

## Honoraria

A Board member may not solicit or receive, whether directly or indirectly, honoraria for the Board member, relative or any member of the household of the Board member if the honoraria are solicited or received in connection with the official duties of the Board member.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token or other item with a value of \$50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation or expertise of the Board member or candidate.

END OF POLICY

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### Legal Reference(s):

[ORS 162.015](#) to -162.035  
[ORS 162.405](#) to -162.425

[ORS 244.010](#) to -244.400  
[ORS 332.055](#)

[OAR 199-005-0001](#) to -199-010-0150

38 OR. ATTY. GEN. OP. 1995 (1978)

OR. ETHICS COMM’N, OR. GOV’T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

### Cross Reference(s):

BBF - Board Member Standards of Conduct  
BBFB - Board Member Ethics and Nepotism  
DJ - District Purchasing

**AGREEMENT BETWEEN NORTH CLACKAMAS SCHOOL DISTRICT NO. 12  
AND NORTH CLACKAMAS EDUCATION FOUNDATION**

**July 1, 2017 – June 30, 2022**

This Agreement is by and between the North Clackamas School District No. 12 (the “**District**”) and the North Clackamas Education Foundation (the “**NCEF**”).

The parties agree as follows:

1. Term. This Agreement will continue in effect from July 1, 2017 until June 30, 2022 (the “**Term**”) unless sooner terminated in accordance with Section 6.

2. District’s Obligations. In consideration of NCEF’s obligations set forth in this Agreement, the District will provide the following:

(a) Cash Payments. The District will pay to NCEF \$110,000 for each fiscal year spanning July 1 - June 30 (each, a “**Fiscal Year**”) of the Term, payable in quarterly installments of \$27,500 each.

(b) Support. The District will provide furnished office space, utilities, common technology and Internet access for the NCEF’s board members, staff, and agents.

3. NCEF’s Obligations. In consideration of the District’s obligations set forth in this Agreement, the NCEF will provide the following:

(a) Cash Disbursements. The NCEF will disburse to the District the total amount of \$1,000,000 during the Term, with no less than (the “**Minimum Amount**”) of \$125,000 (not to include Fiscal Agent funds referenced in Section 4) disbursed in any Fiscal Year. Cash disbursements may be made for targeted projects and scholarships/grants (i) based on a budget developed by the parties at the beginning of each Fiscal Year or (ii) from time to time throughout the Fiscal Year, in each case as the parties may collaboratively determine. If the NCEF disburses less than the Minimum Amount in any Fiscal Year, the parties will negotiate in good faith to either lower the District’s cash payment pursuant to Section 2(a) by the amount of the shortfall below the Minimum Amount or otherwise modify the terms of this Agreement.

(b) Reporting and Invoicing. The NCEF will provide to the District (i) quarterly invoices with itemized summaries of disbursements and (ii) an annual report of disbursements and other activities on or before the second meeting of the North Clackamas School District Board of Directors in September. The NCEF will maintain detailed records of its activities and will make such records available to the District upon its reasonable request.

4. Fiscal Agent Arrangement. By mutual agreement of the parties from time to time, NCEF will provide “pass-through” administrative and fiscal services for District-approved programs within the scope of the NCEF’s purpose as a nonprofit agency and status as a 501(c)(3) organization. The District-approved programs may include Backpack Buddies, Lunch Buddies,

Family Resource Center, and other fund raising events related to schooling, certain departments, or student activities. The NCEF reserves the right to terminate any administrative or fiscal services provided pursuant to this Section 4 on 60 days' notice to the District.

5. Indemnity. Each party ("**Indemnifying Party**") shall indemnify, defend and hold harmless the other and its respective directors, employees, agents, successors and assigns ("**Indemnified Party**") from and against any claim, suit, liability, damage, injury, cost or expense, including attorneys' fees (collectively, "**Claim**"), arising out of any of the following: (a) any breach of the terms of this Agreement by Indemnifying Party; (b) Indemnifying Party's grossly negligent or willful conduct in connection with its performance of its obligations under this Agreement; and (c) any violation of any law, statute or ordinance or any judicial or administrative order in connection with Indemnifying Party's performance of its obligations under this Agreement.

6. Termination. Either party may terminate this Agreement upon written notice: (a) if the other party breaches any material obligation in this Agreement, which breach is not remedied within 30 days of written notice to the breaching party, or (b) on mutual agreement of the parties.

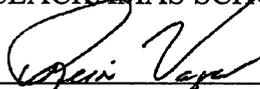
7. Entire Agreement; Amendments. This Agreement constitutes the sole and entire agreement between the parties with respect to the subject matter herein, and supersedes all prior and contemporaneous understandings, agreements, representations, and warranties, both written and oral, regarding such subject matter. No amendment to this Agreement is effective unless it is in writing and signed by an authorized representative of each party.

8. Severability. If any term or provision of this Agreement is found by a court of competent jurisdiction to be invalid, illegal, or unenforceable, such finding shall not affect any other term or provision of this Agreement.

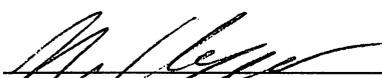
9. Force Majeure. No party to this Agreement is liable to any other party for losses due to, or if it is unable to perform its obligations under the terms of this Agreement because of, acts of God, fire, war, terrorism, floods, strikes, electrical outages, equipment or transmission failure or other causes reasonably beyond its control.

The parties hereto have executed this Agreement effective as of June 22, 2017.

NORTH CLACKAMAS SCHOOL DISTRICT NO. 12

By:   
Rein Vaga, Board Chair

NORTH CLACKAMAS EDUCATION FOUNDATION

By:   
Ryan Chapman, Chair



**AMENDMENT #1**

1. This is Amendment No. 1 to Agreement (as amended from time to time the "Agreement") dated July 1, 2017 between North Clackamas School District, hereafter called (District) and North Clackamas Education Foundation, hereafter called (NCEF)

2. The Agreement is hereby amended as follows (new language is indicated by underlining and deleted language is indicated by strikethrough):

Any mention of the term Fiscal Agent is to be replaced in its entirety by the term Fiscal Sponsor.

3. Except as expressly amended above, all other terms and conditions of original agreement are still in full force and effect. NCEF certifies that the representations, warranties and certifications contained in the original Agreement are true and correct as of the effective date of this Amendment and with the same effect as though made at the time of this Amendment.

**North Clackamas School District**

**North Clackamas Education Foundation**

Name: Kerensa J. Mauck  
Title: Director, Business ops.  
Signature: KJM  
Date: 2/14/2020

Name: James Maciokas  
Title: Board Chairman  
Signature: James Maciokas  
Date: 02-11-2020

Materials Explanation for Statement of Financial Position, Donation Trends  
Prepared by Stephanie Rose  
June 30<sup>th</sup>, 2022

This document is supplemental to the materials that have been enclosed for NCSD Board review and seeks to address NCSD Board questions to the North Clackamas Education Foundation. A statement of financial position as of May 31, 2022 and a graph detailing our donation trends have been provided to help outline some of the financial questions that have come up during the contract renewal process. Also briefly discussed are corporate and organizational donors.

- Statement of Financial Position as of May 31, 2022

Assets are divided between Assets with Donor Restriction (restricted) and Assets Without Donor Restriction (unrestricted). As of May 31st 2022, 76.3% of our assets are restricted, with 23.7% unrestricted. The restricted assets must be used for the programs they are designated for. Our unrestricted assets are used for operating costs, as well as the bulk of our Enrichment Grants and Bridges to Success Scholarships. Ready, Set, Go is also paid from the unrestricted assets, as are program fees, school supplies, and our yearly support to all district schools.

Our unrestricted assets are approximately half of what they were at the June 30th 2019 year end. The combination of decreased unrestricted donations due to economic insecurity, our inability to host a Gala for two years, and many of our donors choosing to donate directly to the Family Support Center, depleted our reserves significantly.

Our total assets will decrease by approximately \$90,000 as we end the year. The majority of that will come out of restricted scholarship accounts, while around \$30,000 will come out of our unrestricted assets for our Bridges to Success Scholarships and June operating costs.

- Donation Trends January 2017 – June 2022

This graph highlights our change in donation patterns during the contract period (please note that while the entirety of 2017 is included, January 1 – June 30 were not part of this contract period, it was necessary to show the full calendar year for the purpose of this graph). Toward the end of 2019 calendar year our unrestricted donations began to decrease; it was that year that our 'End of Year Appeal' fundraiser did not increase for the first time in several years. Non-profits in general were seeing a decrease in donations as the world was facing the uncertainty of what was happening with Covid. By Spring of 2020 we had to cancel our Gala and our unrestricted donations had come to a standstill. It wasn't only individuals who stopped donations, but businesses did as well. This continued through the entirety of 2020 and 2021.

One trend we noted was that many of our returning unrestricted donors began restricting their donations directly to the Family Support Center. This continued throughout 2020. This was not a shock to us as the community was stepping up to make sure our students and their families had food while schools were closed.

The unrestricted other graph line is donations to scholarship accounts, or teacher grants that people have made. In 2020 the significant jump in that graph line is the two district scholarships that were

transferred to us to administer as the district did not have the staffing to administer these scholarships any longer.

We are seeing a recovery from the pandemic as we are able to host events like the Gala, have fundraisers with businesses, our returning donors have stopped restricting their donations, and people are feeling more economically secure. Our unrestricted donations for 2022 at only half the calendar year are more than the totals for each 2020 and 2021.

- Corporate and Community Organization Donors

Our list of corporate and community organization donors encompasses more than 500 entities. These include companies who are consistent donors like Chartwells and Onpoint, and community organizations such as the area Rotary Clubs and churches. Many of our community organization contacts donate exclusively to the Backpack Buddies program. Some businesses (like Hops and Drops) donate to the Family Support Center food pantry through us. We have also used our relationship with large companies like OnPoint and Chartwells to leverage significant donations to the Emergency Housing fund. In respect of the privacy of our donors we have not submitted a list for public information but would be happy to discuss our list and plans for expansion and growing relationships at a later time.

We are constantly seeking new connections by reaching out to businesses and/or expanding relationships with those who already support us (for example, this is the first year all Rotary clubs in the District supported our Gala and made donations). As we go into the 2022-23 school year and have our planning and goal setting sessions in August, we will expand this list with new ideas of businesses and organizations to approach.

In closing, I would like to make it known how dedicated the staff and board of the North Clackamas Education Foundation are to ensuring we continue to support the students, families, and educators of North Clackamas Schools. We just recently celebrated our 30<sup>th</sup> anniversary, that celebration was not only about looking at what we have accomplished and how we have grown, but also about looking forward to the future. Any member of the NCSB Board is welcome to attend our board meetings or reach out to us at any time. We welcome an opportunity to meet in a group to discuss mutual goals and alignment of outcomes for our North Clackamas Schools Community.

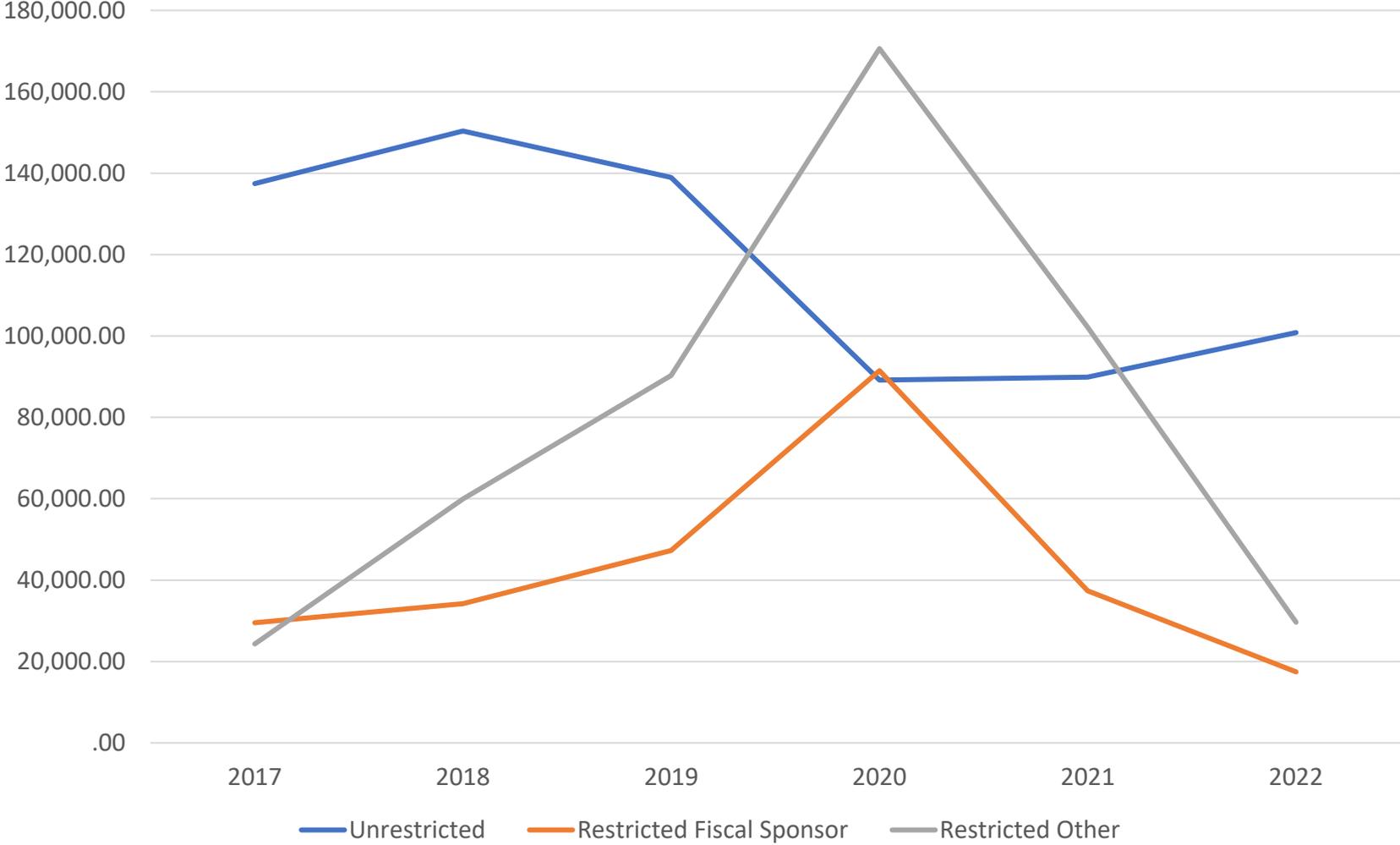
Stephanie Rose  
Executive Director, North Clackamas Education Foundation

North Clackamas Education Foundation  
Statement of Financial Position  
5/31/2022

Prepared by Susan Matlack Jones & Associates  
From NCEF Records / For NCEF Use Only  
Unaudited

	5/31/2022
<b>Assets:</b>	
OnPoint Main Checking	\$ 169,184
OnPoint Checking - Membership	55
OnPoint Money Market	290,882
Cash - Merchant Processing	2,891
Raymond James Cash and Investments	256,369
Accounts Receivable	4,790
Prepaid Expenses	670
<b>Total Assets</b>	<b>\$ 724,842</b>
<b>Liabilities:</b>	
Awards and Scholarships Payable	48,500
Accrued Wages	10,048
<b>Total Liabilities</b>	<b>\$ 58,548</b>
<b>Net Assets:</b>	
<b>Net Assets Without Donor Restrictions:</b>	
Unrestricted and Undesignated	165,424
Admin Fees Fund	6,428
<b>Total Net Assets Without Donor Restrictions</b>	<b>171,852</b>
<b>Net Assets With Donor Restrictions:</b>	
Backpack Buddies	27,339
Benevity Alder Creek	310
Benevity Happy Valley MS	75
Benevity Oak Grove	541
Sunnyside Elementary	100
Benevity View Acres	990
Chartwells Scholarship	14,250
Emergency Housing	2,030
Family Support Center	50,211
Josh Critchett Scholarship CHS	6,897
JA Biztown	10,000
Lunch Buddies	1,224
Hill STEM Scholarship	12,346
Sabin Skills Center	25,455
Sandi DePaepe Scholarship	40,405
NCEF Scholarships General	3,333
Leo Lester Browne Scholarship	54,440
Sojourner School	(0)
Teacher Grants	338
Alex Hudson Memorial Scholarship	2,291
Joe Krumm Memorial Scholarship	18,299
RPHS Senior Class Party	424
Harold Taylor Scholarship	122,454
Oaknell Scholarship	100,402
CHS	287
<b>Total Net Assets With Donor Restrictions</b>	<b>494,443</b>
<b>Total Net Assets</b>	<b>666,294</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ 724,842</b>

NCEF Donation Trends Jan 2017 - June 2022



**POLICY REVISIONS**

**DISCUSSION**  
Agenda Item #4  
July 7, 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>
IKF	Graduation Requirements	OSBA October 2021 Update, delete prior version and replace with new version to align to current state requirements.

**PRESENTER / STAFF CONTACT:**

Tiffany Shireman, Chief of Staff



Code: **IKF**  
Adopted: 3/19/09  
Revised/Readopted: 6/23/11; 5/17/12; 1/14/16;  
8/25/16; 10/12/17; 7/03/18;  
9/27/18; 7/11/19; 12/12/19

## Graduation Requirements\*\*

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child<sup>1</sup>;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.

### Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits<sup>{2}</sup> which include at least:

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<sup>1</sup> As defined in ORS 30.297.

<sup>2</sup> {If the district has additional credit or graduation requirements, the district is required to include those additional credits and graduation requirements in the following lists.}

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (including history, civics<sup>3</sup>, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must<sup>4</sup>:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

### **Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in language arts;

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<sup>3</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021).

<sup>4</sup> The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

### **Extended Diploma**

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
  - a. Two credits in mathematics;
  - b. Two credits in language arts;
  - c. Two credits in science;
  - d. Three credits in history, geography, economics or civics;
  - e. One credit in health;
  - f. One credit in physical education; and
  - g. One credit in the arts or a world language.
2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievement; or
  - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

### **Alternative Certificates**

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.

Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

### **Other District Responsibilities**

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide [age-appropriate and developmentally appropriate] literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in the later of 4 years after starting the ninth grade, or until the student reaches the age of 21 if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Smarter Balanced or

alternate Oregon Extended Assessment by completing the Oregon Department of Education’s Opt-out Form<sup>5</sup> and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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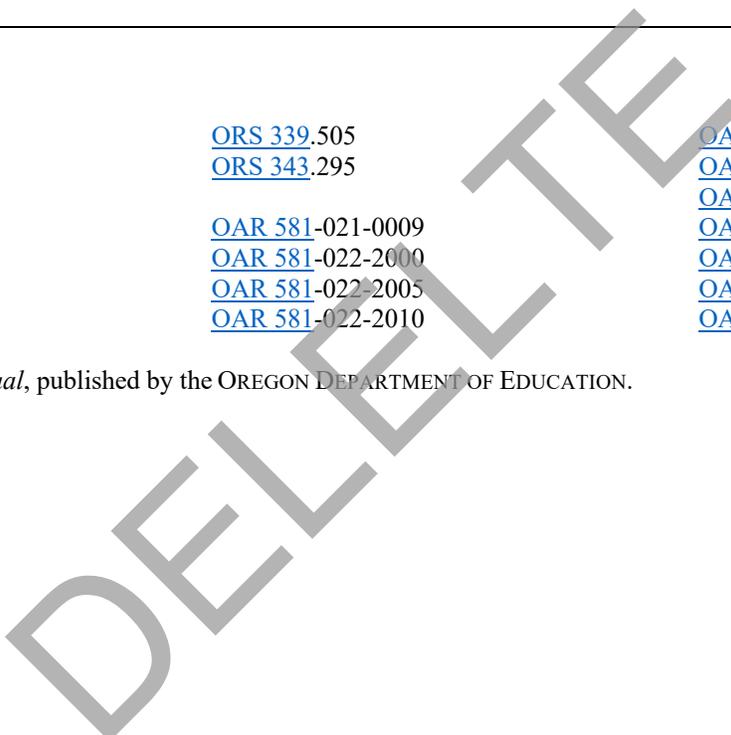
**Legal Reference(s):**

[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 339.115](#)

[ORS 339.505](#)  
[ORS 343.295](#)  
  
[OAR 581-021-0009](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)  
[OAR 581-022-2010](#)

[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.  
House Bill 2056 (2021).  
Senate Bill 744 (2021).





Code: **IKF**  
Adopted: 3/19/09  
Revised/Readopted: 6/23/11; 5/17/12; 1/14/16;  
8/25/16; 10/12/17; 7/03/18;  
9/27/18; 7/11/19; 12/12/19

## **Graduation Requirements\*\***

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child<sup>1</sup>;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.

### **Diploma**

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<sup>1</sup> As defined in ORS 30.297.

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits<sup>{2}</sup>, which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (including history, civics<sup>3</sup>, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must<sup>4</sup>:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

### **Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

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<sup>2</sup> ~~{If the district has additional credit or graduation requirements, the district is required to include those additional credits and graduation requirements in the following lists.}~~

<sup>3</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021).

<sup>4</sup> The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

### **Extended Diploma**

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
  - a. Two credits in mathematics;
  - b. Two credits in language arts;
  - c. Two credits in science;
  - d. Three credits in history, geography, economics or civics;
  - e. One credit in health;
  - f. One credit in physical education; and
  - g. One credit in the arts or a world language.
2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievement; or
  - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

### **Alternative Certificates**

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.

Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

## **Honors Diploma**

A student who exceeds the requirements for a district standard diploma may earn a district honors diploma. To earn a district honors diploma, a student must meet district credit requirements. Five credits of the required credits must be advanced placement, junior and/or senior level honors, International Baccalaureate and/or approved college credit courses. In addition, students must attain a cumulative grade point average (GPA) of 3.5 or better through the seventh semester, complete ~~demonstrate proficiency as outlined in the~~ Extended Application expectations and meet district graduation requirements ~~including Essential Skills~~. A student graduating early must maintain a 3.5 GPA through six semesters.

## **Early/Late Graduation**

A student may complete requirements for graduation in less than a four-year period of time or take longer than four years. Early or late graduating students must meet the graduation requirements of their entering class. Students desiring to complete the program in less than four years must seek approval for an early completion/graduation plan with the designated building administrator. A student completing requirements early may request a statement attesting to the completion of the district's program. Students may receive diplomas at or following the formal graduation exercise at the end of spring semester.

1. Requirements for Program Completion: General
  - a. Students transferring into the district must meet the state and district requirements for graduation.
  - b. A senior transferring into the district during the eighth semester may be granted a district standard diploma, providing the district and state requirements are met. A senior not able to meet the district requirements may request a diploma from the previous school attended.
  - c. Students may participate in the graduation exercise only if they complete district graduation requirements for the honors diploma, standard diploma, modified diploma, extended diploma or alternative certificate by the graduation date.
  - d. A student withdrawing from school prior to graduation and re-enrolling prior to their 21st birthday will meet the district requirements of his/her original entering class.
2. Requirements for Program Completion: Extended Application
  - a. Extended Application is the application of knowledge and skills in the context of the student's personal and career post high school goals.
  - b. Extended Application will be completed during the junior or senior year.

## **Other District Responsibilities**

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will

provide [age-appropriate and developmentally appropriate] literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in the later of 4 years after starting the ninth grade, or until the student reaches the age of 21 if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education’s Opt-out Form<sup>5</sup> and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 339.115](#)

[ORS 339.505](#)  
[ORS 343.295](#)  
  
[OAR 581-021-0009](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)  
[OAR 581-022-2010](#)

[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.  
House Bill 2056 (2021).  
Senate Bill 744 (2021).

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<sup>5</sup>Oregon Department of Education page for: [30-day notice and opt-out form](#)

**BUDGET COMMITTEE VACANCY**

**DISCUSSION/ACTION**

Agenda Item #5

July 7, 2022

**SUPERINTENDENT’S RECOMMENDATION:**

Recommend the Board declare Budget Committee appointed position 12 vacant.

**BACKGROUND:**

Board Policy DBEA – Budget Committee outlines the eligibility for Board-appointed Budget Committee members. The policy identifies that no appointive member may be an employee of the school district.

The policy further states “If any appointive member is unable to complete the full term as appointed, the Board will announce the vacancy at the first regular Board meeting following the resignation or removal of the committee member.”

Matthew J. Makara serves as NCSD Budget Committee Position 12 (term expires June 30, 2024). Mr. Makara will become an NCSD employee as of July 1, 2022. Therefore, Mr. Makara submitted a resignation from the Budget Committee on June 29, 2022 with an effective date of July 1, 2022.

This Budget Committee vacancy will be filled along with any other Budget Committee vacancies in September/October, 2022.

**ATTACHMENTS:**

[Policy DBEA - Budget Committee](#)

**PRESENTER / STAFF CONTACT:**

Tiffany Shireman, Chief of Staff



Code: DBEA  
Adopted: 10/16/08  
Revised/Readopted: 9/16/10; 3/17/11; 9/27/18  
Orig. Code: DBEA

## **Budget Committee**

### **Purpose and Function of the Budget Committee**

By law, the budget committee is charged with decision-making concerning financial priorities. The budget committee will approve an estimated budget document for submission to the Board.

The budget committee will have the responsibility of reviewing the financial program of the district, reviewing the proposed district budget as presented by the superintendent, and approving an annual district budget in keeping with the provisions of applicable state laws.

Educational policy decisions, however, are the responsibility of the Board, not the budget committee. The committee does not have the authority to add or delete programs. Nor do they have staffing or salary/benefit setting authority. The committee will determine levels of spending. The committee may set an amount to be cut from the budget and request that administration make such reductions in accordance with priorities set by the Board.

### **Organization, Membership and Terms of Office**

The budget committee consists of seven members appointed by the Board plus the elected Board members. To be eligible for appointment, the appointive member must: (1) live in the district during appointed term; (2) not be an officer, agent or employee of the district. No budget committee member may receive any type of compensation from the district.

At a regular meeting the Board will identify vacant budget committee positions which must be filled by appointment of the Board. The Board will announce the vacancies and receive applications from interested persons or choose to reappoint any eligible members. If applications are solicited for the vacant positions, the Board will consider the applications and, may appoint members to fill the vacant positions.

The appointive members of the budget committee will be appointed for terms of three years. No person may serve more than two consecutive terms as an appointive budget committee member. The terms will be staggered so that approximately one-third of the terms of the appointive members end each year. If any appointive member is unable to complete the full term as appointed, the Board will announce the vacancy at the first regular Board meeting following the resignation or removal of the committee member. An appointment to an existing unexpired term shall not be considered part of a complete three-year term. An appointment to fill the position for its unexpired term will be made at the next regular Board meeting or during the regular selection process if no budget meetings are scheduled prior.

## **Presiding Officer and Orientation of Budget Committee**

At its first official meeting to receive the proposed budget, the budget committee will elect a chair and vice chair from among its appointed or elected members. It may also establish such other ground rules as it deems necessary for successful operation of the committee.

The budget committee may request of the superintendent (or designee) or the chief financial officer any information used in the preparation of or for use in revising the budget document. The committee may request the attendance of any district employee at its meetings.

## **Budget Calendar**

The Board will annually adopt a budget calendar which will identify dates and deadlines required for the legal presentation and adoption of the budget.

The superintendent or designee will prepare and recommend a proposed budget calendar for Board approval. Such calendar will identify dates and activities which comply with state law.

## **Meetings of the Budget Committee**

As provided by law, the committee will hear the budget message presented by the superintendent, receive the budget document, listen to comments and suggestions by patrons, and announce the time and place for its future meetings.

All meetings of the budget committee are open to the public.

## **Final Action**

The budget committee will approve the budget document as submitted by the superintendent or as subsequently revised by the committee.

After approval of the original or revised budget document, the budget committee's official duties cease. The hearing on the approved budget is held by the Board. After a public hearing on the budget and any modifications of the budget deemed necessary, the Board will approve the proper resolutions to adopt and appropriate the budget.

END OF POLICY

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### **Legal Reference(s):**

[ORS 174.130](#)

[ORS 192.610 - 192.710](#)

[ORS 294.305 - 294.565](#)

**NORTH CLACKAMAS BOARD OF DIRECTORS  
OPERATING AGREEMENTS**

1. The Board will focus on governing through policy and strategic direction in support of student achievement.  
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2. The Board is committed to an ongoing, open dialogue with the community regarding student education.  
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3. The leadership and direction of district staff and the management of the school district is the direct responsibility of the superintendent, not the Board or any individual Board member. The Board and superintendent will work together to maintain open and honest communication based upon trust.  
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4. The Board acknowledges the primary responsibility of the superintendent, supported by administrative staff, is to achieve the strategic direction and accompanying goals set by the Board of Directors in collaboration with the Superintendent. Board members will work with the Superintendent’s office in their interactions with staff.  
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5. The Board, representing the community members of the district, establishes strategic direction and goals. The Board assures the superintendent determines the data needed to measure and monitor the process, progress, and goals.  
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6. The Board commits itself individually and collectively to maintain standards of conduct, to “speak with one voice” once decisions are made, to maintain a positive culture and orderly decision-making processes, and to do its work openly.

## BOARD PROCESS AND PROTOCOLS

1. All data and information provided by the district to one Board member will be provided to all board members.
2. Decisions made by the Board will not be made the first time an issue is brought before the Board except under exceptional circumstances.
3. Board member requests during open session will be recorded by the Superintendent, and will be acted upon in the most appropriate manner as ascertained by the Superintendent and Board Chairs.
4. Any individual member of the Board who desires that information be prepared by the administrative staff will make such a request to the superintendent. A copy of such material will be sent to each member of the Board.
5. Board members will strive to make decisions in an orderly fashion at meetings, expressing positions once during debate and using motions to end debate when discussions become repetitive.
6. Board members will share their perspectives succinctly and respect differing opinions.
7. Board members will refer community members with issues of concern regarding school district operations to the proper staff member or administrator directly responsible for the operational activity. In areas of major concern, Board members will refer community members to the Superintendent and copy the Board Chairs.
8. A copy of any written legal opinion regarding Board business, Board actions, or potential future Board actions or regarding any Board member(s) that is provided to the Board Chair or Superintendent will be provided to all Board members.
9. Board members and staff are respectful toward members of the community who address the Board.
10. The Board may appoint one of its members or another person to make authorized statements to the public or the media when the Board deems that, under the circumstances, the position of the district should be articulated by a single voice.
11. Board members agree that during meetings they will strive to:
  - a) Avoid springing surprises on each other.
  - b) Avoid hidden agendas.
  - c) Use Robert's Rules of Order Newly Revised to govern its deliberations and to control the meeting.
  - d) State their position and vote their conscience.
  - e) Treat all present with respect.
  - f) Attack issues, not attack people.
  - g) Refrain from debating issues with members of the audience.
  - h) Use discretion when addressing issues presented to the Board.
  - i) Direct questions or comments to the Board Chair when responding to issues presented to the Board by the public.
  - j) Limit deliberations/activities to Board work and not administrative/staff work.
  - k) Ensure only one person speaks at a time and that each member has an equal opportunity to participate.
  - l) Listen to each other and refrain from side conversations.
  - m) Refrain from long speeches.
  - n) Model the behaviors the Board expects of students, staff, and community members.
  - o) Maintain decorum and avoid using aggressive tactics.
  - p) Refrain from taking a position on an agenda item or issue until all relevant information is presented.
  - q) Praise publicly and challenge respectfully.
  - r) Monitor meeting process for compliance with laws and policy.
12. The Board may perform an annual self-evaluation.
13. The Board Chair may summarize action items & wrap up following official meetings.

**Student Voice Equity Committee**

An advisory committee to understanding the diverse experiences of students in the North Clackamas School District and amplify their voices and stories to improve their educational experience. These meetings will be held virtually.

**Employee Benefits Committee**

Typically meets monthly on the first Monday at 4:00-6:00 p.m. to review the health plan and other benefits. There will be no meetings in December and January.

**Health Curriculum Committee (ad hoc)**

Meets as needed (evenings) to review curriculum materials. Reviews supplemental health materials and makes a recommendation to the Board for their use.

**Legislative Advocacy Committee**

Every other fall/winter prior to the long legislative session, Board liaisons would work with district staff and community members to draft the District's Legislative Agenda. After Legislative Agenda board adoption, Board liaisons would provide legislative outreach and advocacy throughout both legislative sessions in accordance and in alignment with the Board adopted Legislative Agenda.

**NCEA Labor Association**

Meets as needed on contract negotiations and other communication with the union.

**OSEA Labor Management**

Meets as needed on contract negotiations and other communication with the union.

**Policy Review Committee**

Meets virtually twice monthly on the first and third Tuesday at 2:00-3:30 p.m., or as needed, to discuss revisions to Board policies.

**Wellness Committee**

Meets on the second Wednesday each month at 3:45 – 5:15 p.m. Committee researches programs and oversees grants to promote wellness for employees.

**Senate Bill 732**

Implement and establish Senate Bill 732 as a Superintendent's educational equity advisory committee.

**BOARD COMMITTEE - Superintendent Evaluation Committee**

This committee is responsible for drafting the superintendent's evaluation. The evaluation is drafted over 1-2 meetings in February. As this is a Board Committee it is subject to Oregon's Open Meeting Law.



Code: **BCE/BCF**  
Adopted: 6/19/86  
Readopted: 9/20/12  
Orig. Code(s): BCE

## **Board Committees**

The Board may appoint special committees of citizens, staff and/or Board members for specific purposes to serve until their assignment is completed. This can include the entire Board meeting as a committee-of-the-whole; standing sub committees; ad hoc committees and advisory committees. Committee assignments for standing sub committees will be made at the Board's organizational meeting.

### **General Guidance**

Committee recommendations will be made directly to the Board. Recommendations from such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters. Committee recommendations and reports will become an official part of Board minutes.

All meetings of Board committees shall follow all public meeting laws. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chair.

The composition of committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. When requested by the Board, appointment of staff members, when appropriate, will be made by the superintendent.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility;
2. The resources the Board will provide;
3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive a committee report(s).

### **Committee of the Whole**

The Board meets as one body for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. This is a non-voting meeting.

## **Standing Subcommittees**

This Board-directed committee exists in perpetuity to advise the Board on important governance matters. These are long term committees which assist the Board in doing policy work efficiently and effectively; provides opportunity to conduct more thorough research and consideration of information prior to decision making; provides an opportunity to dialog with invited staff and community members on specific topics as directed by the Board. A staff member will be assigned to support the committee.

## **Ad Hoc Committees**

This Board member only committee exists for a specific project, and is of limited duration. It is used to research and report on recommendations on a narrow set of issues/topics. This committee may interface with district staff but will not typically interface with the public.

## **Advisory Committees**

These advisory committees act as a sounding board for community opinion and provide an opportunity to gain community wide understanding and support on matters of districtwide importance and make recommendations to the Board. The Board appoints this committee but is not a member of this committee. Board members shall act as a resource consultant and/or as an observer and does not speak on behalf of the Board.

## **Liaison to Nondistrict Committees**

Individual Board members are assigned as a representative of the Board to another external body, group, organization or other entity. Board members may be asked to attend internal administrative/operational meetings as an observer to gain individual understanding of operations and systems. Board members shall act as resource consultant and/or observer. They do not speak on behalf of the Board.

END OF POLICY

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### **Legal Reference(s):**

[ORS 192.610 - 192.690](#)

[ORS 332.045](#)

[ORS 332.105](#)



Code: BBFC  
Adopted: 2/27/20

## **Reporting of Suspected Abuse of a Child**

A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately notify the Oregon Department of Human Services (DHS) or local law enforcement pursuant to Oregon Revised Statute (ORS) 419B.015.

The Board member making a report of child abuse, as required by ORS 419B.010, shall make an oral report by telephone or otherwise to the local office of the Department of Human Services, to the designee of the department or to a law enforcement agency within the county where the Board member making the report is located at the time of the contact.

The report shall contain, if known: the names and addresses of the child and the parents of the child or other persons responsible for the care of the child; the child's age; the nature and extent of the abuse, including any evidence of previous abuse; the explanation given for the abuse; and any other information that the Board member making the report believes might be helpful in establishing the cause of the abuse and the identity of the perpetrator.

END OF POLICY

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### **Legal Reference(s):**

[ORS 332.107](#)  
[ORS 419B.005](#)  
[ORS 419B.010](#)  
[ORS 419B.015](#)  
[Senate Bill 415 \(2019\)](#)

### **Cross Reference(s):**

BBF - Board Member Standards of Conduct



# Recognizing and Responding to Child Neglect and Abuse in Oregon

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## Objectives

The purpose of this course is to help educators understand, recognize, respond to and reliably report suspected child neglect and abuse.

Course topics include:

1. Neglect
2. Physical Abuse
3. Sexual Abuse
4. Emotional Abuse
5. Speaking with a Victim
6. Understanding Child Neglect and Abuse



## Overview

In 2014, an estimated 1,580 children lost their life to child neglect and abuse. The concept of harming a child is unimaginable to most people, although when children are neglected or abused, it's often by the people they love, people who love them, or people in whose care they are entrusted.

Children and adolescents spend a large portion of their time in school, making educators one of the most valuable resources in recognizing and reporting cases of child maltreatment.

Federal legislation identifies a minimum set of acts or behaviors that define child neglect and abuse. However, each state also provides its own definitions, and not all state definitions include the same information.

Of the estimated 702,000 instances of child neglect abuse in 2014, 92% of the perpetrators were parents.



For this course, the term “educator” applies not only to the classroom teacher, but to all school personnel who work directly with children.

## Definition

There is no single, universal definition of child maltreatment, but there are four commonly recognized forms:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

Some states also include parental substance abuse, children witnessing domestic violence and abandonment in their child protection laws.



# 1

Chapter  
Neglect

**Topics in this chapter include:**

- Physical Neglect
- Medical Neglect
- Inadequate Supervision
- Educational Neglect
- Emotional Neglect
- Indicators of Neglect

## Neglect

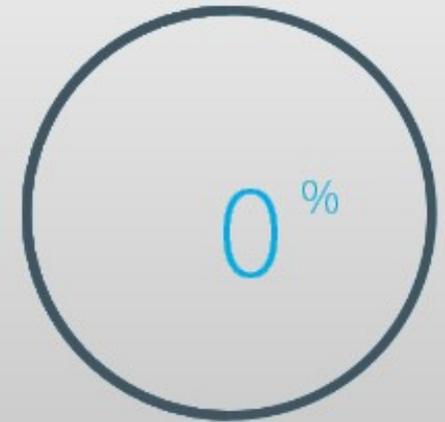
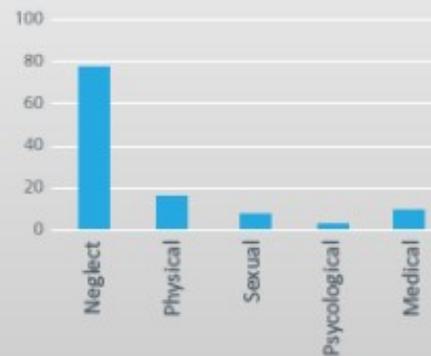
**Neglect** is overwhelmingly the most common crime perpetrated against children. Neglect is the failure of a parent or caretaker to provide needed food, clothing, shelter, medical care or supervision to the degree that the child's health, safety and well-being are threatened. Acts of neglect vary based on the age and developmental level of a child and the extent of the neglect.

While other forms of maltreatment are mostly episodic, neglect tends to be chronic. Because of this, children often become accustomed to their way of life and may not recognize what is missing.

Categories of neglect include, but are not limited to:

- Physical neglect
- Medical neglect
- Inadequate supervision
- Educational neglect
- Emotional neglect

Neglect was the most common type of maltreatment at 78%.



The percentage of child victims by sex was similar for boys and girls (48.7 and 50.9%, respectively). Source: [Child Health USA 2014](#).

## Physical Neglect

**Physical neglect** is one of the most widely recognized forms of neglect. Physical neglect includes:

- **Abandonment**, which is specifically named in many state child protection laws. It is the failure to provide reasonable care and supervision of a child. A child is considered to be abandoned when:
  - The parent's identity or whereabouts are unknown;
  - The child has been left alone in circumstances where the child suffers serious harm; or
  - A parent fails to maintain contact or provide reasonable support for their child within a specified period.
- **Expulsion** is the blatant refusal of custody, such as the permanent or indefinite exclusion of a child from the home, without arranging adequate care.
- **Shuttling** is repeatedly leaving a child in the custody of others for days or weeks at a time.
- **Nutritional neglect** is when a child is undernourished or goes without food for long periods.
- **Clothing neglect** is the lack of appropriate clothing, such as not having warm clothes or shoes in winter.



## Physical Neglect, continued

Additional types of physical neglect include inadequate hygiene, failure to address obvious hazards in the home, and/or a reckless disregard for a child's safety and welfare (e.g., driving while intoxicated with a child in the car, leaving a young child in a car unattended, etc.).

Neglect laws often exclude circumstances in which a child's needs are not met because of low socio-economic status or an inability to provide.

It is unclear when homelessness should be considered neglect. Some states specifically omit homelessness as a form of neglect. However, homeless children are more at risk for other types of neglect.





Some states define **medical neglect** as the failure to provide needed medical treatment or mental healthcare to a child. Types of medical neglect are listed below:

- **Refusal of healthcare** is the failure to provide or allow needed medical care as recommended by a competent healthcare professional.
- **Delay in healthcare** is the failure to seek timely and appropriate medical care for a serious health problem that a reasonable person could recognize as needing medical attention.
- **Delay or refusal in psychological care** is the failure to seek or provide treatment for an emotional or behavioral problem that most people would recognize as needing professional attention (e.g., suicidal behaviors).

There are exemptions in some states for parents who choose to not seek medical care due to religious beliefs.

## Inadequate Supervision



**Inadequate supervision** involves leaving a child inadequately supervised for extended periods of time, or allowing a child to remain away from home without attempting to determine where the child is. Some states specify the amount of time children at different ages can be left alone.

**Inappropriate care** involves leaving a child in the care of someone who should not be trusted to provide care for a child, such as leaving a child with another young child, or leaving a child with a known child abuser.

Other types of inadequate supervision include:

- Leaving a child with an appropriate caregiver several days longer than planned;
- Leaving the child with a caregiver who is not adequately supervising the child; and
- Not keeping the child from engaging in risky, illegal or harmful behaviors.

## Educational Neglect

Parents are responsible for meeting certain requirements regarding the education of children. About half the states include the **educational neglect** a child as part of their definition of neglect.

**Failure to enroll** a school-age child in school is one type of educational neglect. Another type is **chronic truancy** — that is, not sending a school-age child to school without valid reasons for keeping him/her home.

**Inattention to special-education needs** involves refusing to allow a child to receive recommended remedial-education services, without a reasonable cause for doing so.



## Emotional Neglect

**Emotional neglect** is more difficult to assess than other types of neglect. It often occurs along with other forms of neglect or abuse.

**Inadequate nurturing or affection** involves the persistent, marked inattention to a child's needs for emotional support or attention.

**Permitting maladaptive behavior** occurs when a parent or caregiver is aware that a child is engaging in risky, maladaptive behaviors but does not intervene.



## Indicators of Neglect, Student

Indicators of neglect are likely visible in the appearance and behavior of a child. Consider reporting possible neglect if/when you notice that a *child*:

- Is frequently absent from school.
- Wears dirty clothing, has clothing is significantly too small or too big; has clothing that's torn, or has clothing inappropriate for the weather.
- Is often hungry; hoards, steals or begs for food; seems emaciated; or has a distended stomach.
- Often appears listless and tired, and has little energy.
- Frequently reports caring for younger siblings, or shares that there is no adult at home to provide care.
- Has unattended medical or dental problems, such as infected sores or decaying teeth.
- Demonstrates poor hygiene or smells of urine and feces.



## Indicators of Neglect, Caregiver

Consider reporting possible neglect if/when a *parent or adult caregiver* repeatedly:

- Appears to be indifferent to a child;
- Seems apathetic or depressed;
- Behaves irrationally or in a bizarre manner; or
- Is abusing alcohol or drugs.

In these cases, it is common to see a parent-child role reversal, where children begin assuming parental roles and responsibilities.



# 2

## Chapter

# Physical Abuse

**Topics in this chapter include:**

- Physical Abuse
- Indicators of Physical Abuse

## Physical Abuse



**Physical abuse** includes any non-accidental physical injury caused by the actions of a caretaker. Abusive behaviors that typically cause harm include, but are not limited to:

- Striking
- Kicking
- Pushing
- Shaking
- Whipping
- Burning
- Biting

Many states' definitions of physical abuse include circumstances that create a significant risk of harm to a child's health or welfare. These actions are considered abusive regardless of whether harm was intended.

Acts of discipline, such as spanking, are not considered abusive when they are reasonable and do not cause bodily injury; many states include this exception in their laws.

## Indicators of Physical Abuse, Student and Caregiver

Consider the possibility of reporting possible physical abuse if/when a *student*:

- Has unexplained burns, bites, bruises or broken bones;
- Has fading bruises or other marks noticeable after an absence from school;
- Seems frightened of parents and protests or cries when it is time to go home;
- Shrinks at the approach of adults;
- Reports injuries caused by a parent or another adult caregiver; or
- Provides explanations for injuries that don't make sense.

Consider the possibility of reporting possible physical abuse when a *parent or adult caregiver*:

- Offers a conflicting or unconvincing explanation for a child's injury;
- Uses harsh physical discipline with a child;
- Shows little concern for a child; or
- Asks teachers or other caregivers to use harsh physical discipline if a child misbehaves.



Signs of physical abuse are difficult to interpret with absolute certainty and may be confused with normal childhood injuries.

## Indicators of Physical Abuse, continued

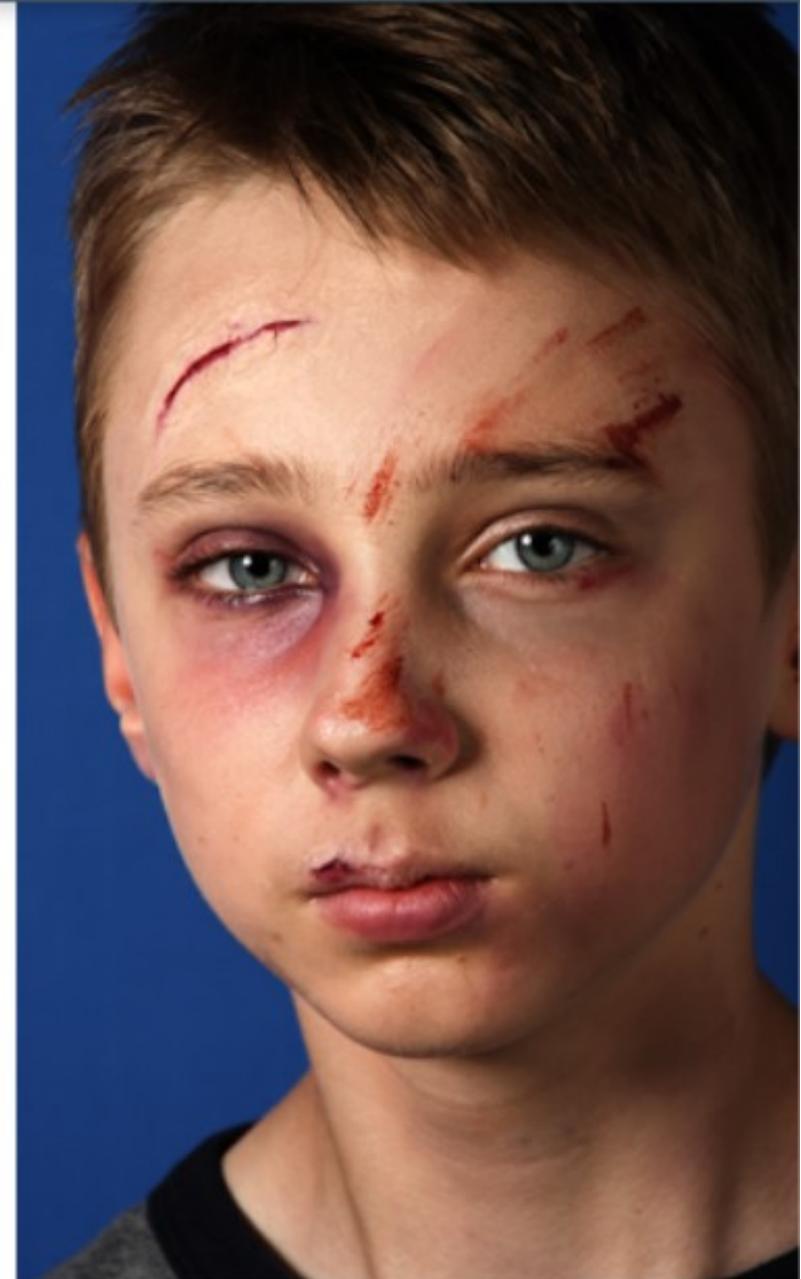
**Bruises** are the most common injury caused by physical abuse. Bruises from normal childhood mishaps usually occur to the “less fleshy” parts of one’s body, such as the forehead, elbows, knees and shins. It’s less common for children to sustain bruises to the “fleshy” parts of their bodies, such as their cheeks, abdomen, thighs and buttocks.

Most bruises do not have a recognizable shape. Bruises that appear as loop marks or hand marks, or that show a recognizable source (such as a belt) strongly suggest physical abuse. Also, watch for:

- An unusual amount of bruising;
- Bruises on different areas of the body;
- Multiple bruises in various stages of healing; and
- Bruises that indicate multiple strikes from a single object (e.g., a stick or a cord).

**Internal abdominal injuries** are difficult to recognize. Symptoms of abdominal injuries include:

- Pain or bruising in the abdominal area;
- A child guarding his/her body;
- An elevated heart rate;
- Signs of shock;
- A distended abdomen;
- A firm or rigid-feeling abdomen; and
- Low blood pressure.



## Indicators of Physical Abuse, continued 2

**Fractures** can result from direct blows, from twisting one's limbs or from falling. Fractures can be identified by:

- Swelling or bruising over a bone;
- A deformity in an arm or a leg;
- Pain in an injured area that gets worse when the area is moved or when pressure is applied;
- Loss of function in an injured area; or
- A bump or opening in the skin where an injury occurred.

A child with broken ribs may have difficulty breathing and may take quick, shallow breaths.



### Indicators of Physical Abuse, continued 3

**Head traumas** are the leading cause of death from physical abuse. Head trauma may be the result of a direct blow to the head or from severe shaking (commonly referred to as “shaken baby syndrome”).

When a child has a skull fracture, there may be blood or clear fluid leaking from the nose or ears, there may be eye pupils of unequal size, there may be bruises or discoloration around the eyes or behind the ears, or there may be swelling or a dent on part of the head.

Less severe head trauma cases may be recognized through the following symptoms:

- Sudden changes in behavior or mood, such as anxiety, irritability or depression;
- Vomiting;
- Dizziness, confusion or memory loss;
- Partial paralysis or numbness; or
- A headache.

In the most severe cases of head trauma, a child may become unconscious, suffer seizures or go into shock. These symptoms indicate a child is in dire need of emergency medical attention.



## Indicators of Physical Abuse, continued 4

**Burns** can be identified via the following indicators:

- Cigarette burns are round and are the size of cigarettes.
- Grease burns may leave a trail of the substance “dripping or running” down the skin.
- Scalding patterns from immersing a child into hot water often have clear burn lines.
- There may be areas of the skin that are less burnt because of folds in the skin.

**Bites** inflicted by animals may be difficult to distinguish from bites from other humans. However, bites from animals are typically smaller, deeper and narrower than human bites. Also, animal bites may show signs of the flesh being ripped or torn .



# 3

## Chapter

# Sexual Abuse

**Topics in this chapter include:**

- Sexual Abuse
- Indicators of Sexual Abuse

## Sexual Abuse

All states include sexual abuse as part of their child-protection laws. **Sexual abuse** occurs when an adult engages in inappropriate sexual behavior with a child, or when a child is exposed to inappropriate sexual behavior.

Sexual abuse can include any of the following behaviors:

- Oral, anal or genital penetration;
- Fondling of a child's genitals, breasts or buttocks;
- Making the child fondle an adult's genitals;
- Indecent exposure;
- Sexual exploitation of children (e.g., involving a child in prostitution or in the production of child pornography);
- Inadequate or inappropriate supervision of a child's voluntary sexual activities; and/or
- Exposing a child to pornographic materials.

The term **sexual abuse** typically refers to situations where a child is abused by a parent or another family member.

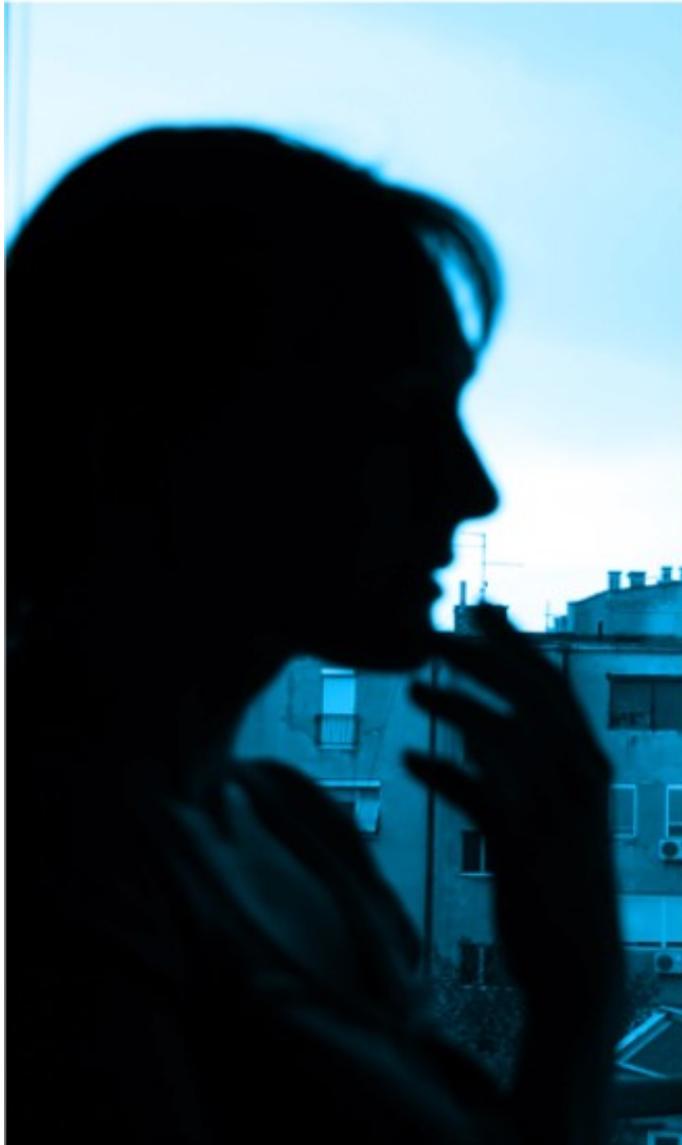
**Sexual assault** typically implies a forced or coerced sexual act by someone from outside the family. It may also include sexual acts committed by a person under the age of 18 when the perpetrator is significantly older than the victim, or when the perpetrator is in a position of power or control over a child.

The charges appropriate for a given case varies by state.



In some states, the definition of sexual abuse includes sex trafficking (i.e., the trafficking of children for sexual purposes).

## Sexual Abuse, continued



Sexual abuse impacts a child's behavior, school performance, attention, self-perception and emotional regulation. Many victims of sexual abuse become so consumed with the emotional effects of the abuse that they lack the energy they need to engage fully in learning.

After being sexually abused, children are at risk of developing significant emotional and behavioral difficulties. Victims may experience any combination of the following:

- A sense of guilt for their role in the abuse;
- Anger at their parents for not knowing about the abuse;
- Feelings of powerlessness;
- Feeling like they are "damaged goods"; and
- A fear that people will treat them differently because of the abuse.

## Sexual Abuse, continued 2

Victims of sexual abuse may also experience **mental health disorders**, including major depression.

Likewise, victims may start acting aggressively or engaging in age-inappropriate sexual behaviors. A child who has been sexually abused may approach adults seductively, assuming adults will be pleased by their behavior. Or s/he may abuse their peers or younger children as a way of trying to make sense of the abuse.

In addition, sexual-abuse victims often experience **posttraumatic stress disorder (PTSD)**, characterized by:

- Having Intrusive, reoccurring thoughts of the traumatic experience;
- Avoiding reminders of the trauma (e.g., places, people, sounds or smells that trigger memories);
- Numbing oneself emotionally;
- Behaving irritably;
- Having difficulties sleeping or concentrating; and
- Physical and emotional hyperarousal (e.g., mood swings that are disproportionate for the situation).



## Sexual Abuse, continued 3

In most sexual abuse cases, a period of grooming takes place. **Grooming** involves an adult increasingly and persistently invading the boundaries of a vulnerable child. Initially, children may welcome attention from an adult. An then, as the boundary invasions become increasingly inappropriate, the child may justify the adult's behavior because of the "special relationship" they share.

It's important to note that while all sexual grooming involves boundary invasions, not all boundary invasions constitute sexual grooming. Some boundary invasions between an adult and a child are understandable and justified. For example, a teacher's aide may need to change a student after a toileting accident. Or a coach may have to touch students while teaching them wrestling, football or gymnastics.



## Indicators of Sexual Abuse, Student

Consider the possibility of reporting possible sexual abuse if/when a *student*:

- Demonstrates bizarre, sophisticated or unusual sexual knowledge or behavior;
- Suddenly refuses to change for gym or participate in physical activities;
- Reports nightmares or bed-wetting;
- Experiences a sudden change in appetite; or
- Becomes pregnant (particularly if the child is younger than 14 years old).

Although indicators of sexual abuse are difficult to recognize, some include:

- Injuries to the genitals that make it difficult to walk or sit;
- Torn, stained or bloodied underwear; or
- Itching in the genital area. (Genital itching may indicate a sexually transmitted disease.)

It may be more difficult to detect the symptoms of sexual abuse in adolescents because of their increased knowledge of sexuality. That said, teens that exhibit intense promiscuity, self-injurious or suicidal behaviors may be revealing conflicts they're unable to handle.



## Indicators of Sexual Abuse, Caregiver

In addition to the indicators exhibited by a child, there are indicators exhibited by perpetrators of sexual abuse. Recognizing the indicators in a perpetrator may help to verify suspicions of sexual abuse.

Consider the possibility of sexual abuse if/when a *parent or caregiver*:

- Is unduly protective of a child;
- Severely limits a child's contact with other children, especially children of the opposite sex;
- Is secretive and isolated; or
- Is jealous or controlling with family members.



# 4

Chapter

## Emotional Abuse

**Topics in this chapter include:**

- Emotional Abuse
- Indicators of Emotional Abuse

## Emotional Abuse



Even the most responsible of parents have occasions when they say hurtful things to their children, fail to give them the attention they want, or scare their children with threatening behavior. Emotional abuse involves more than an occasional poor choice of words or an occasional display of insensitive behavior.

**Emotional abuse** (i.e., psychological abuse) is a pattern of behavior that impairs a child's emotional development or sense of self-worth. Examples of emotional abuse include:

- Constant criticism, ridicule or threats;
- Withholding love, affection or guidance;
- Ignoring a child's attempts to interact;
- Persistent, marked inattention to a child's need for affection, emotional support or attention; or

isolating a child (e.g., confining a child, placing unreasonable limitations on a child's freedom of movement, or restricting the child from interacting with his or her peers).

State laws often define emotional abuse as "injury to the psychological capacity or emotional stability of a child, as evidenced by an observable or substantial change in behavior, emotional response or cognition" and injury as evidenced by anxiety, withdrawal or aggressive behavior.

## Indicators of Emotional Maltreatment

Emotional abuse is most often observed through behavioral indicators. It is nearly always present in conjunction with other forms of maltreatment. Consider the possibility of reporting emotional abuse if/when a *child*:

- Shows extremes in behavior (e.g., overly compliant behavior, overly demanding behavior, extreme passivity or extreme aggression);
- Is either inappropriately adult or inappropriately infantile;
- Is delayed in physical or emotional development;
- Displays suicidal behaviors;
- Reports a lack of attachment to his/her parent;
- Runs away from home;
- Shows significant sadness, self-denial, depression, low self-esteem or withdrawal;
- Is unable to form trusting relationships;
- Displays habit disorders (e.g., sucking, biting, rocking, etc.);
- Has phobias, obsessions, compulsions;
- Has conduct disorders (e.g., (is anti-social, violent, destructive or sociopathic); or
- Has neurotic traits (e.g., sleep disorders, speech disorders or the inability to play).



## Indicators, continued

Consider the possibility of emotional abuse when if/when a *parent or caregiver*:

- Constantly blames, belittles or berates a child;
- Is unconcerned about a child and refuses to consider offers of help for the child's problems;
- Overtly rejects a child;
- Sees a child as entirely bad, worthless or burdensome;
- Demands a level of physical or academic performance that the child cannot achieve; or
- Looks primarily to the child to provide him/her care, attention and the satisfaction emotional needs.

The behavior of *emotionally abused* children may be similar to the behavior of children who are *emotionally disturbed*. Parental behavior can help to distinguish between the two. The parents of an emotionally disturbed child are usually concerned about their child's welfare and seek help. The parents of an emotionally abused child may ignore that their child has a problem, refuse all offers of help, and/or appear unconcerned.

 [State statutes pertaining to all forms of child maltreatment](#)



# 5

## Chapter

# Speaking with a Victim

Topics in this chapter include:

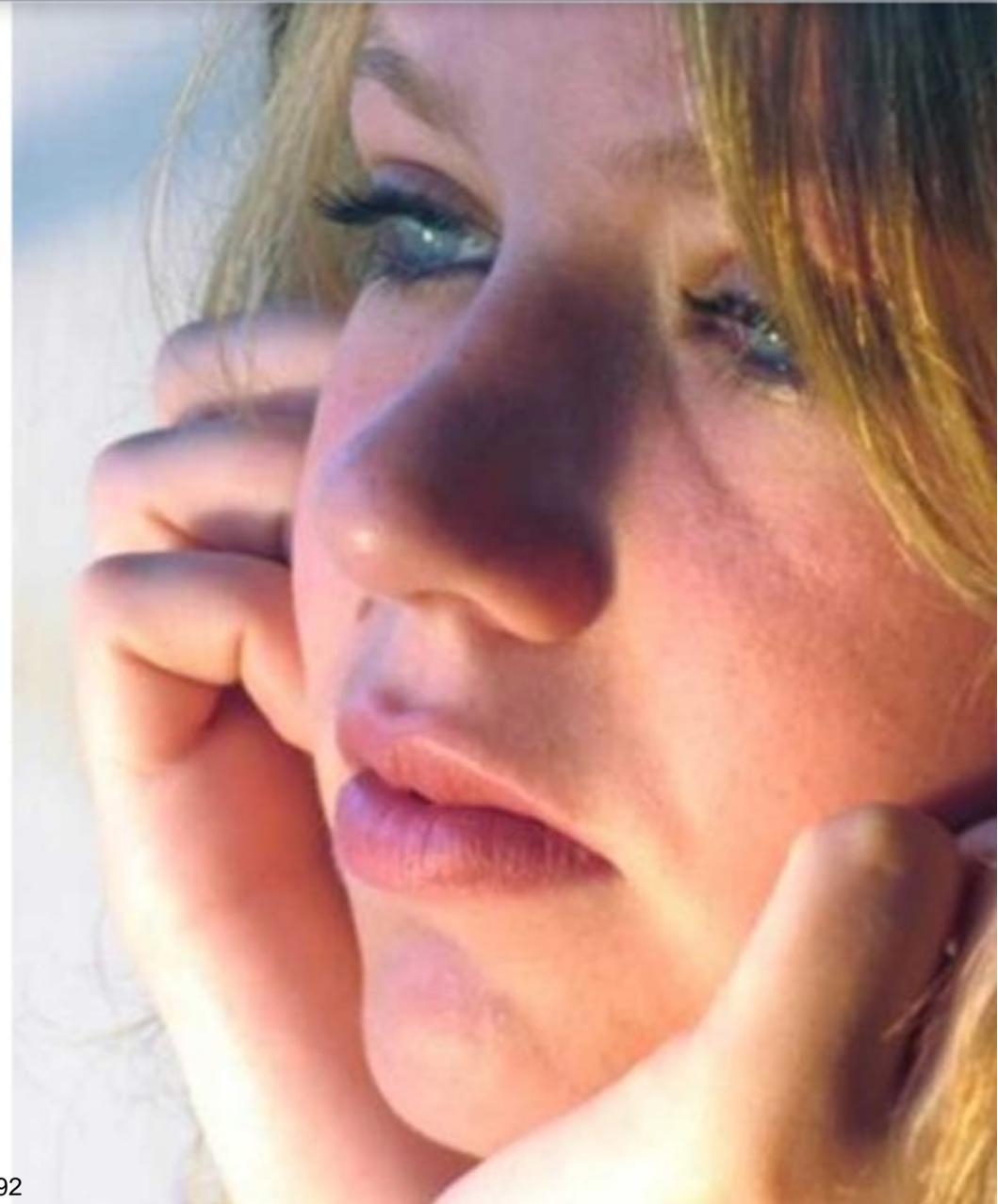
- Overview
- How to Speak with a Victim

## Overview

Typically, when a child talks about neglect or abuse, s/he confides in someone trustworthy. That “someone” may be you, because school might be the child’s one safe refuge from abusive environment at home.

The thought of talking to a child about neglect or abuse may make you feel uncomfortable. But how you handle such a conversation is critical. It could, quite literally, be the most important discussion the child will ever have.

It’s essential you make the child feel comfortable. You want him/her to disclose as much information as s/he’s willing to do. That’s because your goal is to identify — and ultimately report — suspected child abuse so that a trained professional can investigate the situation.



## How to Speak with a Victim 1-4



When speaking with a possible victim of neglect or abuse:

1. Talk to the victim in private. Choose a comfortable area where you can't be overheard.
2. Don't be emotional. Maintain an open posture. Be calm and reassuring so the child stays relaxed. Don't show disgust about the abuse or the abuser; the child may think your disgust is directed at him/her for the acts forced s/he endured. In addition, even if the abuser committed a horrible act, he may still be someone the child loves.
3. Speak to a child at his/her level. Don't use terms unfamiliar to the child. And don't correct the child if s/he uses inappropriate language to describe what happened, or as part of an emotional outburst.
4. Listen intently. Show you're paying attention by nodding your head and using simple phrases like, "I see." Don't plead for information or coerce a child to share more than s/he wants.

## How to Speak with a Victim 5-6

5. Take the child seriously. Don't try to judge the child's truthfulness; a Public Child Services Agency (PCSA) will investigate the matter to determine what happened. Just let the child know what s/he's saying is important, and that sharing it is the right thing to do.
6. Obtain the information needed to make a report. Ask these four important who/what/when/where questions:
  - I. Who did this to you?
  - II. What happened?
  - III. When did this happen?
  - IV. Where were you when this happened?

Then, follow-up with open-ended questions such as, "What happened next?" Refrain from asking "why" questions. A child may think that you're asking him/her to justify his/her comments.



## How to Speak with a Victim 7-8

7. Help the child devise a safety plan. Talk about what the child should do if the abuse persists. If it does continue, encourage her/him to talk to you or another trusted adult right away. Suggest other people who can help.
8. Don't make promises or create misleading expectations. Let the child know you'll do everything you can to help. But don't promise the abuse will end. If you do, and the abuse endures, the child may no longer trust you. Also, don't promise a happy ending. Although steps will be taken to protect the child, s/he may be removed from her/his home, someone the child loves may be jailed, or the child's family may endure great amounts of stress.



## How to Speak with a Victim 9-10

9. Explain to the child what will happen next. Don't allow the child to think you will keep the conversation secret. Explain what you will do and what s/he can expect. Talk positively about what will happen and reassure the child that it's all to help and protect her/him.
10. Don't delay in making a report. If necessary, ask someone to assume your responsibilities so you can contact a law enforcement or a PCSA. Discuss the situation with someone before the child leaves school so protective measures can be enacted as needed.



Immediately after your conversation with the child, write down what she said. Be as detailed as possible, using the child's exact words.

# 6 Chapter

## Understanding Child Neglect and Abuse

**Topics in this chapter include:**

- Effects of Child Neglect and Abuse
- Risk Factors
- Protective Factors

## Effects of Child Neglect and Abuse

A growing body of evidence indicates that neglect and abuse can affect a child's cognitive, emotional, social and behavioral development. In fact, a child's brain structure and chemical activity can actually be changed.

How a kid is impacted depends on her/his age at the time of the maltreatment, the identity of the perpetrator, whether the child had dependable nurturing individual in her/his life, the type and severity of the maltreatment, how long the maltreatment lasted, and other factors.

Genetics predispose us to develop in certain ways. But our life experiences — including our parental interactions — significantly impact how those pre-dispositions are expressed. Genetics and life experience *both* play a role in brain development. And the brain adapts to negative experiences just as readily as it adapts to positive ones.



## Effects, continued



Children who have been neglected or abused may not be functioning at their chronological age in terms of their cognitive, emotional, social and behavioral skills. They may also display unusual or difficult coping behaviors. For example, abused or maltreated children may:

- Be unable to control their emotions and have frequent outbursts;
- Be quiet and submissive;
- Have difficulties learning in school;
- Have difficulties getting along with siblings or classmates;
- Have unusual eating or sleeping behaviors;
- Attempt to provoke fights or solicit sexual experiences;
- Be socially or emotionally inappropriate for their age; or
- Be unresponsive to affection.

The effects of maltreatment can continue to influence brain development and activity into adolescence and adulthood.

## Risk Factors

It is impossible to predict whether a child will be the victim of neglect or abuse. However, researchers have identified various factors common to victims child maltreatment; these are known as **risk factors**. Understanding risk factors can help identify victims of child maltreatment.

Children raised in homes where risk factors are present are more likely to experience abuse or neglect. When multiple risk factors are present, the risk is even greater. However, the presence of risk factors doesn't always mean maltreatment is taking place.



## Risk Factors, continued

Some of the most common risk factors include:

- **Immaturity** — Young parents may lack experience with children or be unprepared for the responsibility of raising a child.
- **Stress** — Families struggling with poverty, unstable housing, divorce or unemployment may experience higher levels of stress.
- **Substance abuse** — The effects of substance abuse — as well as the time, energy, and money spent obtaining drugs or alcohol — make it difficult for parents to care for their children.
- **Parental histories** — How a person is raised plays a large part in how s/he parents her/his own child. However, it is incorrect to assume that a maltreated child will grow up to become an abusive or neglectful parent. Two-thirds of parents who were maltreated as children do not maltreat their own children.
- **Attitudes and knowledge** — Negative, misguided attitudes about a child's behavior and inaccurate knowledge about child development are risk factors for child maltreatment:
  - A parent's lack of knowledge about normal child development may result in unrealistic expectations, which can result in inappropriate punishments.
  - Parents who become frustrated and don't know how to manage a child's behavior may lash out at a child.
  - Parents may have attitudes that devalue children or view them as property.



Two-thirds of parents who were maltreated as children *do not* maltreat their children.

## Risk Factors, continued 2

- **Family structure** — Children living in single-parent homes may have a higher risk of experiencing child maltreatment than children living with two parents. Lower income, increased stress and fewer supports all contribute to the risk of maltreatment.
- **Marital conflict and domestic violence** — Children in chaotic or violent homes are likely to experience harmful emotional consequences. These children may be victims of physical abuse themselves, or they may be neglected by parents who are focused on their partners or who are unresponsive to their children.
- **Poverty and unemployment** — Poverty and unemployment are associated with child maltreatment — particularly neglect. Most poor people do not maltreat their children; however, poverty increases factors associated with maltreatment.
- **Social isolation** — Effective parenting is more difficult when parents lack a supportive partner, a supportive family or a supportive community.



## Protective Factors



Trauma from neglect and abuse affect children differently. Some kids may experience severe long-term consequences, while others may not. The ability to cope with a negative experience is referred to as **resilience**. Resilience results from a mixture of both risk and protective factors.

**Protective factors** are conditions or attributes that promote well-being and reduce the risk of negative outcomes. Protective factors help individuals negotiate difficult circumstances and fare better in school, work and life.

Building protective factors for victims of child abuse and neglect can help increase resilience in the short-term. Building protective factors can also promote skills, personal characteristics, knowledge, relationships and opportunities that contribute to positive long-term outcomes.

## Protective Factors, continued

What follows is a non-inclusive list of protective factors:

- **Self-efficacy** — A positive internal locus of control.
- **A sense of purpose** — A positive attitude toward religiosity, faith or spirituality.
- **Self-regulation skills** — The ability to control emotions and cognitive thought processes.
- **Problem-solving skills** — The ability to solve challenges.



## Protective Factors, continued 2

- **Relational skills** — The ability to perform effectively in social situations.
- **Involvement in positive activities** — School connectedness, commitment and engagement.
- **Positive peers** — Support from positive friends.
- **A positive school environment** — A positive school climate and effective programming in schools.



## End of Section

You have completed this section of the course. You must complete all sections and take the test to receive credit for this course.

Click on the next section in the left-hand navigation bar. If you've completed all sections, please click "Take Test."

