



Board of Directors  
North Clackamas School District 12  
12400 SE Freeman Way  
Milwaukie, Oregon 97222

## Agenda

North Clackamas School Board  
Thursday, August 11, 2022 - 6:30 PM  
Board Room  
12400 SE Freeman Way  
Milwaukie, OR 97222

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

### OPEN SESSION

6:30	<b>Call to Order</b>	
	<b>Native Land Acknowledgement</b>	2
	<b>Flag Salute</b>	
	<b>Minutes - July 7, 2022</b>	3
	<b>Consent Agenda</b>	
	<b>A. Employment Changes</b>	
	<b>B. Policy Revisions</b>	7
6:35	<b>Community Comments</b>	16
6:50	<b>1. Board Reports</b>	
7:05	<b>2. Board Liaison Committee Assignments</b>	18
	Presenter: Jena Benologa	
7:15	<b>3. Preschool Promise Grant</b>	21
	Presenter: Khaliyah Williams-Rodriguez	
7:45	<b>4. Superintendent's Contract</b>	42
	Presenter: Mitzi Bauer	
7:55	<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.

**NORTH CLACKAMAS SCHOOL DISTRICT 12  
CLACKAMAS COUNTY, OREGON  
MINUTES — BOARD OF DIRECTORS REGULAR MEETING  
July 7, 2022  
Boardroom**

**Executive Session** With due notice having been given and a quorum present, Chair Libra Forde convened executive session under ORS 332.061(1), ORS 192.660 (2)(d) and (2)(e) at 6:00 p.m. with the following members present:

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

Also present were Ivonne Dibblee, Tiffany Shireman, and Aeylin Summers.

R22/23-1 Student Expulsion - The Executive Session was held to discuss the expulsion of a student. The Board voted to uphold the recommendation of the hearings officer.  
Executive Session adjourned at 6:31pm.

**Open Session** Chair Libra Forde convened open session at 6:36pm.

Present, in addition to those in the executive session were Michelle Riddell, Matt Makara and Khaliyah Williams-Rodriguez. Aeylin Summers left the meeting after Executive Session. District employees and community members were provided a live stream on YouTube in addition to the in person option.

Director Mitzi Bauer read the Native Land Acknowledgement. Director Jena Benologa led the Pledge of Allegiance.

R22/23-2 Selection of Chair/Vice Chair - Superintendent Shay James asked for nominations for Board Chair. Tory McVay nominated Mitzi Bauer, Kathy Wai seconded the nomination. No other nominations were offered. The nomination of Mitzi Bauer as Chair for the 2022-2023 school year was approved unanimously. Mitzi Bauer was named Chair for 2022-2023 and presided over the remainder of the meeting.

R22/23-3 Board Chair Mitzi Bauer asked for nominations for Vice Chair. Steven Schroedl nominated Jena Benologa, Orlando Perez seconded the nomination. No other nominations were offered. The nomination of Jena Benologa as Vice Chair for the 2022-2023 school year was approved unanimously. Jena Benologa was named Vice Chair for 2022-2023.

R21/22-4 **Minutes** – Kathy Wai moved, Tory McVay seconded the motion to approve the minutes of the regular Board Meeting held June 23, 2022.

Motion passed unanimously.

R21/22-5 **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 terminations

**Travel Permission Request -**

- Grant permission for 11 students from Rex Putnam High School Drumline to travel to Rockaway Beach, Oregon, August 13-16, 2022

**Travel Request -**

- Grant permission for 11 students from Adrienne C. Nelson High School Cheer to travel to Portland, Oregon, July 20-23, 2022

Motion passed unanimously.

**Community Comments** –

- Brett Duax, Happy Valley, spoke regarding vandalism at schools.
- Angela Pederson, Oregon City, spoke regarding materials in school libraries.

**Declaration of Actual, Potential or Perceived Conflict of Interest** - Board members made public declarations of actual, potential or perceived conflicts of interest as follows:

Kathy Wai – None stated.

Orlando Perez - None stated.

Libra Forde - None stated.

Steven Schroedl - None stated.

Tory McVay – Perceived: Wife is a volunteer for the North Clackamas Education Foundation (NCEF) and his employer (Onpoint Credit Union) services NCEF.

Jena Benologa – Potential: Academic Director for an exchange program that places exchange students in District schools.

Mitzi Bauer - None stated.

R21/22-6

**North Clackamas Education Foundation Contract Renewal** - Libra Forde moved, Orlando Perez seconded the motion to untable the motion to approve a five-year contract between the North Clackamas School District and the North Clackamas Educational Foundation and bring back to action item.

Motion passed unanimously.

Board voted on June 23, 2022 motion to approve a five-year contract between the North Clackamas School District and the North Clackamas Educational Foundation.

Motion passed 5-1. Libra Forde, Orlando Perez, Jena Benologa, Kathy Wai, and Mitzi Bauer voted yes. Steven Schroedl voted no. Tory McVay was not present at the time of vote.

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

IKF – Graduation Requirements, delete prior version and replace with new version to align to current state requirements.

R21/22-7

**Budget Committee Vacancy** - Chief of Staff Tiffany Shireman recommended the Board declare Budget Committee appointed position 12 vacant.

Kathy Wai moved, Jena Benologa seconded the motion to move Board Committee Vacancy from a discussion item to an action item.

Motion passed with 4 votes. Steven Schroedl and Orlando Perez were not present at the time of vote.

Jena Benologa moved, Kathy Wai seconded the motion to declare Budget Committee appointed position 12 vacant.

Motion passed with 4 votes. Steven Schroedl and Orlando Perez were not present at the time of vote.

**Board Protocols/Operating Agreements** – The Board reviewed the Board Protocols and Operating Agreements document. No changes were proposed.

Board Liaisons Committee Assignments - The Board reviewed the list of liaisons for District and Board committees. Each board member was asked to submit their preferences for committee participation during the 2022-2023 school year to the Board Chairs.

Mandatory Child Abuse Reporting Training - Superintendent Shay James provided the Board with a training handout and offered to provide additional support if needed.

Superintendent Contract – Board Chair Bauer delegated Vice Chair Benologa and Director Forde to work with board legal counsel to evaluate updates to the Superintendent’s contract.

There being no further business to come before the Board, the meeting adjourned at 7:42 p.m.

**Unapproved**

Draft

**POLICY REVISIONS**

**CONSENT B**  
August 11, 2022

**REASON FOR BOARD CONSIDERATION:**

Approval of the attached revised policy.

**COMMITTEE RECOMMENDATION:**

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

**BUDGET IMPACT/SOURCE OF FUNDS:**

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

**ATTACHMENTS:**

Drafts of the following policy 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.

**NOTE:**

Following the Board’s policy revisions discussion on July 7, 2022, the proposed policy was revised to modify wording related to houselessness and the term “runaway.”

**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/Houseless;
3. An runaway unmarried child under 18 years of age who, without consent of the parent or other person having legal custody of that child, leaves or stays away from the home or other dwelling place provided for the child by that person. This is sometimes referred to as 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 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>2</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>3</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

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<sup>2</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021).

<sup>3</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. 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 the Extended Application expectations and meet district graduation requirements. 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>4</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](#)

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<sup>4</sup>Oregon Department of Education page for: [30-day notice and opt-out form](#)

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



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

**BOARD LIAISON COMMITTEE ASSIGNMENTS**

**REPORT**  
Agenda Item #2  
August 11, 2022

**SUPERINTENDENT'S RECOMMENDATION:**

This time is set aside to notify Board members of the Board liaison committee assignments for 2022-2023.

**ORIGINATED BY:**

Annual agenda item.

**ATTACHMENTS:**

2022-2023 Committee Liaison Assignments

[Policy BCE/BCF](#)

**PRESENTER:**

Jena Benologa, Board Vice Chair

**Student Voice Equity Committee**

An advisory committee to understand 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.

Liaisons = Jena Benologa, Kathy Wai, Mitzi Bauer

**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.

Liaisons = Jena Benologa, Tory McVay

**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.

Liaisons = Jena Benologa, Orlando Perez

**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.

Liaisons = Mitzi Bauer, Orlando Perez

**NCEA Labor Association**

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

Liaisons = Mitzi Bauer, Tory McVay

**OSEA Labor Management**

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

Liaison = Tory McVay

**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.

Liaisons = Jena Benologa, Orlando Perez

**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.

Liaisons = Jena Benologa, Orlando Perez

**Senate Bill 732**

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

Liaisons = Kathy Wai, Mitzi Bauer, Orlando Perez

**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.

Members = Libra Forde, Mitzi Bauer

## **PRESCHOOL PROMISE GRANT**

Discussion  
Agenda Item #3  
August 11, 2022

### **SUPERINTENDENT'S RECOMMENDATION:**

This item is presented for future School Board approval of request to apply for, appropriate, and expend grant funds for the Preschool Promise Grant and the addition of a NCSD preschool program.

### **BUDGET IMPACT/SOURCE OF FUNDS**

In 2015, the Oregon Legislature enacted HB 3380, which created a new preschool model and funding stream to develop the Preschool Promise program. The Oregon Legislature allocated funds to implement HB 3380 and currently the program is managed by the Oregon Department of Education's Early Learning Division. The Preschool Promise grant serves children ages 3 to 4 years old from families with incomes at or below 200 percent of the Federal Poverty Level. Approximately 3,756 children are currently enrolled in Preschool Promise programs in Oregon, and the state is adding more than 2,500 new preschool slots for eligible families in 2022. This program is dependent on state funding and does not require an annual renewal.

### **BACKGROUND:**

The purpose of this presentation is to provide information about the purpose of the preschool experience for students in our school community and our work toward implementing a preschool program via a Preschool Promise grant.

### **Why Preschool is Essential**

While there is much written about the high impact of early childhood education, there are three main arguments that highlight the immense need for early childhood education and care; returns on investment, early brain development and addressing inequity through access.

### **Returns on Investment:**

After decades of research including longitudinal studies, the most famous of them conducted by a Nobel Laureate in Economics, early childhood education has higher returns on investment than anything else we could fund in education settings. Remedial programs in the later grades are expensive, not as effective, and often come too late. It is far more cost effective to create a strong foundation and to sustain those benefits in the early grades. This is why the Preschool-3rd grade movement exists, it was derived from economic studies on the returns on investment in education.

### **Early Brain Development:**

Due to advancement in neural research, we now know how the young brain develops and have discovered that the early years are not just ambiguously formative, the experiences a child will have in their early years will actually shape the structure of their neural connections and establish the architecture of a child's brain. It is much harder to change the architecture of a brain than it is

to shape it in the early years.

### **Access to Preschool**

In our current system, access to preschool is determined by income; preschool has a high impact in addressing equity. Because of the way early childhood education is funded in our country and our state, there is far more demand than there is supply. Early childhood education is expensive, and families with the means to pay for preschool out of pocket are gaining the benefits of preschool. When children have access to high-quality preschool, they are more likely to be prepared socially and academically for later learning and opportunities.

### **THE PRESENTATION WILL INCLUDE THE FOLLOWING:**

- Introduction
- Why preschool is essential
- NCS D Preschool Advisory Team
- Preschool Promise Grant
- Discussion

### **ATTACHMENTS:**

- [Preschool Promise School Board Presentation](#)
- [NCS D Preschool Promise Application](#)
- References
  - [First Five Years Fund](#): The *First Five Years Fund* highlights a comprehensive and longitudinal study of the Boston Public Preschool program including long term benefits.
  - [Early Childhood Return on Investment](#): This website is dedicated to publication of long term studies on the economic impact of preschool.
- Policies:
  - Funding Proposals and Applications: [DD](#)
  - Grant Application Process: [DD-AR](#)
  - Curriculum Approval/Curriculum Guides and Course Outlines: [IFD](#)
  - Curriculum Approval/Curriculum Guides and Course Outlines: [IFE](#)

In summary, investing time and effort into supporting high-quality preschool in North Clackamas is an equity initiative ensuring underserved communities enter our K-12 system better prepared for all academic pursuits with high impact, especially on literacy efficacy for all learners.

### **PRESENTERS/STAFF CONTACT:**

Khaliyah Williams-Rodríguez, Executive Director of Elementary Programs  
Jen Kempf-Burkart, Early Learning Coordinator

# Preschool Promise Grant



School Board Presentation  
August 11, 2022



# Presentation Overview

- ❖ Why preschool is essential
- ❖ NCSD Preschool Advisory Team
- ❖ Preschool Promise grant



# Why Preschool is Essential

1. Early childhood education and care has the highest return on investment.
2. The architecture of a child's brain is formed and established in their youngest years.
3. Access to preschool is determined by income; preschool has high impact in addressing equity.



# Preschool Promise Grant Proposal

- ❖ Why Preschool is Essential
- ❖ NCSD Preschool Advisory Team
- ❖ Preschool Promise Grant

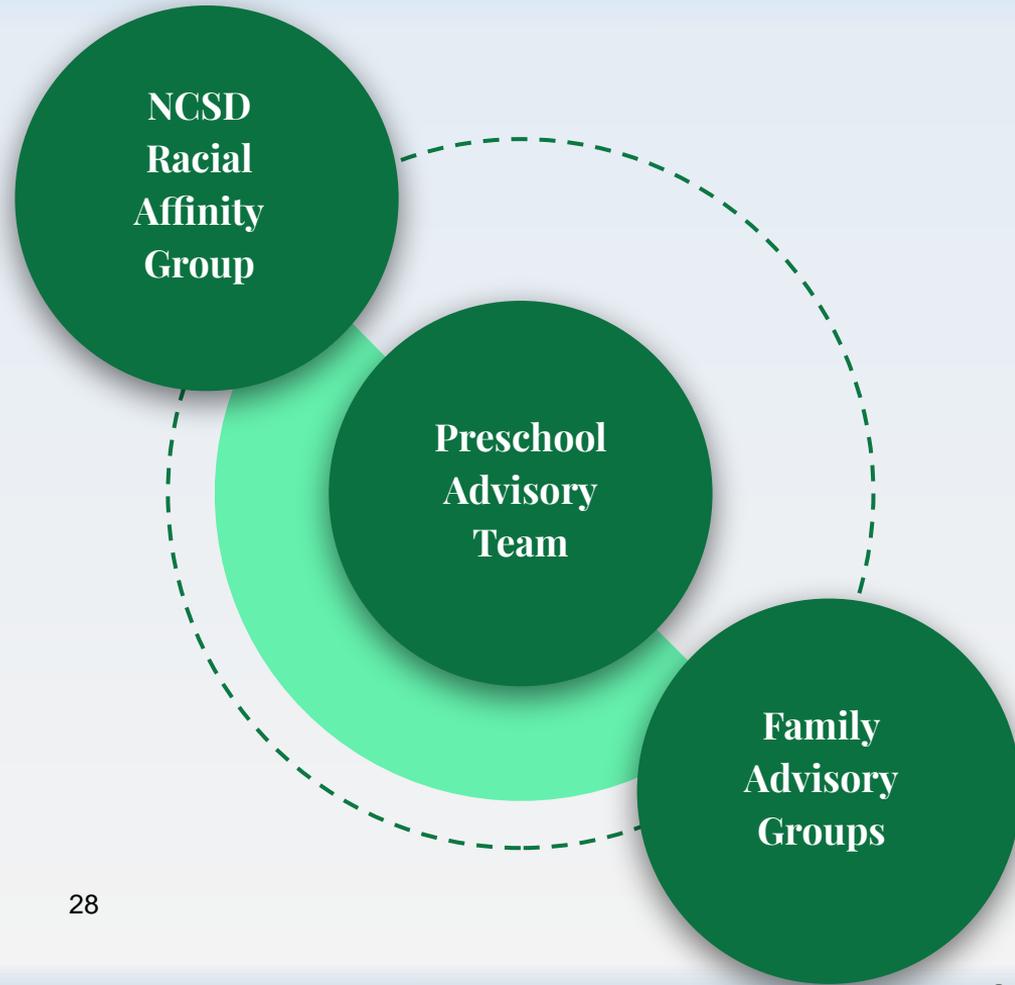


# Preschool Advisory Team Goal

Advise on how our values, goals and priorities will influence practice when designing and implementing our North Clackamas preschool program.



Bringing voices into  
our process to  
center equity



# North Clackamas Preschool Advisory Team

## *Preschool Program Values*

Culturally Affirming	Practices Based on Child Development Research
Partner with Families	Fully Inclusive



# Preschool Promise Grant Proposal

- ❖ Why Preschool is Essential
- ❖ NCSD Preschool Advisory Team
- ❖ Preschool Promise Grant Overview



# Preschool Promise Grant

Preschool Promise is a publicly funded program serving children ages 3 to 4 years old from families with incomes at or below 200 percent of the Federal Poverty Level. Preschool Promise is managed by the Oregon Department of Education Early Learning Division.



# Preschool Promise: Staffing Model

## ❖ Staffing

- 1 Lead Teacher
- 2 Instructional Assistants
- 18 students



# Preschool Promise: Site Consideration

## ❖ Phase 1: Oak Grove Elementary

- Highest (48%) Free or Reduced Meals rate for the school's residential area
- Preschool Promise Priority Population and Zip Code
- Early Care and Education Sector Plan Priority Population
- Community and Administrative Support
- Safe and secure outdoor play area

## ❖ Phase 2: Lot Whitcomb Elementary



# Preschool Promise

## ❖ Allocation

- \$13,650 per student
- \$900 per student transportation enhancement
- \$2000 per student start up cost
- Total award anticipated: \$297,900



# Preschool Promise: Timeline

Date	Item
June 21st, 2022	Grant Proposals Due
August 24th, 2022	Issuance of Notice of Intent to Award
August 31st, 2022	Awards confirmed, appeal period ends
October 30th, 2022	Deadline to open Preschool Promise Classrooms





Code: DD  
Adopted: 3/17/11  
Readopted: 9/20/12

## **Funding Proposals and Applications**

The district shall pursue federal, state or private grants or other such funds that will assist the district in meeting the district strategic plan, adopted Board and district goals.

The superintendent or designee (e.g., the executive director of elementary programs, executive director of secondary programs) is authorized to use his/her judgment in approving grant applications. The superintendent or designee will inform the Board of grant submissions as appropriate. The Board reserves the right to reject funds associated with any grant that has been approved.

The Board shall, before an acceptance of such funds, consider the district's obligations, expectations or encumbrances when the grant ceases.

END OF POLICY

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

[ORS 294.100](#)

[ORS 294.305 - 294.565](#)

[ORS 332.075](#)

## **Grant Application Process**

The grant application process is to ensure grant requests follow prescribed, approved procedures which will enable all appropriate department personnel to be aware of and to support a grant's application and to approve any implications, including but not limited to service impact, to the district should the grant be funded.

The levels for each grant process are not defined strictly by the dollar amount. The grants are defined according to the number of schools and the overall personnel involved in supporting the grant. The process is to be monitored by the applicant and the grant administrator (e.g., elementary, middle or high schools executive director).

### **Definitions**

1. Grant Level 1:

Level 1 grant applications are for a smaller amount of funds, typically for \$1000 or less. The grant is to purchase something or fund an event or project for a single school site or a single department. The expenditure of the grant funds will not include any technology purchases or any changes to the facility. Also, there is no component to add new staff or to add to the hours/pay of an existing staff member.

Example: New books for the school or a classroom library, Dick's Sporting Goods grant to offset athletics costs for concussion testing, most field trip costs, etc.

2. Grant Level 2:

Level 2 grant applications are typically for a larger amount of money as the funds will apply to more than one school or department or are for multiple years. The expenditure of the grant funds will not include any technology purchases or any changes to the facility. Also, there is no component to add new staff or to add to the hours/pay of an existing staff member.

Example: Outdoor School funds for middle schools, NCEF Foundation grant to offset participation fees for arts electives, etc.

3. Grant Level 3:

Level 3 grant applications generally involve larger amounts of dollars to be expended, or they involve more district personnel to administer and manage. A Level 3 grant can be for one or more schools or departments, for one or more years. Level 3 grant applications may be used to buy technology hardware, software and/or to ensure the proper wiring to accommodate such purchases. Often, a Level 3 grant will pay for the salary and benefits of a person who will work in the district as

a part of a contract for services, or a person who will become a district employee. Also, a Level 3 grant could fund additional hours for existing staff to work to support a project.

Example: New laptop cart for a single school, iPads for students with special needs, salary/stipend support for a staff member to lead an after-school project at one or more schools, etc.

Grants developed by district employees and any proceeds from approved grants, are the property of the North Clackamas School District. In the event the grant developer leaves the district, all grant proceeds remain in the district.

In the event a grant awardee/project manager leaves one site and moves to another site within the district, the grant developer may make a proposal to the current site manager and to the level executive director to allow any grant proceeds to move to the new site.

On receipt of grant funds, the school or department will notify the school or department bookkeeper, the accounting department and the communications department.

In special cases where the submission of a grant application demands a compressed timeline and/or process, the executive director and the superintendent may communicate the circumstances directly to the Board.

**North Clackamas School District  
Building/Department Grant Process**

<b>Step 1:</b> Communication with principal or supervisor to review grant application.		
<b>Step 2:</b> Submit grant application to principal or supervisor.		
Level 1 Grant	Level 2 Grant	Level 3 Grant
<p><b>Step 3 - Level 1</b> <b>Principal/Supervisor reviews for following criteria:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Project occurs within one school or department only;</li> <li><input type="checkbox"/> One-year project period only;</li> <li><input type="checkbox"/> No new/additional technology, staffing or capital funding required;</li> <li><input type="checkbox"/> No additional salary or benefits for existing staff;</li> <li><input type="checkbox"/> No federal, state or local agency funding or requirements.</li> </ul> <p>If all criteria are met and the principal approves, proceed to <b>Step 4 - Level 1</b>.</p>	<p><b>Step 3 - Level 2</b> <b>Principal/Supervisor reviews for following criteria:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Project occurs within multiple schools or departments; and/ or</li> <li><input type="checkbox"/> Multi-year project period;</li> <li><input type="checkbox"/> No new/additional technology, staffing or capital funding required;</li> <li><input type="checkbox"/> No additional salary or benefits for existing staff;</li> <li><input type="checkbox"/> No federal, state or local agency funding or requirements.</li> </ul> <p>If all criteria are met and the principal approves, proceed to <b>Step 4 - Level 2</b>.</p>	<p><b>Step 3 - Level 3</b> <b>Principal/Supervisor reviews for following criteria:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Project occurs within multiple schools or departments; <b>and/or</b></li> <li><input type="checkbox"/> Multi-year project period; <b>and/or</b></li> <li><input type="checkbox"/> New/additional technology, staffing or capital funding required; <b>and/or</b></li> <li><input type="checkbox"/> Additional salary or benefits for existing staff; <b>and/or</b></li> <li><input type="checkbox"/> Federal, state or local agency funding or requirements.</li> </ul> <p>The principal/supervisor reviews and approves the application and proceeds to <b>Step 4 - Level 3</b>.</p>
<p><b>Step 4 - Level 1</b> <b>Submit to executive director for review.</b> As all criteria are met and the principal/supervisor approves, the executive director can approve the grant submission. <b>End of process.</b></p>	<p><b>Step 4 - Level 2</b> <b>Submit to executive director for review.</b> As all criteria are met and the principal/supervisor and the executive director approve the grant submission, proceed to <b>Step 5 - Level 2</b>.</p>	<p><b>Step 4 - Level 3</b> <b>Submit to executive director for review.</b> The executive director reviews the grant and directs the application to the appropriate department(s) outlined in <b>Step 5 - Level 3</b>.</p>
	<p><b>Step 5 - Level 2</b> <b>Executive Director submits application to the superintendent for review and Board approval.</b> The Board reviews the application as a part of Board proceedings and approves or denies submission. <b>End of process.</b></p>	<p><b>Step 5 - Level 3</b> <b>Executive Director submits the application to the appropriate department(s) for review:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Business Office:</b> Review additional salary and/or benefits for new or existing staff.</li> <li><input type="checkbox"/> <b>Human Resources:</b> Review implications for new/existing staff.</li> <li><input type="checkbox"/> <b>Facilities:</b> Review implications for capital changes.</li> <li><input type="checkbox"/> <b>Technology:</b> Review for additional technology hardware and/or software and/or wiring purchases and needs.</li> </ul>
		<p><b>Step 6 - Level 3</b> <b>Executive Director submits application to the superintendent for review and Board approval.</b> The Board reviews the application as a part of Board proceedings and approves or denies submission. <b>End of process.</b></p>



Code: **IFD/IFE**  
Adopted: 6/04/87  
Readopted: 5/17/12  
Orig. Code(s): IFD

## Curriculum Approval/Curriculum Guides and Course Outlines

Recommendations to add new programs or to delete existing programs must be approved by the Board.

Curriculum guides and course outlines will be provided for all courses offered in the district. Information regarding course offerings and course descriptions will be provided to all students and interested patrons of the district.

END OF POLICY

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### Legal Reference(s):

[ORS 332.072](#)  
[ORS 332.075](#)  
[ORS 332.075\(1\)](#)  
[ORS 332.107](#)  
[ORS 336.035](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-0606](#)  
[OAR 581-022-0807](#)  
[OAR 581-022-1020](#)  
[OAR 581-022-1030](#)

[OAR 581-022-1130](#)  
[OAR 581-022-1140](#)  
[OAR 581-022-1210](#)  
[OAR 581-022-1340](#)  
[OAR 581-022-1610](#)



Code: **IFD/IFE**  
Adopted: 6/04/87  
Readopted: 5/17/12  
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[OAR 581-022-0807](#)  
[OAR 581-022-1020](#)  
[OAR 581-022-1030](#)

[OAR 581-022-1130](#)  
[OAR 581-022-1140](#)  
[OAR 581-022-1210](#)  
[OAR 581-022-1340](#)  
[OAR 581-022-1610](#)

**SUPERINTENDENT’S CONTRACT**

**ACTION**  
Agenda Item #4  
August 11, 2022

**BOARD CHAIR’S RECOMMENDATION:**

Recommend approval of a three-year contract with Superintendent Shay James through June 30, 2025.

**ORIGINATED BY:**

The Board’s desire to enter into a three-year agreement with the superintendent.

**BACKGROUND:**

Vice Chair Benologa and Director Forde have worked with legal counsel to develop a three-year contract.

District policy prohibits the Board from entering into a contract with the Superintendent for more than three years at a time.

**PRESENTER / STAFF CONTACT:**

Mitzi Bauer, Board Chair