



## Agenda

North Clackamas School Board Work Session  
Thursday, October 27, 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.**

### WORK SESSION

<b>6:30</b>	<b>Call to Order</b>	
	<b>Native Land Acknowledgement</b>	<b>2</b>
	<b>Flag Salute</b>	
	<b>Minutes - October 13, 2022</b>	<b>3</b>
	October 22, 2022	
	<b>Consent Agenda</b>	
	<b>A. Employment Changes</b>	
	<b>B. Policy Revisions</b>	<b>8</b>
	<b>C. Travel Request Sabin-Schellenberg Center DECA</b>	<b>13</b>
<b>6:35</b>	<b>Community Comments</b>	
<b>6:50</b>	<b>1. Native American Heritage Month - Proclamation</b>	<b>21</b>
	Presenter: Mitzi Bauer	
<b>7:00</b>	<b>2. North Clackamas Education Foundation Update</b>	<b>23</b>
	Presenter: Shay James	
<b>7:45</b>	<b>3. Human Resources Update - Report</b>	<b>35</b>
	Presenter: Michelle Riddell	
<b>8:15</b>	<b>4. Standard Response Protocol - Report</b>	<b>60</b>
	Presenter: Matt Makara	
<b>8:45</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.

**NORTH CLACKAMAS SCHOOL DISTRICT 12  
CLACKAMAS COUNTY, OREGON  
MINUTES — BOARD OF DIRECTORS MEETING  
October 13, 2022  
Board Room**

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

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

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

R22/23-23 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 6:25pm.

**Open Session** Chair Mitzi Bauer convened open session at 6:38pm.

Present, in addition to those in the executive session were Matt Makara, Khaliyah Williams-Rodriguez, Mayra Gomez, Tammy O’Neill, Joe Bridgeman, Petra Callin, and Michelle Riddell. District employees and community members were provided a live stream on YouTube in addition to the in person option.

Vice Chair Benologa read the Native Land Acknowledgement. Chair Bauer led the Pledge of Allegiance.

R22/23-24 Minutes – Jena Benologa moved, Steven Schroedl seconded the motion to approve the minutes of the regular Board Meeting held September 22, 2022.

Motion passed unanimously, 4-0. Orlando Perez was not present at time of vote.

R22/23-25 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:

- Licensed appointments, assignments, transfers, leaves, and terminations

**Travel Permission Request -**

- Grant permission for 8 students from Sabin-Schellenberg Center DECA to travel to Anaheim, CA, November 17-20, 2022

**Travel Permission Request -**

- Grant permission for 11 students from Sabin-Schellenberg Center Future Farmers of American to travel to Indianapolis, IN, October 23-30, 2022

**Travel Permission Request -**

- Grant permission for 12 students from Clackamas High School Varsity Girls Basketball to travel to Phoenix, AZ, December 18-23, 2022

Motion passed unanimously, 4-0. Orlando Perez was not present at time of vote.

**Community Comments -**

- Mike Corbus, Milwaukie, spoke regarding recent events at their children's school.
- Jennifer Corbus, Milwaukie, spoke regarding recent events at their children's school.
- Mike and Jennifer Corbus (on behalf of their daughter Kylie Corbus), spoke regarding recent events at school.

**North Clackamas Education Association (NCEA) Featured Educator -** NCEA Representative, Jesse Hendryx-Dobson, recognized Emma Tinker, Rock Creek Middle School teacher, as the NCEA Featured Educator of October.

**Superintendent's Report -** Superintendent Shay James gave a report celebrating students, reporting on Division 22, youth equity advisory committee, education equity advisory committee, and community public forum.

- Division 22: The district is required to report annually on compliance with Oregon's Division 22 standards for public elementary and secondary schools. NCS D was compliant with the required standards for the 2021-2022 school year with the exception of OAR 581-022-2263 regarding middle school Physical Education instructional minutes. Staff will submit the appropriate report and action plan to ODE and post compliance information on the school district website prior to the Oregon Department of Education's November deadline.

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

**2022-2023 Class Size Report** - Assistant Superintendent of Education Ivonne Dibblee, Executive Director of Elementary Programs Khaliyah Williams-Rodriguez, and Executive Director of Secondary Programs Petra Callin presented a report on class sizes for elementary, middle and high schools.

**2022 Summer Learning Report** - Assistant Superintendent of Education Ivonne Dibblee and Director of Community Services Natalie Whisler presented information and an annual update on the summer learning program.

**Student Success Act: Student Investment Account Annual Report** - Student Investment Account Administrator Joel Stuart and Director of Integrated Programs Jen Kiltow presented an annual report on the student investment account.

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

BBA – Board Member Qualifications, revised due to align with the criteria stated in statute and in the Oregon Constitution to be an elector for a member of a school board.

CB – Board-Superintendent Relationship, revised due to Senate Bill 1521 (2022).

GBC – Superintendent’s Contract, revised due to Senate Bill 1521 (2022).

There being no further business to come before the Board, the meeting adjourned at 8:17 p.m.

**Unapproved**

**NORTH CLACKAMAS SCHOOL DISTRICT 12  
CLACKAMAS COUNTY, OREGON  
MINUTES — BOARD OF DIRECTORS REGULAR MEETING  
October 22, 2022  
Zoom**

**Executive Session** With due notice having been given and a quorum present, Chair Mitzi Bauer convened executive session under ORS 192.660(2)(b), at 9:05 a.m. with the following members present:

Mitzi Bauer	–	Chair
Jena Benologa	–	Vice Chair
Libra Forde	–	Director
Kathy Wai	–	Director
Orlando Perez	–	Director
Shay James	–	Superintendent
Donna Collingwood	–	Board Secretary

Also present were Michelle Riddell, Cindy Detchon, Khaliyah Williams-Rodriguez and Legal Council Jollee Patterson.

Step Three Appeal to the Board Pursuant to KL-AR (Public Complaint Procedure) - The Executive Session was held to discuss and determine whether the district followed the process established by KL-AR.

Executive Session adjourned at 11:06 a.m.

**Open Session** Chair Mitzi Bauer convened open session at 11:06 a.m.

District employees and community members were provided a Zoom link.

R22/23-26 Step Three Appeal to the Board Pursuant to KL-AR (Public Complaint Procedure) - Kathy Wai moved, Jena Benologa seconded the motion that the district followed the process established in KL-AR.

Motion passed unanimously, 4-0. Libra Forde was not present at time of vote.

An additional motion was added to the agenda.

R22/23-27 Ad Hoc Committee Review - Kathy Wai moved, Orlando Perez seconded the motion to direct the Ad Hoc Committee to look at KL-AR, discrimination and complaint policies and have access to supports for all the parties involved.

Motion passed unanimously, 4-0. Libra Forde was not present at time of vote.

The Board will send written notice of the decision to the complainant.

There being no further business to come before the Board, the meeting adjourned at 11:13 a.m.

**Unapproved**

Draft

**POLICY REVISIONS**

**CONSENT B**  
October 27, 2022

**REASON FOR BOARD CONSIDERATION:**

Approval of the attached policy revisions of NCSD Board Policies BBBA, CB, and CBC.

**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>
BBBA	Board Member Qualifications	OSBA August 2022 Update, to better align with the criteria stated in statute and in the Oregon Constitution to be an elector for a member of a school board.
CB	Board-Superintendent Relationship	OSBA August 2022 Update, with passage of Senate Bill 1521 (2022), there are new provisions in law to consider when issuing a superintendent’s contract and when district school boards are making decisions related to operation of the district.
CBC	Superintendent’s Contract	

**PRESENTER / STAFF CONTACT:**

Tiffany Shireman, Chief of Staff



Code: BBBA  
Adopted: 6/19/86  
Readopted: 1/20/11  
Orig. Code: BBBA

## Board Member Qualifications

A person is eligible to serve as a Board member if the person is a qualified elector<sup>1</sup>(sometimes referred to as a “voter”) of the district and has been a resident within the district for one year immediately preceding the election or appointment.

A person who is an employee of the district is not eligible to serve as a Board member while so employed. A person who is an employee of a public charter school may not serve as a member of the Board of the district in which the public charter school that employs the person is located.

END OF POLICY

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### Legal Reference(s):

[ORS 247.002](#)  
[ORS 247.035](#)  
[ORS 249.013](#)

[ORS 332.016](#)  
[ORS 332.018](#)  
[ORS 332.030](#)

[ORS 332.124](#)  
[ORS 332.126](#)

OREGON CONSTITUTION, ARTICLE II, Section 2.**Cross Reference(s):**

BBE - Vacancies on the Board

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<sup>1</sup> “Elector” means an individual qualified to vote under Article II, section 2, [Oregon Constitution](#).



Code: CB  
Adopted: 6/19/86  
Readopted: 3/17/11  
Orig. Code: CB

## Board-Superintendent Relationship

The superintendent<sup>1</sup> is designated as the district’s chief executive officer. Under the Board’s direction, the superintendent exercises general supervision of all district schools, personnel and departments. The superintendent is responsible for managing the schools under the Board’s policies and is accountable to the Board for that management. The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law<sup>2</sup> that applies to school districts<sup>3</sup>. Additionally, the Board may not take an adverse employment action against the superintendent for complying with such laws.

The superintendent may delegate to other district personnel any powers and duties imposed upon the superintendent by Board policies or by vote of the Board. Delegation of power or duty will not relieve the superintendent of responsibility for action taken under such delegation.

END OF POLICY

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### Legal Reference(s):

[ORS 332.505](#)  
[ORS 332.515](#)

[OAR 581-022-2405](#)  
[OAR 584-005-0005\(51\)](#)

Senate Bill 1521 (2022)

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<sup>1</sup> The term “superintendent” includes an interim superintendent.

<sup>2</sup> “Local, state or federal law” means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

<sup>3</sup> Also includes taking any action that conflicts with law that applies to education service districts.



Code: CBC  
Adopted: 6/19/86  
Readopted: 3/17/11  
Orig. Code: CBC

## Superintendent’s Contract

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment such as compensation, benefits and other conditions. The Board may not issue a contract that includes terms which direct the superintendent<sup>1</sup> to take any action that conflicts with a local, state or federal law<sup>2</sup> that applies to the district<sup>3</sup>, or which allows the Board to take an adverse employment action against the superintendent for complying with such laws. Contracts shall not be issued for more than three years in duration. The contract shall automatically expire at the end of its term. The Board may elect to issue a subsequent contract at any time for up to three years.

The compensation and benefits for the position of superintendent will be established by the Board and based upon the responsibilities required of the superintendent in performing their duties. The Board may not enter into an employment contract that contains provisions that expressly obligate the district to compensate the superintendent for work that is not performed.

Provisions for termination of the superintendent’s employment, either by the Board or the superintendent, will also be set forth in the superintendent’s employment contract. The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision.

The district may provide health benefits for a superintendent that is no longer employed by the district until the superintendent:

1. Reaches 65 years of age; or
2. Finds new employment that provides health benefits.

For a period of one year after termination of the contract, the superintendent may not:

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<sup>1</sup> The term “superintendent” includes an interim superintendent.

<sup>2</sup> “Local, state or federal law” means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

<sup>3</sup> Also includes taking any action that conflicts with law that applies to education services districts.

1. Purchase property or surplus property owned by the district or public charter school; or
2. Use property owned by the district or public charter school in a manner other than the manner permitted for the general public.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.432](#)  
[ORS 332.505](#)

[ORS 342.549](#)  
[ORS 342.815](#)

[OAR 584-005-0005\(51\)](#)

Senate Bill 1521 (2022)

**TRAVEL PERMISSION REQUEST**

Sabin Schellenberg Professional Technical Center – DECA (corrected)

**CONSENT C**

October 27, 2022

**SUPERINTENDENT’S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

Sabin-Schellenberg Professional Technical Center is requesting permission for 8 students and 2 chaperones to travel to The DECA Western Regional Leadership Conference, November 17-20, 2022 in Anaheim, CA. The trip will cost approximately \$897 per person to be funded by a Jamba Juice fundraiser, student store funds, “Fill the Briefcase” event, online silent auction, local business sponsorships, and parent contributions. The purpose of this trip is for students to participate in leadership, entrepreneurship, and business workshops that focus on real-world skills that can be used in any industry. Additionally, the conference will act as an officer team-building activity and help prepare our team for state and national competition.

*A corrected version of the travel request originally approved by the North Clackamas School District Board of Directors on 10/13/22 is attached. The corrected version includes three changes:*

*Change in travel date (outbound)*

*Change in time lost from school - 8th period*

*Change in number of travelers*

**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 \$ 300
- 2. Lodging (no home stays) \$ 207.5
- 3. Meals \$ 115
- 4. Fees/Event Expense \$ 335
- 5. Other \$ \_\_\_\_\_

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

6. **Total cost per student (total lines 1 through 5):** \$ 957.5

7. # of chaperones 2

8. # of students 9

9. **Total # of students + chaperones** 11

10. **Total cost of participation (Line 6 x Line 9):** \$ 10532.5

11. Substitute Teachers: (rates are effective 2022-2023)

a. 2 # Full-Day Substitute(s) x 2 # of Days @ \$273.60 = \$ 1,094.40

b. 0 # Half-Day Substitute(s) x    # of Days @ \$136.80 = \$ 0.00

c. **Total Sub Cost** \$ 1094.4

**TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.):** \$ 11626.9

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 11,626.90

Briefly describe fund-raising activities and other resources:

Student fees - (\$1700 collected) Jamba Juice Card fundraiser (in process - \$500 goal), Parent contributions (\$2,000 approximate - planned), Student store funds (already earned - \$3,000)

Fill the Briefcase event (planned - \$500 goal), Online silent auction (planned - \$3,000 goal), Local business sponsorships (in process - \$1,000 goal)

***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:

Parent vehicles for airport drop-off and pick-up (departure/arrival PDX). Public transportation (to/from airport).

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

Hilton, Anaheim: 2 hotel rooms for female students, 1 hotel room for male students, 1 hotel room for each advisor.

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

I have read and understand all trip guidelines.

*Shane Raad*  
Trip Leader Signature

10/19/22  
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 (NCS D minib us-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

*[Signature]* 10/29/22  
Principal Date

*[Signature]* 10/19/22  
Executive Director of Elementary/Secondary Date

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

## **Rational for missed school days:**

Original Language: Students will participate in leadership, entrepreneurship, and business events that will prepare them for state and national conferences. This experience is directly tied to classroom learning and will be applicable in subjects across curricular areas.

New Language:

Addendum 10/19/22

We are re-submitting a request for the shift of departure for the reasons described below:

When we initially filled out the paperwork, we thought there would be availability on an early morning flight on November 17, so we would have time to get ready for the activities in the afternoon after arrival. Since we had to submit the paperwork by September 26, we did not know that flight availability would become limited and we could potentially miss the afternoon activities that begin the afternoon of the 17th based on flight options. Upon approval we found that the flight on the 17th was not available for our group, so we had to explore other travel times for departure.

We wanted to ensure students could take full advantage of the program on Thursday the 17th. This meant we needed to explore flights for the previous evening, which are significantly cheaper as well. The earlier arrival allows sufficient time for students to register and will get us there in time for DECA's emerging leader workshops, workshops with Shark Tank winner Jason Lucash, and Chapter Officer training.

This change will mean students will miss one additional period of school. As described before, students will need to submit to the teacher a record of the assignments they will need to work on at least 24 hours prior to departure. Communication will be sent to them regarding the days they will miss.

Regards,

Ajai Huja

Principal

Sabin-Schellenberg Professional Technical Center

(503)353-5941

(503)816-5674 (cell)

## PROGRAM NAME:

Itinerary	
Trip Description DECA Western Region Leadership Conference in Anaheim CA	
Departure Date 11/16/22	Departure Time 4 pm approximate
Return Date 11/20/22	Return Time 8:00 pm approximate
Agenda Activities:	
Day: Wednesday	Date: 11/16/22
Time 2:30 pm	Activity Arrive at airport and prepare for departure
Time 8:00 pm	Activity Arrive in SNA and transport to the hotel
Time 8:15 pm	Activity Check into hotel and get ready for team dinner
Time 8:30 - 9:30 pm	Activity Team dinner and prep for tomorrow's activities
Time 10:00 pm	Activity Return to hotel and prepare for bed
Time 11:00 pm	Activity Lights out
Time	Activity
Time:	Activity
Time	Activity



Agenda Activites:	
<b>Day:</b> Friday	<b>Date:</b> 11/18/22
<b>Time</b> 7:00 am	<b>Activity</b> Wake and prepare for day
<b>Time</b> 8:30 am - 10:30 pm	<b>Activity</b> Conference activities (see attached information)
<b>Time</b> 10:30 pm	<b>Activity</b> Return to hotel
<b>Time</b> 11:00 pm	<b>Activity</b> Lights out
<b>Time</b>	<b>Activity</b>

**Notes/Additional Items**

11/19/22 - 7:00 am - Wake and prepare for day; 8:30 am - 10:30 pm - Conference activities (see attached itinerary); 10:30 pm - Return to rooms and get ready for bed; 11:00 pm - lights out

11/20/22 - 7:00 am - Wake and prepare for departure; 8:30 am - 2 pm - Southern California exploration (beach visit); 2 pm - Return to hotel and check out; head to airport; 4 pm - check in at airport; 6 pm - depart SNA, 8:30 pm - arrive in PDX, await parent pick-up and travel home

**PROCLAMATION:**  
**NATIVE AMERICAN HERITAGE MONTH**

**ACTION**  
Agenda Item #1  
October 27, 2022

**SUPERINTENDENT'S RECOMMENDATION:**

That the Board adopt the proclamation recognizing November 2022 as Native American Heritage Month in North Clackamas School District.

**ORIGINATED BY:**

Annual item.

**BACKGROUND:**

National Native American Heritage Month celebrates and recognizes the accomplishments of the peoples who were the original inhabitants, explorers and settlers of the United States.

Since 2009, United States Presidents have issued annual proclamations which designate November as National Native American Heritage Month. These proclamations celebrate the contributions of the Native Americans, Alaskan Natives, and Indigenous Peoples, and urge the people of the United States to learn more about Native and Indigenous cultures.

**ATTACHMENTS:**

Proclamation

**PRESENTER:**

Mitzi Bauer, Board Chair



# Native American Heritage Month

in

## North Clackamas School District

WHEREAS, National Native American Heritage Month celebrates and recognizes the accomplishments of the peoples who were original inhabitants, explorers, stewards and settlers of the United States; and

WHEREAS, for more than five hundred years, Native communities across the Americas have demonstrated resilience and resistance in the face of violent efforts to separate them from their land, culture, language and each other. They remain at the forefront of movements to protect our Earth and the life it sustains; and

WHEREAS, the North Clackamas School District is deeply committed to equity and inclusion. This stance includes the cultural affirmation of our students, staff, parents, and community members who identify as Native or Indigenous People; and

WHEREAS, the North Clackamas School District strives to close the equity and outcome gaps for Native American and Alaska Native students through policies and practices that reflect the experiences of Indigenous Peoples, ensure greater access and opportunity and honor Native and Indigenous roots, history, heritage and contributions; and

WHEREAS, our community is better because of the diversity of our population; and

NOW, THEREFORE, BE IT RESOLVED that the North Clackamas School District hereby proclaims the Month of November 2022 as Native American Heritage Month in the North Clackamas School District and encourages all residents to honor Native American history and culture.

Adopted this 27th day of October 2022.

Signed:

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Chair, Mitzi Bauer, School District Board of Directors

**NORTH CLACKAMAS EDUCATION FOUNDATION**  
**UPDATE REPORT**

**REPORT**  
Agenda Item #2  
October 27, 2022

**SUPERINTENDENT’S RECOMMENDATION:**

This time is provided on the agenda for the North Clackamas Education Foundation’s (NCEF) update for the 2022-23 school year.

**ORIGINATED BY:**

2022-20227 contract renewal discussion between the North Clackamas School District (NCSD) and North Clackamas Education Foundation (NCEF).

**BUDGET IMPACT/SOURCE OF FUNDS:**

Five-year contract for a total of \$600,000 with a return investment of 1.3 million.

**BACKGROUND:**

The North Clackamas Education Foundation, a tax-exempt 501(c)(3) organization, was founded in 1992 to provide educational opportunities to students in the North Clackamas School District. The Foundation grew out of the belief that equity and fairness have a great impact on the education of our students.

On July 7, 2022, the District and NCEF renewed a five-year agreement.

NCSD will provide the following for the five-year contract from 2022-2027:

- Year 1: \$140,000
- Year 2: \$125,000
- Year 3: \$115,000
- Year 4: \$110,000
- Year 5: \$110,000

NCEF provide the following for the five-year contract from 2022-2027:

- NCEF to return 1.3 million in support to NCSD over the 5-year term
- NCEF to supply \$110,000 in support prioritized by NCSD yearly
- Fiscal sponsor funds count toward contract fulfillment and will remain tracked independently from NCEF’s programs
- Cash disbursements will be for targeted projects, and scholarships/grant disbursements collaboratively agreed to by both parties prior to the following school year.

The North Clackamas School District and the North Clackamas Education Foundation continue to work together for the benefit of our students, staff, and community. Over the years, the North Clackamas Education Foundation has been a tremendous supporter of the North Clackamas School District. The continued success of the School District and the Foundation lies in our ability to work together and further develop our close working relationship. The Foundation will

work with the NCS D Board of Directors to share the vision around increasing visibility, marketing efforts, funding, partnerships, and return on investment.

**ATTACHMENTS:**

North Clackamas Education Foundation Board Presentation  
2017-2022 Contract  
Contract Amendment

**PRESENTERS:**

Shay James, Superintendent  
Stephanie Rose, Executive Director North Clackamas Education Foundation  
Rory Dunnaback, Board Chair North Clackamas Education Foundation



# NORTH CLACKAMAS EDUCATION FOUNDATION



Bridging the Gap to Ensure Students are Engaged and Ready to Learn

# Recent Grants Received

## \$50,000 Nike Grant (Sport Programs in High Schools)

- Adrienne Nelson - \$6,000
- New Urban - \$6,500
- Clackamas - \$12,500
- Putnam - \$12,500
- Milwaukie - \$12,500

## \$10,000 Clackamas County Grant

- Emergency Housing Fund

## \$10,000 COUNTRY Financial Grant for JA Biztown

- Milwaukie El Puente - \$2,000
- Seth Lewelling - \$2,000
- Riverside - \$2,000
- Oak Grove - \$2,000



# NCSD Priorities and other funding targets for the 2022-23 School Year

## \$315,000 in Cash Awards for the 2022-2023 School Year

### District Designated

- School Library Fund - \$45,000
- Regulation Rooms - \$20,000
- Student Affinity Groups - \$10,000
- Ready Set Go - \$25,000
- Discretionary - \$5,000
- NCSD North Star Employee Appreciation - \$5,000
- Total \$110,000 Cash Awards

### NCEF Targeted Spending

- Bridges to Success Scholarships - \$10,000
- All other Scholarships - \$35,000
- Enrichment Grants - \$25,000
- High-School Athletics - \$50,000
- Emergency Housing - \$10,000
- JA Biztown - \$10,000
- \$140,000 in Cash Awards

### Fiscal Agent Pass Through Deliverables

- Family Support Center - \$40,000
- Emergency Housing - \$5,000
- Backpack Buddies - \$20,000

- <sup>27</sup> • \$65,000 in Cash Awards

# Partner Organizations and Businesses

- ▶ Local Rotary Clubs
- ▶ Elks Clubs
- ▶ Lions Clubs
- ▶ Many local churches
- ▶ Willamette View
- ▶ IQ Credit Union
- ▶ Chartwells
- ▶ Black Rock Coffee
- ▶ Bill and Krysta Keiser Foundation
- ▶ OnPoint Credit Union
- ▶ i9 Sports
- ▶ Kaiser
- ▶ Providence Milwaukie
- ▶ Clackamas Community College
- ▶ Alliant
- ▶ CBRE Heery
- ▶ BBL Architects
- ▶ Blazers
- ▶ COUNTRY Financial

Hundreds of private, corporate, and non-profit donors contribute to NCEF in so many ways.

**Building Community Together...with our Local Partners**

## Backpack Buddies

This program provides nutritious meals over the weekend to students in the North Clackamas School District who might otherwise go hungry. Backpack Buddies serves more than eight hundred students in 23 Head Start programs, elementary schools, and middle schools. The support from our community benefited Oak Grove Elementary School.

"Thank you so much for the generous donation to the Backpack Buddy program! This will help so many students this year!"  
*-Heidi Dodge, Oak Grove Elementary School Principal*

**\$4,908** granted to Oak Grove Elementary School

Photo from WV Blue Heron Foundation 2021 Gratitude Report

# Capacity Building Through Community Outreach

- ▶ Rotary
- ▶ Chamber of Commerce
- ▶ FaceBook
- ▶ LinkedIn
- ▶ Next Door
- ▶ Instagram
- ▶ Blog
- ▶ Quarterly Newsletters
- ▶ Peach Jar
- ▶ Email Blasts
- ▶ Local Paper Articles

## THANK YOU!

Everything you see in this impact report is possible because of *you!* Whether you donated your time or money, liked our posts online, or simply told a friend, you helped make a huge difference in your community.




## \$220,000

given to schools, students, and educators in the North Clackamas School District during the 21-22 year.



Words from scholarship recipients:

"This is truly an honor."  
 "It is a great blessing and honor to receive this."  
 "You don't know how much this means to me."



Our 2022 Gala was a huge success. Thank you to everyone who celebrated 30 years of NCEF and helped us raise \$96,000!

**OUR NEXT GALA IS  
APRIL 22ND, 2023**

## \$84,650

- ★ given in scholarships to the graduating class of 2022
  - 29 awards
  - 26 students
  - 6 schools
- Time to celebrate! Every scholarship had applications. Thank you for helping to spread the word!



Visit [www.nc-foundation.org/ncefscholarships](http://www.nc-foundation.org/ncefscholarships) for more

## \$28,430

- given in enrichment grants
  - 23 grants • 21 teachers • 12 schools
- Grants awarded include white board tables, pottery wheels, library books, an art cart, a calming room, at-home science kits, flexible seating, and headphones.



To learn more, visit [www.nc-foundation.org/past-grants](http://www.nc-foundation.org/past-grants)

## ★ 1 MILLION DOLLAR PLEDGE



In 2017, NCEF pledged to donate \$1,000,000 by the end of the 2022 school year. We are proud to announce that we honored that pledge and have donated *over* one million dollars to the North Clackamas School District. Thank you to everyone who made this possible!

# Upcoming Fundraisers and Events

## Events

- ▶ Donor Appreciation (November 10<sup>th</sup>)
- ▶ Gala (April 22<sup>nd</sup> 2023)

## Fundraisers

- ▶ Black Rock Halloween
- ▶ Vacation Raffle
- ▶ Bottle Drop Give
- ▶ End of Year Appeal
- ▶ Blazers Tickets
- ▶ NFL My Cause, My Cleats



**COFFEE FOR KIDS**

Monday, October 31st

AT **BLACK ROCK** COFFEE BAR™

VALID AT THESE PARTICIPATING LOCATIONS

Black Rock Gladstone 20180 McLoughlin Blvd. Gladstone	Black Rock Clackamas 16138 SE 82nd Dr Clackamas
Black Rock Boyer 10910 SE 82nd Ave Happy Valley	Black Rock Oak Grove 14423 SE McLoughlin Blvd Milwaukie
Black Rock Johnson Creek 8325 SE Augusta National Ave Happy Valley	Black Rock Happy Valley 16000 SE Sunnyside Rd Happy Valley
Black Rock Oregon City 1801 Molalla Ave. Oregon City	Thank you, Black Rock!

**15% OF YOUR PURCHASE BENEFITS NCEF**





*Trail Blazers*  
**VS**  
**PISTONS**  
\*COURTSIDE KIDS  
MON, JAN. 2  
7:00PM

**THUNDER**  
\*POST GAME FREE THROWS  
FRIDAY, FEB. 10  
7:00PM



**NORTH CLACKAMAS EDUCATION FOUNDATION**

Come join us for two exciting matchups this season for North Clackamas Education Foundation Night as the Trail Blazers take on the Detroit Pistons and the OKC Thunder!

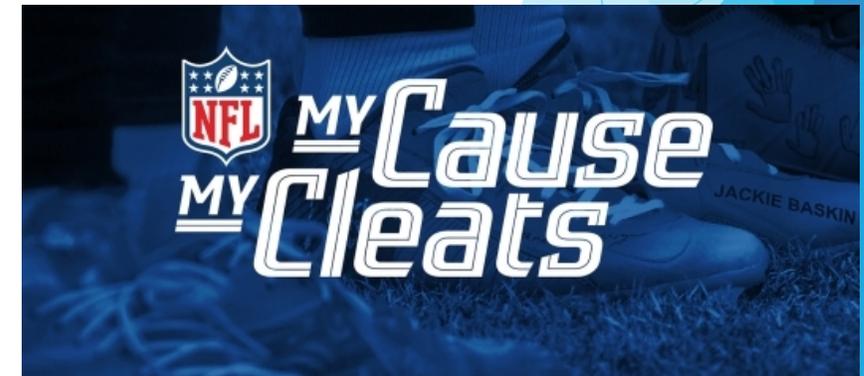
A portion of each will go back to the North Clackamas Education Foundation.

**STARTING AT \$22**

VISIT:  
<https://fevo.me/ncef>

ORDER DEADLINE:  
**FRI, DEC. 2**

CONTACT:  
AUSTEN BERGQUIST  
503.963.3943  
austen.bergquist@trailblazers.com



 **MY Cause MY Cleats**

JACKIE BASKIN

A blue-tinted advertisement for the NFL My Cause My Cleats campaign, featuring a football player's cleat and the name Jackie Baskin.

# NCSD and NCEF Fiscal Partnership

NCSD's Investment into NCEF allows NCEF to stagger operating funds throughout the year, and provides NCEF with a stable funding foundation that benefits all North Clackamas Schools.

NCSD Benefits from this partnership by;

- ▶ Directing a significant portion of NCEF's yearly funding
- ▶ Receiving more than a 100% return on their seed funding
- ▶ Handling of accounts that require a 501c3 such as Family Support Center, Backpack Buddies, and Lunch Buddies
- ▶ Receiving a 501c3 agent to partner with the Oregon Food Bank which provides food and supplies (such as refrigerators and freezers) to NCSD support programs.
- ▶ Having a partner out in the community to provide information to, and solicit funds from, community organizations, businesses and private donors to benefit NCSD support programs.
- ▶ Having an organization to take on scholarships historically administered by NCSD.
- ▶ Receiving hands on fundraising and grant writing from NCEF staff to benefit NCSD support programs.

What does this partnership look like moving forward? What goals and expectations does NCSD have of NCEF?

How can we continue to work together to meet the needs of our students, families, and educators?

**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 approve 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.

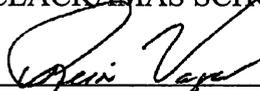
7. Entire Agreement; Amendments. This Agreement constitutes the sole and entire agreement between the parties with respect to the subject matter herein, and supersedes all prior and contemporaneous understandings, agreements, representations, and warranties, both written and oral, regarding such subject 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 # 2

1. This is Amendment 2 to the "Contract" dated July 1, 2017 between North Clackamas School District ("District") and North Clackamas Education Foundation ("Contractor").

2. The Contract is hereby amended as follows (new language is indicated by underlining, and deleted language is indicated by ~~strikethrough~~)

This contract is hereby extended to a 5-year contract term (July, 1 2022 through June 30, 2027).

Fiscal sponsor funds count toward contract fulfillment, but will remain tracked independently from NCEF's programs.

NCSD increases support to NCEF by \$50,000 (\$550,000 previous up to \$600,000)

- o Proposed delivery of funds
  - Year 1: \$140,000
  - Year 2: \$125,000
  - Year 3: \$115,000
  - Year 4: \$110,000
  - Year 5: \$110,000
- o Funds to be delivered to NCEF during the beginning of the first and third fiscal quarters (July and January), equally split between yearly total.
  - NCEF will be responsible for invoicing NCSD.

NCEF to return \$1.3 million in support to NCSD over the 5-year term, with no less than \$150,000 disbursed in any Fiscal Year.

NCEF to supply \$110,000 in support prioritized by NCSD yearly.

- o NCSD will provide District Funding Priorities to NCEF in April 2023. 2022-23 prioritization to be delivered in July 2022.
- o District Funding Priorities documents are hereby incorporated to this contract by reference.

3. Except as expressly amended above, all other terms and conditions of original contract are still in full force and effect. Contractor certifies that the representations, warranties and certifications contained in the original Contract 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.

**SIGNATURES**

**North Clackamas School District**

**North Clackamas Education Foundation**

Name: Kerensa Mauck

Title: Director of Business Operations

Signature:

Date: Aug 16, 2022

Name:

Title: Chair

Signature:

Date: 9/28/22

## **HUMAN RESOURCES UPDATE**

## **REPORT**

Agenda Item #3  
October 27, 2022

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

Update on licensed, classified, and administrative hiring for the 2022-23 school year and the current status of retention and recruitment strategies.

### **BACKGROUND:**

A report is provided to the School Board annually providing the status of recent hiring. Specific attention is paid in the report to longitudinal data in the areas of recruitment, retention, and creating a workforce that more closely reflects the racial, ethnic, and linguistic backgrounds of the school district's students.

A staffing shortage across the state and nation continues to challenge the district in filling positions across licensed and classified. Despite the challenges, the district filled most licensed positions, not surprisingly some of the most difficult to fill were special education, counseling, Dual Language Immersion, and Career and Technical Education. Classified hiring is ongoing with challenges in hiring special education paraeducators, custodial, transportation, and substitutes. The district just added a recruiter position to support transportation exclusively. Recently, the district partnered with Maxim Healthcare Staffing Agency to assist with temporarily filling current special education paraeducator vacancies while we continue to recruit and hire.

To prepare for the hiring season, last April, we attended the Oregon Professional Educators recruitment fair, along with a team of administrators. We held an all-administrator hiring workshop which included guidance and support on how to post positions, screen applications, interview reference checks, and district-level hiring support. In addition, individual meetings were held with administrators to review staffing reports and plan out hiring next steps based on FTE shifts, and internal transfers.

### **ATTACHMENTS:**

Human Resources Department Board Update Presentation  
2022-23 Hiring Data  
2022-23 Cohort Retention Data

### **PRESENTER / STAFF CONTACT:**

Michelle Riddell, Executive Director of Human Resources  
Keylah Boyer, Associate Director of Strategic Initiatives, Recruitment and Retention  
Alma Morales Galicia, Associate Director, Classified  
Will Ruehle, Associate Director, Licensed



## Human Resources Department Board Update 2022-23 Hiring, Recruitment & Retention October 27, 2022

- *Michelle Riddell, Executive Director*
- *Dr. Keylah Boyer, Associate Director, Strategic Initiatives, Recruitment and Retention*
- *Alma Morales Galicia, Associate Director, Classified*
- *Will Ruehle, Associate Director, Licensed*



## People & Culture

- Recruit, hire, and retain exceptional employees with a strong sense of commitment to the school district's mission, vision, and core values.
- Strengthen practices that lead to a workforce that reflects the diversity of the North Clackamas community.
- Foster professional growth and leadership across all levels of the organization.
- Cultivate a collaborative environment that empowers employees and provides job satisfaction.

37

# 2022-2023 Hiring Update



## 201 New Licensed Staff

★ 138 New to District

★ 63 Rehired

71 - Elementary

39 - Middle School

42 - High School

35 - Special Education

14 - Other

**Processed 513:** *internal transfers, title and/or FTE changes, new hires/rehires and resignations/retirements*

# 2022-2023 Hiring Update

## 104 New Classified Staff

- ★ 104 New to District
- ★ Plus many internal transfers

**Processed 450:** Internal transfers, title and/or FTE changes, new hires/rehires and resignations/retirements



# 2022-2023 Hiring Update



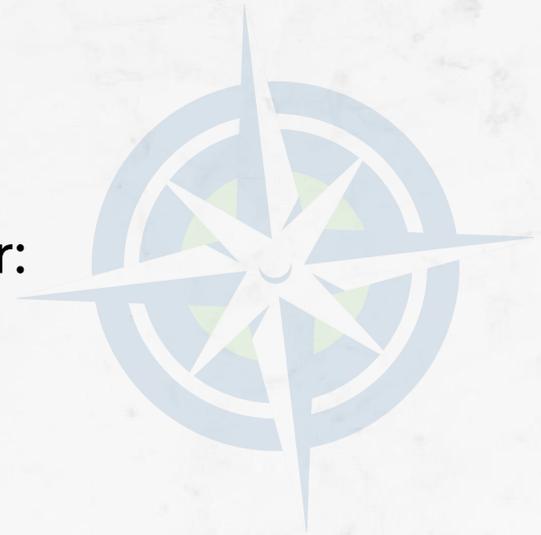
## New Administrative Staff

- ★ 15 New to NCSD
- ★ 20 Internal Promotion
- ★ 13 in New Roles

# Recruitment

Increased **New Hire Staff of Color** over last year:

- ★ Licensed - **28%** up 5%
- ★ Classified- **60%** up 15%
- ★ Administrator - **48%** up 1%



# Recruitment

Increased Overall Staff of Color: **22%** up 2%

- ★ Licensed - **15%** up 1%
- ★ Classified- **29%** up 3%
- ★ Administrator - **28%** up 4%

Our Student population is **45%** up 3%



# Substitutes



**329\*** = Total Licensed Substitutes

193 Have worked this year

**162** = Total Classified Substitutes (Paraeducators/Admin Assist)

84 Have worked this year

\*21 current classified staff have an Emergency or Restricted Substitute License

# Substitutes



## **Transportation:**

- ★ 17 Substitutes

## **Custodial:**

- ★ 5 Roving Substitutes
- ★ 2 Full-time Substitutes

## **Nutrition Services:**

- ★ 6 Substitutes

## **CARE:**

- ★ 9 Long Term Substitutes filling vacancies
- ★ 5 on Call Substitutes

# Retention Strategies



## Focus Groups/Affinity Groups

- ★ Invite current administrators and educators of color to small focus groups
- ★ SPED Paraeducators
- ★ Open ended questions about their experiences in NCSD

## Staff Engagement Survey/Exit Survey

- ★ Identify themes from engagement and exit survey data
- ★ Identify specific strategies we can implement for 22-23

# Retention Strategies



## **New Pathways Recruitment**

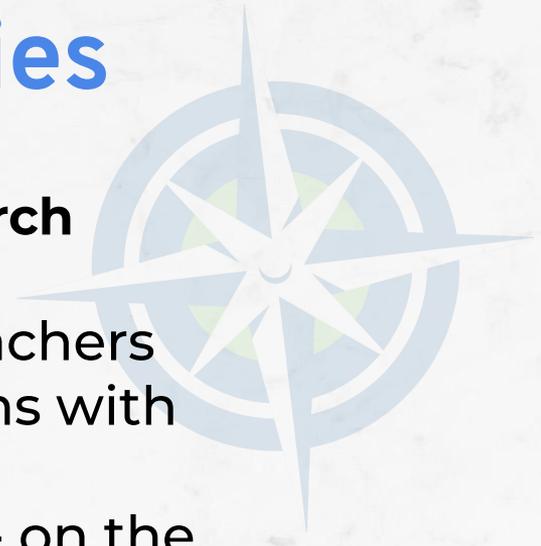
Expand our Grow Your Own for:

- ★ Teacher Pathway at Sabin-Schellenberg
- ★ Aspiring Teachers
- ★ Aspiring Specialists (Counselors, School Psy, Social Workers)
- ★ Aspiring Administrators

# Recruitment Strategies

## Spring North Clackamas Recruitment Fair - March

- ★ Invitations to North Clackamas student teachers
- ★ Invitations to all college/university programs with Professional programs
- ★ Cadre of North Clackamas Administrators - on the spot interviews
- ★ Collaborate with Clackamas Chamber, Clackamas Workforce Alliance, Clackamas Education Services District, & Immigrant and Refugee Community Organization (IRCO)



# Questions?

## North Clackamas School District Hiring Update for 2022-2023

	2014-15 NEW HIRES			2015-2016 NEW HIRES			2016-2017 NEW HIRES			2017-2018 NEW HIRES			2018-2019 NEW HIRES		
	Admin (11)	Licensed (159)	Classified (111)	Admin (12)	Licensed (162)	Classified (101)	Admin (5)	Licensed (162)	Classified (102)	Admin (8)	Licensed (125)	Classified (100)	Admin (10)	Licensed (135)	Classified (102)
Staff of Color	0.0%	15.8%	23.1%	16.6%	16.1%	20.9%	40.0%	10.5%	22.5%	50.0%	21.6%	18.0%	40.0%	21.4%	17.7%
American Indian/Alaskan Native, non-Hispanic	0.0%	1.3%	0.0%	0.0%	0.0%	2.0%	0.0%	0.0%	0.0%	0.0%	1.6%	2.0%	0.0%	1.5%	2.0%
Asian, non-Hispanic	0.0%	3.8%	0.0%	0.0%	3.7%	1.0%	0.0%	1.2%	4.9%	0.0%	4.8%	4.0%	20.0%	5.1%	1.0%
Black/African-American, non-Hispanic	0.0%	0.6%	3.1%	0.0%	1.9%	3.0%	20.0%	0.0%	4.9%	37.5%	2.4%	2.0%	0.0%	3.6%	3.9%
Hispanic, regardless of race	0.0%	5.7%	18.5%	8.3%	8.6%	12.9%	20.0%	6.2%	9.8%	12.5%	9.6%	9.0%	20.0%	7.3%	8.8%
Pacific Islander, non-Hispanic	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	1.0%
Two or more Races, non-Hispanic	0.0%	3.8%	1.5%	8.3%	1.9%	2.0%	0.0%	3.0%	2.9%	0.0%	3.2%	0.0%	0.0%	2.9%	0.0%
White, non-Hispanic	100.0%	84.2%	76.9%	83.4%	84.6%	79.1%	60.0%	89.5%	77.5%	50.0%	78.4%	82.0%	60.0%	79.6%	83.3%

	2019-2020 NEW HIRES			2020-2021 NEW HIRES			2021-2022 NEW HIRES**			2022-2023 NEW HIRES		
	Admin (17)	Licensed (150)	Classified (97)	Admin (7)	Licensed (102)	Classified (29)	Admin (17)	Licensed (203)	Classified (266)	Admin (15)	Licensed (201)	Classified (105)
Staff of Color	23.5%	20.0%	33.0%	71.4%	33.3%	58.6%	47.1%	23.6%	44.7%	46.7%	28.4%	60.0%
American Indian/Alaskan Native, non-Hispanic	0.0%	1.3%	1.0%	0.0%	1.3%	3.4%	0.0%	0.0%	1.5%	0.0%	0.5%	0.0%
Asian, non-Hispanic	0.0%	3.3%	6.2%	0.0%	3.3%	6.9%	0.0%	5.4%	6.8%	6.7%	4.0%	5.7%
Black/African-American, non-Hispanic	11.8%	0.7%	4.1%	42.9%	0.7%	3.4%	5.9%	3.4%	1.5%	6.7%	2.5%	1.0%
Hispanic, regardless of race	11.8%	12.7%	20.6%	14.3%	12.7%	41.4%	29.4%	11.3%	18.8%	26.7%	17.4%	19.0%
Pacific Islander, non-Hispanic	0.0%	0.0%	0.0%	0.0%	0.0%	3.4%	0.0%	0.0%	0.8%	0.0%	0.0%	0.0%
Two or more Races, non-Hispanic	0.0%	2.0%	1.0%	14.3%	2.0%	0.0%	11.8%	3.4%	15.0%	6.7%	4.0%	34.3%
White, non-Hispanic	76.5%	80.0%	67.0%	28.6%	66.7%	41.4%	52.9%	76.4%	55.3%	53.3%	71.6%	40.0%

\*\* data of new hires for FULL year

	ALL STAFF - HISTORICAL									vs prev SY	CURRENT				
	SY 13-14 (1870)	SY 14-15 (1948)	SY 15-16 (1948)	SY 16-17 (2029)	SY 17-18 (2022)	SY 18-19 (2056)	SY 19-20 (2124)	SY 20-21 (2076)	SY 21-22 (2189)		Admin (102)	Licensed (1057)	Classified (996)	All Staff (2155)	Students (16,928)
Staff of Color	8.2%	9.6%	10.0%	10.5%	11.7%	13.1%	14.4%	15.7%	19.4%		27.5%	15.0%	28.6%	21.9%	45.2%
American Indian/Alaskan Native, non-Hispanic	0.3%	0.2%	0.4%	0.2%	0.5%	0.5%	0.6%	0.7%	0.7%	+4.0%	0.7%	0.8%	0.7%	0.3%	
Asian, non-Hispanic	2.2%	2.2%	2.3%	2.2%	2.5%	2.8%	2.9%	2.9%	3.5%	+1.4%	3.9%	3.3%	3.8%	11.3%	
Black/African-American, non-Hispanic	0.7%	0.9%	0.9%	1.1%	1.3%	1.4%	1.6%	1.8%	1.8%	+3.0%	7.8%	1.2%	1.9%	2.6%	
Hispanic, regardless of race	3.7%	5.2%	4.8%	5.3%	5.4%	6.3%	7.3%	7.9%	9.8%	+2.3%	11.8%	7.0%	10.1%	19.9%	
Pacific Islander, non-Hispanic	0.2%	0.2%	0.1%	0.1%	0.2%	0.2%	0.1%	0.2%	0.2%	+2.7%	0.0%	0.0%	0.1%	0.7%	
Two or more Races, non-Hispanic	1.1%	0.9%	1.5%	1.6%	1.8%	1.8%	1.9%	2.0%	3.4%		3.9%	2.8%	5.2%	9.4%	
White, non-Hispanic	91.8%	90.4%	89.8%	89.5%	88.3%	86.9%	85.6%	84.6%	80.6%		72.5%	85.0%	71.4%	55.8%	

**New Administrative Staff**  
Total: 15

**New Licensed Staff**  
Total: 201  
\*138 New to District  
\* 63 Rehired

**New Classified Staff**  
Total: 105

201 Total Licensed Hires  
71 Elementary  
39 Middle Schl  
42 High School

35 Special Education  
14 Other

49

	VETERANS						
	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Applied	57	53	56	48	90	74	66
Hired	4	5	7	12	3	7	2

updated 10/17/2022

<b>13-14 LICENSED COHORT</b>	<b>HIRED in SY 2013-14</b>	<b>REMAINING in Year 2</b>	<b>REMAINING in Year 3</b>	<b>REMAINING in Year 4</b>	<b>REMAINING in Year 5</b>	<b>(PERCENT OF ORIGINAL TOTAL)</b>
<b>Total Number of Permanent Teachers</b>	31	28	26	22	21	
		90.3%	83.9%	71.0%	67.7%	
<b>Race/Ethnicity</b>						
American Indian/Alaskan Native, non-Hispanic	1	1	0	0	0	0.00%
Asian, non-Hispanic	2	1	1	1	1	50.00%
Black, non-Hispanic	0	0	0	0	0	
Hispanic, regardless of race	0	0	0	0	0	
Pacific Islander, non-Hispanic	0	0	0	0	0	
Two or more races, non-Hispanic	1	0	0	0	0	0.00%
White, non-Hispanic	27	26	25	21	20	74.07%
<b>Gender</b>						
Male	8	8	7	7	7	87.50%
Female	23	20	19	15	14	60.87%
Other						
<b>Teaching Experience</b>						
0 years	14	12	11	10	10	71.43%
1 year	6	6	5	3	3	50.00%
2 years	2	2	2	2	2	100.00%
3 years	3	2	2	2	1	33.33%
4 years	0	0	0	0	0	
5-9 years	4	4	4	3	3	75.00%
10-19 years	2	2	2	2	2	100.00%
20 years or more	0	0	0	0	0	
<b>School Level</b>						
Elementary	2	2	2	1	1	50.00%
Middle	7	7	6	5	5	71.43%
High	9	9	9	9	9	100.00%
K-12	0	0	0	0	0	
ELD	2	2	2	2	2	100.00%
SPED	11	8	7	5	4	36.36%

revised 11/7/2018

<b>14-15 LICENSED COHORT</b>	<b>HIRED in SY 2014-15</b>	<b>REMAINING in Year 2</b>	<b>REMAINING in Year 3</b>	<b>REMAINING in Year 4</b>	<b>REMAINING in Year 5</b>	<b>(PERCENT OF ORIGINAL TOTAL)</b>
<b>Total Number of Permanent Teachers</b>	109	100	89	82	75	
		91.7%	81.7%	75.2%	68.8%	
<b>Race/Ethnicity</b>						
American Indian/Alaskan Native, non-Hispanic	1	1	1	1	1	100.00%
Asian, non-Hispanic	4	4	4	3	3	75.00%
Black, non-Hispanic	0	0	0	0	0	
Hispanic, regardless of race	5	4	4	4	4	80.00%
Pacific Islander, non-Hispanic	1	1	1	1	1	100.00%
Two or more races, non-Hispanic	4	4	4	4	4	100.00%
White, non-Hispanic	94	86	75	69	62	65.96%
<b>Gender</b>						
Male	27	26	24	20	18	66.67%
Female	82	74	65	62	57	69.51%
Other						
<b>Teaching Experience</b>						
0 years	45	41	37	33	29	64.44%
1 year	17	16	15	15	14	82.35%
2 years	9	9	9	8	7	77.78%
3 years	3	3	2	2	2	66.67%
4 years	4	3	2	2	2	50.00%
5-9 years	22	19	16	15	13	59.09%
10-19 years	8	8	7	6	7	87.50%
20 years or more	1	1	1	1	1	100.00%
<b>School Level</b>						
Elementary	26	26	24	24	22	84.62%
Middle	19	19	16	16	14	73.68%
High	24	24	20	19	18	75.00%
K-12	0	0	0	0	0	
ELD	5	5	5	4	4	80.00%
SPED	35	35	24	19	17	48.57%

\* ONE QUIT 16-17/REHIRED 18-19

revised 11/7/2018

<b>15-16 LICENSED COHORT</b>	<b>HIRED in SY 2015-16</b>	<b>REMAINING in Year 2</b>	<b>REMAINING in Year 3</b>	<b>REMAINING in Year 4</b>	<b>REMAINING in Year 5</b>	<b>(PERCENT OF ORIGINAL TOTAL)</b>
<b>Total Number of Permanent Teachers</b>	120	107	92	79	73	
		89.2%	76.7%	65.8%	60.8%	
<b>Race/Ethnicity</b>						
American Indian/Alaskan Native, non-	0	0	0	0	0	
Asian, non-Hispanic	5	4	4	4	4	80.00%
Black, non-Hispanic	2	2	2	1	1	50.00%
Hispanic, regardless of race	12	8	8	6	5	41.67%
Pacific Islander, non-Hispanic	0	0	0	0	0	
Two or more races, non-Hispanic	2	2	2	2	2	100.00%
White, non-Hispanic	99	91	76	66	61	61.62%
<b>Gender</b>						
Male	20	18	17	14	13	65.00%
Female	100	89	75	65	60	50.00%
Other						
<b>Teaching Experience</b>						
0 years	66	58	49	41	38	57.58%
1 year	14	12	12	11	8	57.14%
2 years	4	4	3	2	2	50.00%
3 years	8	8	7	7	7	87.50%
4 years	3	3	2	2	2	66.67%
5-9 years	14	13	11	10	10	71.43%
10-19 years	11	9	8	6	6	54.55%
20 years or more	0	0	0	0	0	0.00%
<b>School Level</b>						
Elementary	42	40	37	35	34	80.95%
Middle	26	21	18	16	13	50.00%
High	23	22	19	16	14	60.87%
K-12	2	2	1	0	0	0.00%
ELD	2	2	2	1	1	50.00%
SPED	25	20	15	11	11	44.00%

revised 10/23/2019

<b>16-17 LICENSED COHORT</b>	<b>HIRED in SY 2016-17</b>	<b>REMAINING in Year 2</b>	<b>REMAINING in Year 3</b>	<b>REMAINING in Year 4</b>	<b>REMAINING in Year 5</b>	<b>(PERCENT OF Original Totals)</b>
<b>Total Number of Permanent Teachers</b>	107	97	86	76	73	
		90.7%	80.4%	71.0%	68.2%	
<b>Race/Ethnicity</b>						
American Indian/Alaskan Native, non-	0	0	0	0	0	
Asian, non-Hispanic	2	2	0	0	0	0.00%
Black, non-Hispanic	0	0	0	0	0	
Hispanic, regardless of race	7	6	5	5	4	57.14%
Pacific Islander, non-Hispanic	0	0	0	0	0	
Two or more races, non-Hispanic	4	4	3	2	2	50.00%
White, non-Hispanic	94	85	78	69	67	71.28%
<b>Gender</b>						
Male	19	17	14	12	12	63.16%
Female	88	80	72	64	61	69.32%
Other						
<b>Teaching Experience</b>						
0 years	48	45	42	36	34	70.83%
1 year	14	13	12	12	11	78.57%
2 years	9	7	5	5	5	55.56%
3 years	6	4	3	3	3	50.00%
4 years	3	3	3	2	2	66.67%
5-9 years	17	15	12	9	9	52.94%
10-19 years	9	9	8	8	8	88.89%
20 years or more	1	1	1	1	1	100.00%
<b>School Level</b>						
Elementary	31	29	26	24	23	74.19%
Middle	26	25	22	18	17	65.38%
High	11	11	10	10	10	90.91%
K-12	3	2	1	0	0	0.00%
ELD	4	4	4	4	4	100.00%
SPED	32	26	23	20	19	59.38%

revised 5/11/2022

<b>17-18 LICENSED COHORT</b>	<b>HIRED in</b>	<b>REMAINING in</b>	<b>REMAINING in</b>	<b>REMAINING in</b>	<b>REMAINING in</b>	<b>(PERCENT OF</b>
<b>Total Number of Teachers</b>	<b>SY 2017-18</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Original Totals)</b>
	86	75	67	63	57	
		87.2%	77.9%	73.3%	66.3%	
<b>Race/Ethnicity</b>						
American Indian/Alaskan Native, non-	0	0	0	0	0	
Asian, non-Hispanic	5	3	3	3	2	40.00%
Black, non-Hispanic	3	2	1	0	0	0.00%
Hispanic, regardless of race	11	11	7	6	5	45.45%
Pacific Islander, non-Hispanic	0	0	0	0	0	
Two or more races, non-Hispanic	2	2	2	2	2	100.00%
White, non-Hispanic	65	57	54	52	48	73.85%
<b>Gender</b>						
Male	16	13	11	9	7	43.75%
Female	70	62	56	54	50	58.14%
Other						
<b>Teaching Experience</b>						
0 years	29	26	23	22	21	72.41%
1 year	14	14	12	10	9	64.29%
2 years	6	5	5	5	5	83.33%
3 years	2	2	2	2	1	50.00%
4 years	5	5	4	4	3	60.00%
5-9 years	11	7	6	6	6	54.55%
10-19 years	16	13	12	11	9	56.25%
20 years or more	3	3	3	3	3	100.00%
<b>School Level</b>						
Elementary	30	29	28	25	25	83.33%
Middle	10	9	7	7	5	50.00%
High	13	11	7	6	5	38.46%
K-12	0	0	0	0	0	
ELD	4	4	4	4	3	75.00%
SPED	29	22	21	21	19	65.52%

revised 5/11/2022

<b>18-19 LICENSED COHORT</b>	<b>HIRE</b> d in <b>SY 2018-19</b>	<b>REMAINING</b> in <b>Year 2</b>	<b>REMAINING</b> in <b>Year 3</b>	<b>REMAINING</b> in <b>Year 4</b>	<b>REMAINING</b> in <b>Year 5</b>	<b>(PERCENT OF Original Totals)</b>
<b>Total Number of Permanent Teachers</b>	92	71	67	56	49	
		77.2%	72.8%	60.9%	53.3%	
<b>Race/Ethnicity</b>						
American Indian/Alaskan Native, non-	1	1	1	1	1	100.00%
Asian, non-Hispanic	7	3	3	2	2	28.57%
Black, non-Hispanic	5	3	3	3	1	20.00%
Hispanic, regardless of race	10	6	6	5	4	40.00%
Pacific Islander, non-Hispanic	0	0	0	0	0	
Two or more races, non-Hispanic	4	4	4	2	2	50.00%
White, non-Hispanic	65	54	50	43	39	60.00%
<b>Gender</b>						
Male	26	21	22	18	17	65.38%
Female	66	50	45	38	32	48.48%
Other						
<b>Teaching Experience</b>						
0 years	23	21	19	16	12	52.17%
1 year	9	8	7	7	7	77.78%
2 years	4	3	2	1	1	25.00%
3 years	3	3	3	3	3	100.00%
4 years	4	4	4	3	3	75.00%
5-9 years	30	17	18	14	13	43.33%
10-19 years	17	14	13	11	9	52.94%
20 years or more	2	1	1	1	1	50.00%
<b>School Level</b>						
Elementary	31	26	25	22	20	64.52%
Middle	14	12	10	7	6	42.86%
High	22	16	16	14	12	54.55%
K-12	6	3	4	2	2	33.33%
ELD	2	1	0	0	0	0.00%
SPED	17	13	12	11	9	52.94%

revised 10/17/2022

One male teacher  
resigned and returned

<b>19-20 LICENSED COHORT</b>	<b>HIRED in SY 2019-20</b>	<b>REMAINING in Year 2</b>	<b>REMAINING in Year 3</b>	<b>REMAINING in Year 4</b>	<b>(PERCENT OF Original Totals)</b>	<b>REMAINING in Year 5</b>
<b>Total Number of Permanent Teachers</b>	109	101	92	73		
		92.7%	84.4%	67.0%		0.0%
<b>Race/Ethnicity</b>						
American Indian/Alaskan Native, non-	2	2	2	2	100.00%	
Asian, non-Hispanic	3	3	2	2	66.67%	
Black, non-Hispanic	1	0	0	0	0.00%	
Hispanic, regardless of race	12	10	8	6	50.00%	
Pacific Islander, non-Hispanic	0	0	0	0		
Two or more races, non-Hispanic	3	3	3	2	66.67%	
White, non-Hispanic	88	83	77	61	69.32%	
<b>Gender</b>						
Male	27	26	26	23	85.19%	
Female	82	75	66	50	60.98%	
Other						
<b>Teaching Experience</b>						
0 years	39	37	36	27	69.23%	
1 year	17	14	13	12	70.59%	
2 years	6	5	4	3	50.00%	
3 years	1	1	1	1	100.00%	
4 years	2	2	2	1	50.00%	
5-9 years	26	24	21	17	65.38%	
10-19 years	14	14	12	9	64.29%	
20 years or more	4	4	3	3	75.00%	
<b>School Level</b>						
Elementary	24	23	21	17	70.83%	
Middle	29	27	27	23	79.31%	
High	20	20	19	13	65.00%	
K-12	3	3	3	3	100.00%	
ELD	5	4	3	3	60.00%	
SPED	28	24	19	14	50.00%	

revised 10/17/2022

<b>20-21 LICENSED COHORT</b>	<b>HIRED in SY 2020-21</b>	<b>REMAINING in Year 2</b>	<b>REMAINING in Year 3</b>	<b>(PERCENT OF Original Totals)</b>	<b>REMAINING in Year 4</b>	<b>REMAINING in Year 5</b>
<b>Total Number of Permanent Teachers</b>	72	65	53			
		90.3%	73.6%		0.0%	0.0%
<b>Race/Ethnicity</b>						
American Indian/Alaskan Native, non-	0	0	0			
Asian, non-Hispanic	4	4	3	75.00%		
Black, non-Hispanic	0	0	0			
Hispanic, regardless of race	16	13	9	56.25%		
Pacific Islander, non-Hispanic	1	1	0	0.00%		
Two or more races, non-Hispanic	2	2	2	100.00%		
White, non-Hispanic	49	45	39	79.59%		
<b>Gender</b>						
Male	18	15	12	66.67%		
Female	54	50	41	75.93%		
Other						
<b>Teaching Experience</b>						
0 years	21	19	13	61.90%		
1 year	15	12	12	80.00%		
2 years	10	10	8	80.00%		
3 years	3	3	3	100.00%		
4 years	1	1	0	0.00%		
5-9 years	14	13	11	78.57%		
10-19 years	7	7	6	85.71%		
20 years or more	1	0	0	0.00%		
<b>School Level</b>						
Elementary	24	20	14	58.33%		
Middle	15	13	11	73.33%		
High	16	16	13	81.25%		
K-12 and VOP	1	1	1	100.00%		
ELD	3	3	3	100.00%		
SPED	13	12	11	84.62%		

revised 10/17/2022

<b>21-22 LICENSED COHORT</b>	<b>HIRED in SY 2021-22</b>	<b>REMAINING in Year 2</b>	<b>(PERCENT OF Original Totals)</b>	<b>REMAINING in Year 3</b>	<b>REMAINING in Year 4</b>	<b>REMAINING in Year 5</b>
<b>Total Number of Permanent Teachers</b>	93	74				
		79.6%		0.0%	0.0%	0.0%
<b>Race/Ethnicity</b>						
American Indian/Alaskan Native, non-	0	0				
Asian, non-Hispanic	7	5	71.43%			
Black, non-Hispanic	6	4	66.67%			
Hispanic, regardless of race	13	8	61.54%			
Pacific Islander, non-Hispanic	0	0				
Two or more races, non-Hispanic	4	4	100.00%			
White, non-Hispanic	63	53	84.13%			
<b>Gender</b>						
Male	23	16	69.57%			
Female	70	58	82.86%			
Other						
<b>Teaching Experience</b>						
0 years	29	21	72.41%			
1 year	16	13	81.25%			
2 years	4	3	75.00%			
3 years	10	9	90.00%			
4 years	0	0				
5-9 years	15	11	73.33%			
10-19 years	17	16	94.12%			
20 years or more	2	1	50.00%			
<b>School Level</b>						
Elementary	24	19	79.17%			
Middle	16	13	81.25%			
High	20	17	85.00%			
K-12/VOP	9	7	77.78%			
ELD	5	5	100.00%			
SPED	19	13	68.42%			

revised 10/17/2022

<b>22-23 LICENSED COHORT</b>	<b>HIRED in SY 2022-23</b>	<b>(PERCENT OF TOTAL)</b>	<b>REMAINING in Year 2</b>	<b>REMAINING in Year 3</b>	<b>REMAINING in Year 4</b>	<b>REMAINING in Year 5</b>
<b>Total Number of Permanent Teachers</b>	135					
<b>Race/Ethnicity</b>			0.0%	0.0%	0.0%	0.0%
American Indian/Alaskan Native, non-	0					
Asian, non-Hispanic	7	5.19%				
Black, non-Hispanic	3	2.22%				
Hispanic, regardless of race	21	15.56%				
Pacific Islander, non-Hispanic	0					
Two or more races, non-Hispanic	6	4.44%				
White, non-Hispanic	98	72.59%				
<b>Gender</b>						
Male	26	19.26%				
Female	109	80.74%				
Other						
<b>Teaching Experience</b>						
0 years		0.00%				
1 year		0.00%				
2 years		0.00%				
3 years		0.00%				
4 years		0.00%				
5-9 years		0.00%				
10-19 years		0.00%				
20 years or more		0.00%				
<b>School Level</b>						
Elementary	46	34.07%				
Middle	27	20.00%				
High	27	20.00%				
K-12	7	5.19%				
ELD	3	2.22%				
SPED	25	18.52%				

revised 10/17/2022

## **STANDARD RESPONSE PROTOCOL**

**REPORT**  
Agenda Item #4  
October 27, 2022

### **ORIGINATED BY:**

Periodic review of school safety protocols with the School Board.

### **BACKGROUND:**

The “I Love U Guys” Foundation was started in 2006 by Ellen and John-Michael Keyes following a school shooting that took the life of their daughter, Emily. As they researched, it became painfully clear: There was a significant communication barrier between schools and first responders when it comes to emergency operations. Setting out to remove this barrier through the development of a common vocabulary and set of actions for emergencies, they created the Standard Response Protocol (SRP).

With support of its law enforcement partners, North Clackamas School District began implementing the SRP district-wide nearly ten years ago.

The District now is implementing updates to the SRP. This update includes two major changes.

- Moving from the action titled, “Lockout” to “Secure.”
- Adding the action of, “Hold.”

Updated materials (posters, etc.) for the updated SRP were distributed and website updates were all implemented in September. Schools have been provided age-appropriate training videos to be utilized for student training. While information has been shared with staff, detailed training will be rolled out to all staff via the school district’s online training system in the coming weeks.

### **ATTACHMENTS:**

- Presentation Slides
- Standard Response Protocol poster

### **RESOURCE:**

- North Clackamas School District Podcast – [Standard Response Protocol](#)
- North Clackamas School District [Emergency Management Webpage](#)

### **PRESENTER / STAFF CONTACT:**

Matt Makara, Executive Director of Finance & Business Services  
David Kruse, Safety, Security & Risk Management Director  
Robert Blake, Security & Emergency Management Specialist





“

**For some it may be difficult to accept. The right actions at the right time by the right people may not have the right outcome.**

**When what we hoped for didn't happen, some may want to find fault. But there is no fault to be found in the command decisions made given the information and behavior presented. There is no fault to be found in the courage and speed of their response.**

**From our family, there is only respect.**

...

**The best people did the best of things. The outcome could have been far more grave. We as a family know this and appreciate this.**

**Real life doesn't always have a happy ending.**

”

*Excerpted from the Keyes Family Statement regarding the March 27th, 2007 release of the CBI Report on the Platte Canyon Hostage Crisis.*



**STANDARD™  
RESPONSE PROTOCOL**

# SRP - 2013

## STANDARD RESPONSE PROTOCOL



# SRP - 2022

## Standard Response Protocol



**HOLD**



**SECURE  
LOCKOUT**



**LOCKDOWN**



**EVACUATE**



**SHELTER**

# SRP - 2022

## Standard Response Protocol

**IN AN EMERGENCY TAKE ACTION**

**HOLD! In your room or area. Clear the halls.**

**STUDENTS**  
Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

**ADULTS**  
Close and lock door  
Account for students and adults  
Do business as usual

**SECURE! Get inside. Lock outside doors.**

**STUDENTS**  
Return to inside of building  
Do business as usual

**ADULTS**  
Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for students and adults  
Do business as usual

**LOCKDOWN! Locks, lights, out of sight.**

**STUDENTS**  
Move away from sight  
Maintain silence  
Do not open the door

**ADULTS**  
Recover students from hallway if possible  
Lock the classroom door  
Turn out the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend

**EVACUATE! (A location may be specified)**

**STUDENTS**  
Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

**ADULTS**  
Lead students to Evacuation location  
Account for students and adults  
Notify if missing, extra or injured students or adults

**SHELTER! Hazard and safety strategy.**

**STUDENTS**  
Use appropriate safety strategy for the hazard

<b>Hazard</b>	<b>Safety Strategy</b>
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

**ADULTS**  
Lead safety strategy  
Account for students and adults  
Notify if missing, extra or injured students or adults

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**SRP K12 2022 STANDARD RESPONSE PROTOCOL**

# AMYLA & JAMES

# NEXT FOR EMERGENCY MANAGEMENT



- Support schools in updating their Reunification Program
- Reunification training & Building walkthroughs

**“Violence is not the problem of one neighborhood or group, and the response and solutions are not the responsibility of one sector of the community or of one agency, professional group, or business. Coming together and owning this problem and the solutions are central.”**

**Thank you!**

# IN AN EMERGENCY TAKE ACTION



## HOLD! In your room or area. Clear the halls.

### STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

### ADULTS

Close and lock the door  
Account for students and adults  
Do business as usual



## SECURE! Get inside. Lock outside doors.

### STUDENTS

Return to inside of building  
Do business as usual

### ADULTS

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for students and adults  
Do business as usual



## LOCKDOWN! Locks, lights, out of sight.

### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

### ADULTS

Recover students from hallway if possible  
Lock the classroom door  
Turn out the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend



## EVACUATE! (A location may be specified)

### STUDENTS

Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

### ADULTS

Lead students to Evacuation location  
Account for students and adults  
Notify if missing, extra or injured students or adults



## SHELTER! Hazard and safety strategy.

### STUDENTS

Use appropriate safety strategy for the hazard

#### Hazard

Tornado  
Hazmat  
Earthquake  
Tsunami

#### Safety Strategy

Evacuate to shelter area  
Seal the room  
Drop, cover and hold  
Get to high ground

### ADULTS

Lead safety strategy  
Account for students and adults  
Notify if missing, extra or injured students or adults