



Agenda

North Clackamas School Board
Thursday, January 12, 2023 - 6:30 PM
Zoom/YouTube
12400 SE Freeman Way
Milwaukie, OR 97222

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

OPEN SESSION

6:30	Call to Order	
	Native Land Acknowledgement	2
	Flag Salute	
	Minutes - December 8, 2022	3
	Consent Agenda	
	A. Employment Changes	
6:35	Community Comments	
6:50	1. North Clackamas Education Association (NCEA) Featured Educator	
7:05	2. School Board Recognition Month	7
	Presenter: Shay James	
7:15	3. Milwaukie El Puente Elementary - School Presentation	9
	Presenter: Khaliyah Williams-Rodriguez	
7:35	4. Legislative Agenda (2023-2025)	25
	Presenter: Tiffany Shireman	
7:55	5. Library Media Services - Report	41
	Presenter: Joe Bridgeman	
8:35	Adjourn	



Native Land Acknowledgment

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

**NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS MEETING
December 8, 2022
Zoom**

Open Session

With due notice having been given and a quorum present, Chair Mitzi Bauer convened open session at 6:30 p.m. with the following members present:

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

Also present were Ivonne Dibblee, Tiffany Shireman, Cindy Detchon, Khaliyah Williams-Rodriguez, Mayra Gomez, Petra Callin, and Michelle Riddell.

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

R22/23-40

Minutes – Kathy Wai moved, Jena Benologa seconded the motion to approve the minutes of the regular Board Meeting held November 17, 2022.

Motion passed unanimously, 4-0. Tory McVay abstained from voting.

R22/23-41

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:

- Administration appointments, Licensed appointments, additional assignments, and terminations

Policy Revisions -

- Approve revisions to the following policies as recommended by the Policy Review Committee.
 - GCQB – Research
 - IK – Academic Achievement

JEA – Compulsory Attendance

JGAB – Use of Restraint or Seclusion

Policy Revisions - Ad Hoc Committee -

- Approve revisions to the following policies as recommended by the Ad Hoc Committee.

AC – Nondiscrimination

AC-AR – Discrimination Complaint Procedure (Delete)

ACB – Every Student Belongs

ACB-AR – Bias Incident Complaint Procedure

GBEA – Workplace Harassment

GBEA-AR – Workplace Harassment Reporting and Procedure

GBNA – Hazing, Harassment, Intimidation, Bullying, Menacing
- Staff

GBNA-AR – Hazing, Harassment, Intimidation, Bullying,
Menacing, Cyberbullying

JFCF - Hazing, Harassment, Intimidation, Bullying, Menacing,
Cyberbullying, Teen Dating Violence, Domestic Violence
- Student

JFCF-AR – Hazing, Harassment, Intimidation, Bullying,
Menacing, Cyberbullying, Teen Dating Violence,
Domestic Violence - Student

KL – Public Complaints

KL-AR – Public Complaints Procedure

Preschool Promise Curriculum - Approve the proposed preschool instructional materials within our Preschool Promise Program.

Travel Permission Request -

- Grant permission for 11 students from Milwaukie High School to travel to Las Vegas, AZ, December 26-31, 2022.

Travel Permission Request -

- Grant permission for 10 students from Rex Putnam High School to travel to Tempe, CA, December 26-30, 2022.

Travel Permission Request -

- Grant permission for 50 students from Sabin-Schellenberg Professional Technical Center to travel to Otis, OR, January 13-16, 2023.

Motion passed unanimously, 5-0.

Community Comments -

- Michael and Jennifer Corbus (on behalf of their daughter Kylie Corbus), Milwaukie, spoke regarding recent events at their childrens' school.
- Angela Pederson, Oregon City, spoke regarding NCS D school-based health centers.
- Brett Duax, Happy Valley, spoke about recent board meetings.

North Clackamas Education Association (NCEA) Featured Educator - NCEA Representative, Melinda Ryan, recognized Ivana Turner, science teacher at Adrienne C. Nelson High School, as the NCEA Featured Educator of December.

Oak Grove Elementary - School Presentation - Executive Director of Secondary Programs Petra Callin and Principal of New Urban High School Arielle Hammond, gave a presentation on New Urban High School. The presentation included core values/mission statement, portrait of a New Urban graduate, celebrating student diversity, multiple pathways for student success, student voice, community partnerships for access and equity, student experience, continuous improvement, and college and career readiness. Questions and comments from the Board were addressed.

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

R22/23-42 **Superintendent Evaluation Process** - Jena Benologa moved, Tory McVay seconded the motion to move agenda item from discussion to action.

Motion passed unanimously, 5-0.

R22/23-43 Jena Benologa moved, Tory McVay seconded the motion to adopt the evaluation process for the superintendent's evaluation.

Motion passed unanimously, 5-0.

R22/23-44 **Oregon School Boards Association Election** - Jena Benologa moved, Kathy Wai seconded the motion to approve Chrissy Reitz for OSBA Board of Directors Position 8.

Motion passed unanimously, 5-0.

R22/23-45

Jena Benologa moved, Tory McVay seconded the motion to approve resolution to adopt the proposed 2023-2024 OSBA Legislative Priorities and Principles.

Motion passed unanimously, 5-0.

There being no further business to come before the Board, the meeting adjourned at 7:37 p.m.

Unapproved

Draft

SCHOOL BOARD RECOGNITION MONTH

PRESENTATION

Agenda Item #2
January 12, 2023

SUPERINTENDENT’S RECOMMENDATION:

This time is set aside on the agenda to honor and appreciate “School Board Recognition Month” by recognizing the North Clackamas School Board.

BACKGROUND:

The Oregon School Boards Association (OSBA) has set aside the month of January to honor the unpaid elected volunteers who serve on Oregon’s 197 local school boards, our 19 education service district boards, and our 17 community college boards. These dedicated local leaders give their personal time and energy to handling the critical tasks of budgeting and overseeing the management of Oregon’s public education structure.

OSBA encourages school districts, education service districts, community colleges, mayors and other local officials to join them in celebrating “School Board Recognition Month” in January. By doing so, you can help educate community about the importance of public schools and the people who ensure that Oregon’s children receive the education they need to prosper in today’s global economy.

ATTACHMENTS:

School Board Recognition Proclamation

PRESENTER / STAFF CONTACT:

Shay James, Superintendent



School Board Recognition Month

in

North Clackamas School District

WHEREAS, school boards create a vision for what students should know and be able to do;

WHEREAS, school boards establish clear standards for student performance;

WHEREAS, school boards ensure that student assessments are tied to established standards;

WHEREAS, school boards are accountable to the community for operating schools that support student achievement;

WHEREAS, school boards align school district resources to ensure that students meet standards;

WHEREAS, school boards create a climate that supports the philosophy that all children can learn at high levels;

WHEREAS, school boards build collaborative relationships based on trust, teamwork and shared accountability; and

WHEREAS, school boards are committed to continuous education and training on issues related to student achievement;

NOW, THEREFORE, I hereby declare my appreciation to the members of the North Clackamas School Board and proclaim the month of January to be **School Board Recognition Month..**

I urge our community to join me in recognizing the dedication and hard work of local school board members in preparing today's students for tomorrow's world.

Signed:

Dr. Shay James, Superintendent

Dated:

MILWAUKIE EL PUENTE - SCHOOL PRESENTATION

DISCUSSION
Agenda Item #3
January 12, 2023

SUPERINTENDENT'S RECOMMENDATION:

This item is presented for School Board Information

BACKGROUND:

A school is highlighted each month and will make a presentation to the School Board to engage in a discussion on student achievement.

Milwaukie El Puente Elementary School is featured this month and will present the following:

- Welcome and Our Newly Remodeled School
- Two Programs, One School and Our Values and DLI goals
- Numbers, Roles and Introductions
- Voices from Milwaukie El Puente Video
- Social Emotional Learning and Connections
- Continuous Improvement Goals (SEL & Connections, Community, Academics, Relationships)
- Language and Culture
- Looking Forward
- Thank You and Questions

ATTACHMENTS

- 2021 - 2022 Oregon At-A-Glance School Profile for Milwaukie El Puente
- Spring 2022 Milwaukie El Puente YouthTruth Survey Highlights Communication
- Milwaukie El Puente Elementary School Board Presenting Slides

PRESENTER/STAFF CONTACT:

Khaliyah Williams-Rodríguez, Executive Director of Elementary Programs
Karina Bruzzese, Principal of Milwaukie El Puente Elementary School
Milica Leamy, Assistant Principal, Milwaukie El Puente Elementary School
Brittany Lopez, Instructional Coach, Milwaukie El Puente Elementary School

OTHERS NOTIFIED OF ITEM:

Milwaukie El Puente Elementary School Staff
Milwaukie El Puente Elementary School School Community



OREGON AT-A-GLANCE SCHOOL PROFILE

Milwaukie El Puente Elementary School



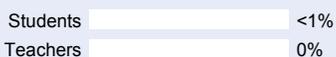
PRINCIPAL: Karina Bruzzese | GRADES: K-5 | 11250 SE 27th Ave, Milwaukie 97222 | 503-353-5480

Students We Serve

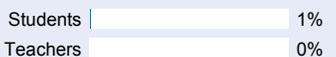


DEMOGRAPHICS

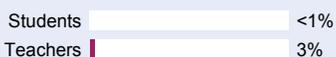
American Indian/Alaska Native



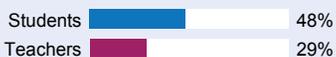
Asian



Black/African American



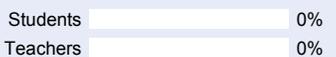
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



35%

Ever English Learners



13

Languages Spoken

16%

Students with Disabilities

94%

Required Childhood Vaccinations

>95%

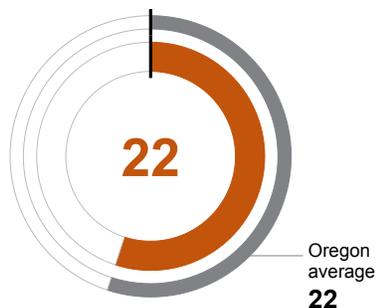
Free/Reduced Price Lunch

*<10 students or data unavailable

School Environment

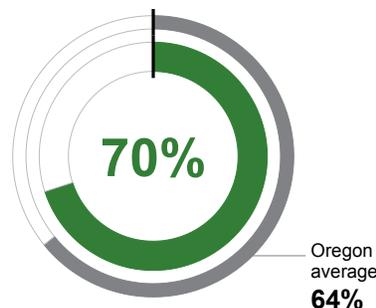
CLASS SIZE

Median class size.



REGULAR ATTENDERS

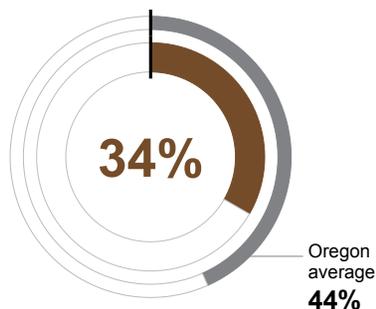
Students who attended more than 90% of their enrolled school days.



Academic Success

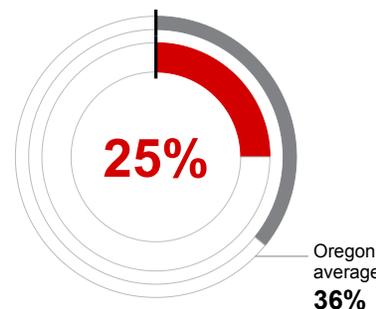
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



MATHEMATICS

Students meeting state grade-level expectations.



Academic Progress

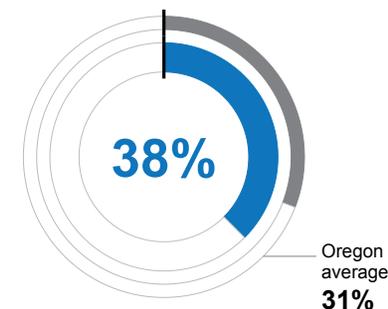
INDIVIDUAL STUDENT PROGRESS

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

Data not available in 2021-22

SCIENCE

Students meeting state grade-level expectations.



School Goals

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

State Goals

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

Safe & Welcoming Environment

NCSD believes the physical, social, and emotional safety of all students is a priority no matter their demographics or identities. Therefore, NCSD has an obligation to each student, family, staff member, and community member to provide environments that hold a fundamental sense of safety and respect. NCSD values all people regardless of background, race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, disability, or familial status.



Outcomes

Our Staff (rounded FTE)



25
Teachers



11
Educational
assistants



1
Counselors/
Psychologists



88%
Average teacher
retention rate



68%
% of licensed teachers
with more than 3 years
of experience



No
Same principal in
the last 3 years

REGULAR ATTENDERS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	69%
Multiracial	79%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	71%
Free/Reduced Price Lunch	70%
Ever English Learner	66%
Students with Disabilities	68%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	70%
Male	71%
Non-Binary	<10 students or data unavailable

ENGLISH LANGUAGE ARTS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	17%
Multiracial	31%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	55%
Free/Reduced Price Lunch	34%
Ever English Learner	7%
Students with Disabilities	11%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	36%
Male	32%
Non-Binary	<10 students or data unavailable

MATHEMATICS

American Indian/Alaska Native	<10 students or data unavailable
Asian	<10 students or data unavailable
Black/African American	<10 students or data unavailable
Hispanic/Latino	13%
Multiracial	15%
Native Hawaiian/Pacific Islander	<10 students or data unavailable
White	42%
Free/Reduced Price Lunch	25%
Ever English Learner	7%
Students with Disabilities	7%
Migrant	<10 students or data unavailable
Homeless	<10 students or data unavailable
Students in Foster Care	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable
Female	23%
Male	28%
Non-Binary	<10 students or data unavailable

About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

NCSD believes that in order for all students, families, and staff members to feel important and welcome as members of the school community, they must feel safe - physically, emotionally, and psychologically. For this reason, NCSD has a comprehensive set of policies that prohibit bullying and harassment, and NCSD has established multiple reporting and accountability measures designed to assist NCSD to respond quickly to these incidents. Information about NCSD's policies can be found at bit.ly/2CrTbnk.

EXTRACURRICULAR ACTIVITIES

North Clackamas School District offers a range of extracurricular activities for our elementary-aged students. Some examples may include: morning/after school CARE program, PTA/PTO-sponsored events, music and arts education, and partnerships with local, community-based organizations.

PARENT ENGAGEMENT

Engaged families are a key component in the academic success of students. NCSD provides multiple forums for families to become invested in their child's education, their schools, and the larger NCSD community. Whether their students are striving or thriving, NCSD believes it is essential for families to actively participate in their children's education, and NCSD's schools know this is a key responsibility.

COMMUNITY ENGAGEMENT

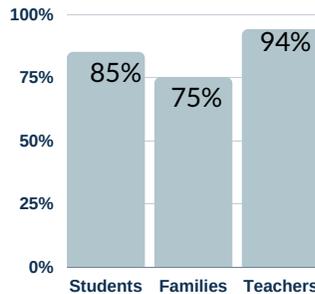
North Clackamas Schools welcomes and values the contributions of its community partners. Local businesses, social service organizations, and numerous individual volunteers add to the richness of the NCSD experience, both inside and outside of classrooms. Volunteers are welcome at our schools, and are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



Students, families and staff at Milwaukie El Puente were surveyed in February of 2022 about their experiences in school in terms of Engagement, Academic Rigor, Instructional Methods, Relationships, and Culture. We heard from 100% of students, 73% of families, and 75% of staff. With the help of the nonprofit YouthTruth, we analyzed their responses to use for decision-making and improvements. Here are a few things we learned!

Relationships

describes the degree to which students, families and staff have strong relationships with staff.



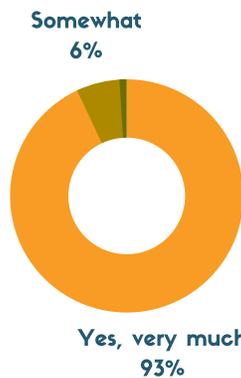
The average student response in regard to their teacher in the areas is above. (3 point scale)

85% of students report strong relationships with their teachers.

Does your teacher want you to do your best at school?

93%

of students said, "Yes, very much."



Engagement refers to the degree to which students perceive high expectations and feel engaged with their school and their education.

Instructional Methods describes the strategies and approaches students report their teachers using in class.



"I like the way we learn because our teacher explains it in many different ways multiple times." - 5th grader

"Math is hard for me but my teacher told me to don't give up and try your best." - 3rd grader

"My student's teacher seems to authentically care for their class. My kid comes home to tell me about music, gym and library. They thoroughly enjoy going to school." - 2nd grade parent

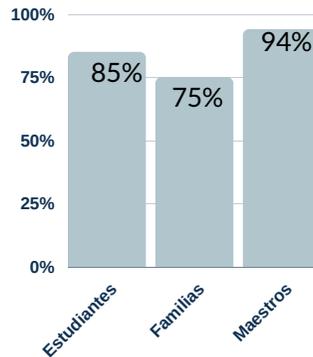
"My school is good, my teachers are good, and the students in my class respect others." - 4th grader



Los estudiantes, las familias y el personal de Milwaukie El Puente fueron encuestados en febrero de 2022 sobre sus experiencias en la escuela en términos de compromiso, rigor académico, métodos de instrucción, relaciones y cultura. Respondieron el 100% de los estudiantes, el 73% de las familias y el 75% del personal. Con la ayuda de la organización sin fines de lucro YouthTruth, analizamos sus respuestas para usarlas en la toma de decisiones y mejoras. ¡Aquí hay algunas cosas que aprendimos!

Las relaciones

describen el grado en que los estudiantes, las familias y el personal tienen relaciones sólidas con el personal.



La respuesta promedio de los estudiantes con respecto a su maestro en las áreas está arriba. (escala de 3 puntos)

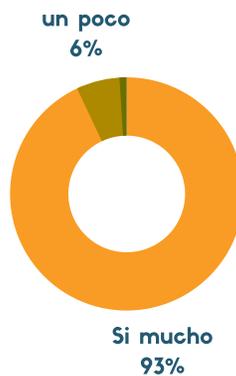
85%

de los estudiantes reportan fuertes relaciones con sus maestros.

¿Tu maestro quiere que hagas lo mejor que puedas en la escuela?

93%

de los estudiantes dijeron: "Sí, mucho".



La participación se refiere al grado en que los estudiantes perciben altas expectativas y se sienten comprometidos con su escuela y su educación.

Métodos de instrucción

describe las estrategias y enfoques que los estudiantes informan que sus maestros usan en clase.



"Me gusta la forma en que aprendemos porque nuestro maestro lo explica de muchas maneras diferentes varias veces". - Estudiante de 5to grado

"Las matemáticas son difíciles para mí, pero mi maestro me dijo que no me rindiera y que hiciera lo mejor posible". - Estudiante de 3er grado

"El maestro de mi estudiante parece preocuparse auténticamente por su clase. Mi hijo llega a casa para contarme sobre música, gimnasia y biblioteca. Disfruta mucho ir a la escuela". padre de segundo grado

"Mi escuela es buena, mis maestros son buenos y los estudiantes de mi clase respetan a los demás." - estudiante de 4to grado



Thank you
voters for our
new school
entrance!!



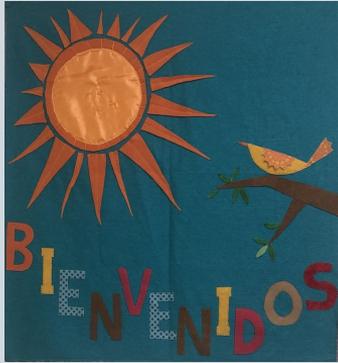
Milwaukie El Puente Elementary School¹⁴ 2022 -2023



North Clackamas School Board Presentation

January 12, 2023





Milwaukie + El Puente = **Milwaukie El Puente**

**One School, Our School
Go, Milwaukie Pumas!**

NCSD Mission - Inspiring graduates who are empowered to **act with courage** in life and to **strengthen local and global communities**.

Milwaukie El Puente - Our Values

- Belonging, respect, and emotional safety
- Academic growth and cognitive challenge
- Community and relationship building skills
- Cultural, racial and linguistic diversity

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



At Milwaukie El Puente we have...

- A newly renovated school building with safety improvements, upgraded rooms, new restrooms, a covered outside space, and much more thanks to the recent bond
- Two dual language immersion (DLI) English/Spanish classrooms per grade level
- One English language classroom per grade level
- A K - 2 Transitional Learning Center (TLC) classroom
- **425 students** total: 278 of the students in DLI classrooms
- 19 classroom teachers and 7 licensed specialists
- A counselor, part-time psychologist & psychologist intern
- 10 paraprofessionals
- Two kitchen and two custodial staff



Karina Bruzzese, Principal
Milica Leamy, Assistant Principal
Brittany Lopez, Instructional Coach
Analesa Zimmerman, DLI Instructional Coach (.5)



Kristina Allsup, Administrative Assistant
Sharom Graham, Office Support
Karina Hewitt, Office Support (.5)



16



Safety: Ms. Bruzzese
participates in
earthquake drill.



Voices from Milwaukie El Puente



47

Special thanks to Tino Herrera from our NCS D Technology Department for video production.

Social Emotional Learning (SEL) and Connections

Caring School Community is our SEL curriculum

- Schoolwide program that **develops community and social skills** (focus on community NOT compliance)
- Daily morning circles in each classroom, grade level specific lessons, SEL class meetings
- Cross-age buddies to **develop relationships** between older and younger students

Monthly Assemblies where students...

- **Practice** audience and social skills in larger setting (K/1, 2/3, and 4/5)
- **Celebrate** classroom accomplishments and share mini-performances with peers
- **Sing** bilingual school songs together

Leadership Opportunities for students in 5th grade

- Beginning in mid-January 2023
- Recycling program, classroom delivery, school announcements

Milwaukie El Puente - Our Values

- **Belonging, respect, and emotional safety**
- Academic growth and cognitive challenge
- **Community and relationship building skills**
- Cultural, racial and linguistic diversity



Community Engagement & PTO

This fall our PTO planned a **Jog-a-Thon**. Students had a blast. 4th grader Scarlett won the Jog-a-thon T-shirt design contest!



An active **PTO** fundraisers via Jog-a-Thon, Read-a-Thon, dining partnerships, etc. and supports us with needed equipment, field trips, staff appreciation efforts, and community events such as movie nights and carnival.

Our **Site Council** is up and running again this year and includes 3 parents selected by our parent community.

Milwaukie Lutheran Church provides weekend food for families in need on a weekly basis through the **backpack buddies** program.

Rotary Club contributed funds to purchase Oregon Battle of the Books (**OBOB**) for 3rd-5th classrooms and will be volunteering to facilitate 'book battles' for student teams in the spring.

Aves Compartidas, an **ecological education program** on migratory birds in the Willamette and Laja River (Mexico) watersheds, facilitates monthly lessons for our 3rd - 5th grade students.

Milwaukie High School Mentors work with our students one morning a week.

Volunteers are returning to support our school.

We have had **36 volunteers** for a total of **350 hours volunteer hours** so far this year!



Milwaukie El Puente - Our Values

- Belonging, respect, and emotional safety
- Academic growth and cognitive challenge
- **Community and relationship building skills**
- Cultural, racial and linguistic diversity



Continuous Improvement Goals

Academic Growth

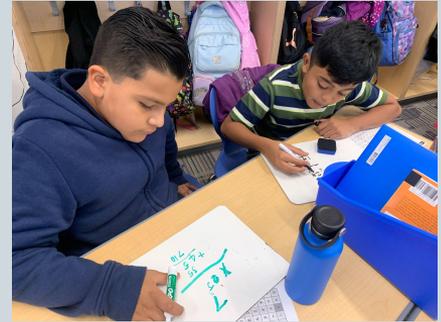
- By the end of the school year, **each 3rd grade student will demonstrate expected growth or more in math** as measured by the STAR math assessment.
- By the end of the school year, each of our students, **K-5**, will demonstrate **growth in reading** as measured by STAR and other literacy assessments.

How We Will Get There

- Professional Learning Communities (PLCs) with math focus
- Hi5 engagement focus for professional learning
- Multi-Tiered Systems of Support (MTSS) with reading focus
- Literacy strategies professional development for paraprofessionals

Milwaukie El Puente - Our Values

- Belonging, respect, and emotional safety
- **Academic growth and cognitive challenge**
- Community and relationship building skills
- Cultural, racial and linguistic diversity



Continuous Improvement Goals

Relationships and Connection

- By the end of the school year, **85% or more of our 3rd-5th grade students** will report that other students are friendly to them, as measured by Youth Truth survey results in the spring of 2023
- By the end of the school year, **75% or more of our 3rd-5th grade students** will report that there is adult at school they can talk to, as measured by Youth Truth survey results in the spring of 2023.



How We Will Get There

- Schoolwide implementation of Caring School Community
- CARE team meetings every other week and SEL embedded into MTSS discussions
- Monthly assemblies and cross-age buddies
- Integration of equity and inclusion conversations in classrooms and staff meetings



Milwaukie El Puente - Our Values

- **Belonging, respect, and emotional safety**
- Academic growth and cognitive challenge
- **Community and relationship building skills**
- **Cultural, racial and linguistic diversity**





Our Linguistic & Cultural Richness

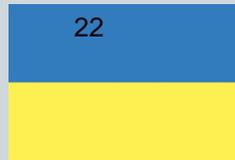
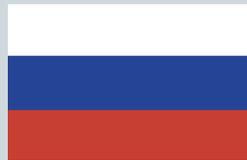
We have **132 students who speak a language other than English at home and are becoming bilingual.** Another **21 students have demonstrated English proficiency** and are on monitored status.

We have **127 students from English speaking homes who are becoming bilingual** by participating in our Spanish/English DLI program.

Two thirds of our staff are fluent **Spanish speakers.** We also have staff who speak Russian, Ukrainian, Serbian, and Polish.

Milwaukie El Puente - Our Values

- Belonging, respect, and emotional safety
- Academic growth and cognitive challenge
- Community and relationship building skills
- **Cultural, racial and linguistic diversity**



In addition to English, students come from homes where the following are spoken:

Bosnian, Cantonese, Czech, Dutch, German, Korean, Russian, Spanish, Tagalog, Ukrainian, Vietnamese



We are looking forward to...

- Hosting an artist in residence this spring
- More community activities
- Continued conversations to enhance equity and inclusivity
- Improved health for our community, students and staff
- Consistent student attendance and stamina for school
- Increased partnerships to enrich our support for students

Milwaukie El Puente - Our Values

- Belonging, respect, and emotional safety
- Academic growth and cognitive challenge
- Community and relationship building skills
- Cultural, racial and linguistic diversity





Thank you for your continued support of Milwaukie El Puente!



Dziękuję Ci

Cảm ơn

감사해

요 Dėkuju

¡Muchas gracias!

danke schön



Дякую тобі

Salamat

bedankt

Хвала вам

hvala ti

Спасибо

多謝

LEGISLATIVE AGENDA (2022 & 2023 SESSIONS)

DISCUSSION
Agenda Item #4
January 12, 2023

SUPERINTENDENT’S RECOMMENDATION:

Review the proposed legislative agenda.

REASON FOR BOARD CONSIDERATION:

Unified district approach to establishing legislative priorities for advocacy.

BACKGROUND:

The Oregon State Legislature convenes annually in January to enact new laws and revise existing ones. The 2023 Session of the Oregon State Legislature key dates include:

- January 17, 2023: 2023 Legislative Session Begins
- February 1, 2023: Release of Governor’s Recommended Budget (Tentative date)
- February 22, 2023: Revenue Forecast
- May 17, 2023: Revenue Forecast
- June 15, 2023 Targeted End of Session
- June 25, 2023: Constitutional End of Session

The North Clackamas School District Board of Directors has routinely adopted a legislative agenda in odd numbered years to provide clear direction and messaging regarding the school district’s stance on issues of legislative importance over the next two legislative sessions.

With careful review of stakeholders’ input from the comprehensive strategic planning process and other district engagement work and legislative priorities from other public education organizations, the proposed legislative agenda was drafted.

Working together collaboratively, the two legislative liaisons for the North Clackamas School District Board of Directors, members of the Parent and Community Leadership Alliance, and district staff reviewed draft language, provided edits and assisted with the development of the attached recommended legislative agenda.

This discussion provides an opportunity for the Board to review the proposed document and provide feedback for edits prior to adoption, which is scheduled for January 26, 2023.

ATTACHMENTS:

- Attachment A: Proposed Legislative Agenda (2023 & 2024)
- Attachment B: NCSA Policy BI, Board Legislative Action
- Attachment C: Presentation Slides

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff

2023 & 2024 Legislative Agenda

North Clackamas School District (NCSD) prepares graduates who act with courage to strengthen the quality of life in their local and global communities. North Clackamas School District is also committed to examining and improving our system by affirming students' many identities while building inclusive, barrier free schools and workplaces.

Fulfilling this mission requires reliable funding that provides for a full school year, teacher-to-student ratios and staffing levels that allow for strong relationships between students and educators, a well-trained and supported diverse workforce, robust emotional and mental health supports, and high-quality academic and support programs.

NCSD calls upon the legislators to take action to fully fund public preK-12 education first, early in the legislative session to allow for adequate planning for the 2023-2024 school year.

2023 & 2024 Legislative Agenda Priorities

Adequate, Predictable, and Stable Funding

- Ensure full funding for the Quality Education Model is in place by 2027
- Adequate State School Fund with at least \$10.3 Billion to minimally maintain current service levels
- Fully fund Special Education and Preschool Programs
- Establish dedicated and consistent state funding for high-quality summer learning opportunities
- Continue K-12 facilities capital improvements funding

Student Experience & Success

- Protect and continue to implement programs with a focus on historically underserved students
- Ensure teacher to student ratios that allow for strong core instruction and positive relationships
- Empower students and include student voice in state and local decision-making
- Protect and expand anti-bias, anti-racist curriculum and policies
- Protect the Student Success Act (including the Student Investment Account/High School Success/Career Technical Education) and Early Childhood Special Education

People & Culture

- Promote educator diversity and advocate for programs that increase the number of diverse school staff
- Improve education workforce recruitment and retention practices in the state
- Ensure cultural responsiveness and anti-bias, anti-racist training and actions by public employees
- Invest in funding models that establish strong employee compensation

Family & Community Collaboration

- Support initiatives that provide child and family enrichment activities
- Maintain and expand out of school time activities, including after-school activities and summer activities provided by school districts and community based organizations
- Expand affordable childcare options

Resources & Service

- Promote resources and policies that support emotional, mental and physical health needs in schools and in the community
- Enhance programs that address food and housing insecurity for students
- Promote efforts that enhance school safety, including digital safety for students and cybersecurity

Maintain Local Control of preK-12 Education

- Support local control of state funding resources
- Oppose any new unfunded mandates
- Return specific subject-related instructional minutes determinations to school districts
- Advocate for flexibility in any new requirements

NCS D Key Legislative Advocacy Principles:

- When representing NCS D, the Board, staff leaders, and the Parent and Community Leadership Alliance (PCLA) will follow the legislative agenda as approved by the Board.
- The key partners for legislative advocacy (eg. Board, staff leaders, and PCLA) will speak with one voice on behalf of school district legislative positions.
- Personal advocacy priorities should be identified as such and not those of the school district. The school district name should not be used to advocate personal or professional organizations' positions unless the superintendent or the Board has approved the action.

NCS D Staff Operational Latitude:

The Board takes action to adopt a legislative agenda in order to publicly establish the district's legislative interests. The timing of crucial legislative actions does not always provide an opportunity to seek Board direction relative to all issues on which staff action is important and necessary. In accordance with Board Policy BI, the superintendent, or their designee, may act on behalf of the Board to express the district's interests.

NCS D Legislative Contacts:

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DRAFT - NCS D BOARD 1.12.2023



Code: **BI**
Adopted: 6/19/86
Readopted: 1/20/11
Orig. Code(s): BI

Board Legislative Action

The Board will represent the district's interests in legislative action to promote the welfare of public education at the federal, state and local level, or direct those interests to be represented through its executive officer, the superintendent, or designee.

The Board may study, discuss, and weigh the merits of pending legislation for the purpose of determining its official position through Board action. If established, these official positions will be the stand of the district in the legislative process.

Board members, individually or as members of professional organizations, will not seek to represent any other positions on legislative matters unless it is made clear that such representation is not the official stand of the district.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

North Clackamas School District Legislative Agenda 2023 & 2024

School Board Meeting
1/12/23



LEGISLATIVE AGENDA 2023 & 2024

Tonight:

- Review of Proposed Legislative Agenda
- Discussion



SESSION KEY DATES

January 17, 2023: 2023 Legislative Session Begins

February 1, 2023: Governor's Recommended Budget (Tentative date)

February 22, 2023: Revenue Forecast

May 17, 2023: Revenue Forecast

June 15, 2023 Targeted End of Session

June 25, 2023: Constitutional End of Session



NCS D LEGISLATIVE AGENDA

North Clackamas Schools
2023 & 2024 Legislative Agenda

North Clackamas School District (NCS D) prepares graduates who act with courage to strengthen the quality of life in their local and global communities. North Clackamas School District is also committed to examining and improving our system by affirming students' many identities while building inclusive, barrier free schools and workplaces.

Fulfilling this mission requires reliable funding that provides for a full school year, teacher-to-student ratios and staffing levels that allow for strong relationships between students and educators, a well-trained and supported diverse workforce, robust emotional and mental health supports, and high-quality academic and support programs.

NCS D calls upon the legislators to take action to fully fund public pre-K-12 education first, early in the legislative session to allow for adequate planning for the 2023-2024 school year.

2023 & 2024 Legislative Agenda Priorities

Adequate, Predictable, and Stable Funding

- Ensure full funding for the Quality Education Model in place by 2027
- Adequate State School Fund with at least \$15 billion to reliably maintain current service levels
- Fully fund Special Education and Preschool Programs
- Establish dedicated and consistent state funding for high-quality summer learning opportunities
- Continue K-12 facilities capital improvements funding

Student Experience & Success

- Protect and continue to implement programs with a focus on historically underserved students
- Ensure teacher to student ratios that allow for strong core instruction and positive relationships
- Empower students and include student voice in state and local decision making
- Protect and expand anti-bias, anti-racism curriculum and policies
- Protect the Student Success Act (including the Student Investment Account/High School Success/Career Technical Education) and Early Childhood Special Education

People & Culture

- Promote educator diversity and advocate for programs that increase the number of diverse school staff
- Improve education workforce recruitment and retention practices in the state
- Ensure cultural responsiveness and anti-bias, anti-racism training and actions by public employees
- Invest in funding models that establish strong employee compensation

Family & Community Collaboration

- Support initiatives that provide child and family enrichment activities
- Maintain and expand out of school time activities, including after-school activities and summer activities provided by school districts and community based organizations
- Expand affordable childcare options

Resources & Service

- Promote resources and policies that support emotional, mental and physical health needs in schools and in the community
- Enhance programs that address food and housing insecurity for students
- Promote efforts that enhance school safety, including digital safety for students and cybersecurity

Maintain Local Control of pre-K-12 Education

- Support local control of state funding resources
- Oppose any new unfunded mandates
- Return specific subject-related instructional minutes determinations to school districts
- Advocate for flexibility in any new requirements

North Clackamas Schools
www.nclack.k12.or.us

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- The key partners for legislative advocacy (eg. Board, staff leaders, and PCLA) will communicate to team of legislative plans and speak with one voice on behalf of school district legislative positions.
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NCS D Staff Operational Letter:
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NCS D Legislative Contacts:

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Kathleen Taylor, Senator District 22 900 Court St, NE, S+xxx Salem, Oregon 97301 1-503-986-xxxx xxxx@oregonlegislature.gov	Annissa Hartman, Rep. House District 48 900 Court St, NE, H+xxx Salem, Oregon 97301 1-503-986-xxxx xxxx@oregonlegislature.gov
Kayee Jaha, Senator District 24 900 Court St, NE, S+xxx Salem, Oregon 97301 1-503-986-xxxx xxxx@oregonlegislature.gov	Mark Gamba, Rep. House District 41 900 Court St, NE, H+xxx Salem, Oregon 97301 1-503-986-xxxx xxxx@oregonlegislature.gov
Daniel Bonham, Senator District 26 900 Court St, NE, S+xxx Salem, Oregon 97301 1-503-986-xxxx xxxx@oregonlegislature.gov	Hoa Nguyen, Rep. House District 48 900 Court St, NE, H+xxx Salem, Oregon 97301 1-503-986-xxxx xxxx@oregonlegislature.gov
	James Hieb, Rep. House District 51 900 Court St, NE, H+xxx Salem, Oregon 97301 1-503-986-xxxx xxxx@oregonlegislature.gov

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Our Legislative Stance

North Clackamas School District (NCSD) prepares graduates who act with courage to strengthen the quality of life in their local and global communities. North Clackamas School District is also committed to examining and improving our system by affirming students' many identities while building inclusive, barrier free schools and workplaces.

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NCSD calls upon the legislators to take action to fully fund public preK-12 education first, early in the legislative session to allow for adequate planning for the 2023-2024 school year.

Adequate, Predictable, and Stable Funding

- **Ensure full funding for the Quality Education Model is in place by 2027**
- **Adequate State School Fund with at least \$10.3 Billion to minimally maintain current service levels**
- **Fully fund Special Education and Preschool Programs**
- **Establish dedicated and consistent state funding for high-quality summer learning opportunities**
- **Continue K-12 facilities capital improvements funding**

Student Experience & Success

- **Protect and continue to implement programs with a focus on historically underserved students**
- **Ensure teacher to student ratios that allow for strong core instruction and positive relationships**
- **Empower students and include student voice in state and local decision-making**
- **Protect and expand anti-bias, anti-racist curriculum and policies**
- **Protect the Student Success Act (including the Student Investment Account/High School Success/Career Technical Education) and Early Childhood Special Education**

People & Culture

- **Promote educator diversity and advocate for programs that increase the number of diverse school staff**
- **Improve education workforce recruitment and retention practices in the state**
- **Ensure cultural responsiveness and anti-bias, anti-racist training and actions by public employees**
- **Invest in funding models that establish strong employee compensation**

Family & Community Collaboration

- **Support initiatives that provide child and family enrichment activities**
- **Maintain and expand out of school time activities, including after-school activities and summer activities provided by school districts and community based organizations**
- **Expand affordable childcare options**

Resources & Services

- **Promote resources and policies that support emotional, mental and physical health needs in schools and in the community**
- **Enhance programs that address food and housing insecurity for students**
- **Promote efforts that enhance school safety, including digital safety for students and cybersecurity**

Maintain Local Control of preK-12 Education

- **Support local control of state funding resources**
- **Oppose any new unfunded mandates**
- **Return specific subject-related instructional minutes determinations to school districts**
- **Advocate for flexibility in any new requirements**

LEGISLATIVE AGENDA 2023 & 2024

Discussion?

Feedback?



LIBRARY MEDIA SERVICES

REPORT
Agenda Item #5
January 12, 2023

SUPERINTENDENT’S RECOMMENDATION:

This item is presented for information and Board discussion.

REASON FOR BOARD CONSIDERATION:

This will provide an opportunity for the Board to understand regional and nationally recognized library practices, and review NCSD library procedures.

BACKGROUND:

School libraries are essential parts of a school district’s educational program. They play a critical role in supporting students’ learning, literacy, and academic success. Libraries provide access to a wide range of information and resources, help students develop research and critical thinking skills, and provide a safe and welcoming environment for students to explore new ideas, discover new interests, and develop a love of reading.

The North Clackamas School District has 26 school libraries staffed by 31 certified and classified employees serving nearly 17,000 students. In compliance with board policies and procedural guidance, employees acquire new books, remove books that are no longer relevant, and curate resources used to meet the learning and teaching needs of the school communities.

In this session the following will be addressed:

- Library Services in the North Clackamas School District
- Options for Families
- Collection Development
- Book Acquisition Process

ATTACHMENTS:

Attachment A: Introduction to the American Association of School Librarians (AASL) Standards

Attachment B: Instructional Resources/Instructional Materials policy II/IIA

Attachment C: Procedure for Reconsideration of Use of Resource/Instruction Materials policy IIA-AR(2)

Attachment D: NCSD Library Collection Development Guide

Attachment E: NCSD Library Materials Approval Process

Attachment F: Presentation Slides

PRESENTER / STAFF CONTACT:

Joe Bridgeman, Executive Director of Technology

Dr. Leigh Anne Scherer, Director of Instructional and Information Technology

New National School Library Standards encourage students to explore, collaborate, engage

The American Association of School Librarians (AASL) national standards include a checklist for evaluating school libraries across the district

Looking to illustrate an abstract concept from a novel she'd read, an Oklahoma high school student turned to her building-level school librarian. Then, with the school librarian's encouragement to tinker in the makerspace, the girl sculpted a clay model of a kneeling woman balancing a 3D-printed replica of the earth on her back.

"She was demonstrating the concept of oppression and the weight of the world on the woman," explains Shirley Simmons, assistant superintendent of educational services for the Norman Public School District, located about 20 miles south of downtown Oklahoma City. "It came from a question she had about how women are viewed in some parts of the world and how they experience oppression. It was much deeper than just writing a paper on it."



National School Library Standards for Learners, School Librarians, and School Libraries. Also known as National School Library Standards, they were released by the American Association of School Librarians (AASL) last November.

The goal of the standards is to help school librarians establish effective school libraries that prepare students for the next phases of their lives—college, career, life," says AASL President Kathryn Lewis, who also is director of libraries and instructional technology for Norman Public Schools. "We want standards of practice to help our students be innovators, creators, problem-solvers and thinkers. And also advance our school libraries so they are in step with the broader world and educational community."

The standards framework integrates what used to be three separate sets of standards for learners, school librarians and school libraries. The new, comprehensive approach demonstrates the connections among those three groups of standards, which share six foundations: Inquire, Include, Collaborate, Curate, Explore and Engage. Within each foundation are four domains: Think, Create, Share and Grow.

"Most of the standards are not content-based but address how we approach learning and interact with content," Simmons says. "The librarian helps content-area teachers go



By emboldening the student to inquire, explore and create, the school librarian was following the recently revised

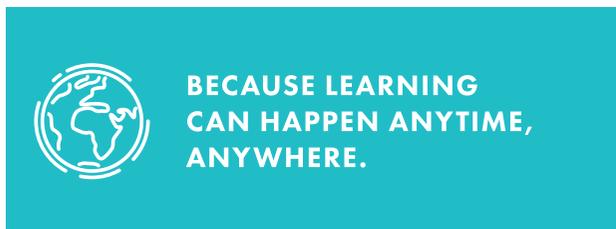
"We want standards of practice to help our students be innovators, creators, problem-solvers and thinkers."

beyond their curriculum and help students do things such as collaborate, ask their own questions—inquire, wade through the incredible amount of information that’s available and curate it.”



Lewis was part of the seven-member editorial board that spent over two years researching and discussing current needs and trends with stakeholders such as school librarians, classroom educators, school administrators and professors teaching librarianship to graduate students. This feedback influenced the final product, which features streamlined, easily understood information presented in a parallel structure that’s light on jargon.

To assist in using the standards, the AASL released a School Library Evaluation Checklist, which assesses areas such as environment, curriculum and “commitment to maintaining intellectual freedom.”



“On a building level, the checklist allows the school librarian and principal to focus on the library space, program and outcomes,” Simmons says. “On a district level, it provides the framework for administrators to establish needs across the district—resources, professional development.”

The standards, which were revised for the first time in 10 years, have important implications as education becomes more personalized, Lewis says. “Students are asked to contribute to the knowledge base, think about it, question, share and interact with it,” she says. “That is so important because we need learners who are able to understand what’s happening in the world as they grow up and leave K12 institutions.”

For more information, visit standards.aasl.org. View, comment, share this story online at DAmag.me/aasl

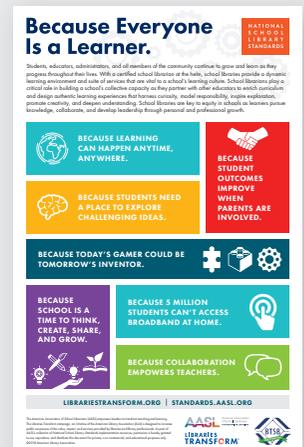
National School Library Standards

Connect Learning Across Grades and Disciplines

The *National School Library Standards for Learners, School Librarians, and School Libraries* is a must-have resource for every school librarian in your district as you work to build capacity in your schools and bring equity, connectivity, and personalization to instruction.

Talk with your school librarian about your shared goals and priorities. Download the *Because Everyone Is a Learner* infographic to help you spark conversations within your learning community (standards.aasl.org/project/transform).

Visit standards.aasl.org to access support resources and discover ways you can collaborate with your school librarian to prepare learners for college, career, and life.



LIBRARIESTRANSFORM.ORG
STANDARDS.AASL.ORG



Code: **II/IIA**
Adopted: 6/04/87
Revised/Readopted: 9/20/12; 6/14/18
Orig. Code(s): II/IIA

Instructional Resources/Instructional Materials**

The Board delegates to the superintendent or designee the authority for the selection of instructional and library/media materials in accordance with this policy. The Board is legally responsible for the final selection of instructional materials.

Materials for classrooms and libraries will be selected by the superintendent or designee in consultation with the appropriate personnel. Final decisions on purchases will be made by the superintendent subject to official adoption by the Board in the case of textbooks.

When selecting all instructional and library materials it is the responsibility of the district:

1. To provide materials that are representative of the contributions of all people, regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, and to identify, mitigate and/or eliminate culturally biased materials;
2. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
3. To provide materials that will stimulate growth in knowledge, literary appreciation, aesthetic values and ethical standards;
4. To provide a background of information which will enable students to make informed decisions in their lives;
5. To provide materials on opposing sides of controversial issues so that students may develop, under guidance, the practice of analytical reading and thinking;
6. To provide materials representative of the many religions and ethnic and cultural groups, showing their contributions to our heritage;
7. To distribute curriculum materials and instructional supplies to the schools of the district in such a manner to ensure that equivalence of such materials exists among the schools;
8. To provide a procedure to address concerns with the appropriateness of instructional/library media materials; and
9. To ensure adherence to all copyright laws regulating the use of such material.

The district will regularly consider and determine whether textbooks and other instructional materials that are available through online resources will be made available free of charge to students with print disabilities.

Textbook Selection and Adoption

Textbooks will be selected upon recommendation of professional staff and will be approved by the Board. In determining selections, the perspective and input of parents and other members of the community will be considered.

Library Materials Selection and Approval Process

All materials for school libraries will be recommended for purchase by the district or building media staff and approved by the superintendent or designee. Consultation will take place with the administration, staff and/or parents as appropriate.

All materials selected will be consistent with the stated principles of selection that apply to all instructional and library materials.

In order to maintain a current and highly usable collection of materials, the media specialist will provide for continuing renewal of the collection, not only by addition of up-to-date materials, but by the judicious elimination of materials which no longer fulfill district needs.

Gifts to the library may be accepted if they meet the criteria established for the selection of all instructional materials and other applicable policies.

Use of Supplementary Materials

The district allows instructional staff to use a variety of supplementary materials, both commercial and teacher-made, in order to meet the district's established educational goals. Teachers may use supplementary materials such as models, videos, pictures, charts, exhibits and websites for educational purposes with the approval of the principal.

It shall be the responsibility of the principal to ensure that any supplementary materials are appropriate to the particular instructional objectives and to students' ages.

Special Interest Supplementary Materials

Special interest supplementary materials bearing the name of the commercial business firm that provided the materials may be used. Instructional use of the material from appropriate media sources may contain unavoidable commercial references that recognize specific interest groups, products, etc. Special interest supplementary instructional materials may also be political or religious in nature. In general, supplementary materials from such nonschool resources should have the approval of the superintendent or designee before being used in the schools. This approval may be given to materials that are of obvious educational quality, which supplement and enrich text and reference book materials for definite school courses, and which are timely.

Materials from nonschool resources may not be displayed or distributed in the schools or on the school grounds without the superintendent or designee approval. Students may not be used as agents for distributing nonschool materials to the homes without the approval of the superintendent or designee. As appropriate, educational films/videos secured from or through commercial sources will be approved by the principal prior to their use in the schools.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)

[ORS 336.840](#)

[ORS 337.120](#)

[ORS 337.141](#)

[ORS 337.150](#)

[ORS 337.260](#)

[ORS 337.511](#)

[ORS 339.155](#)

[OAR 581-011-0050 to -0117](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2310](#)

[OAR 581-022-2340](#)

[OAR 581-022-2350](#)

[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2012).



Code: IIA-AR(2)
Revised/Reviewed: 2/23/05; 9/20/12
Orig. Code: SP INBA

Procedure for Reconsideration of Use of Resource/Instruction Materials

1. Objective

Parents/Guardians often want to speak with school personnel to express concern or to gain understanding about school materials. All personnel shall receive these questions or complaints with courtesy, and an effort shall be made to explain the school's position regarding materials that are used in the school's instructional program. When a parent/guardian is concerned about specific materials used in the instructional program to the extent that he/she wishes the school to review or change (add, delete or alter) its usage, the outlined procedures shall be followed. Accommodations will be provided for parents/guardians where English is not the primary language and other needs are identified.

2. Suggestions to Principals/Designees for Handling Informal Requests at the Building Level

- a. If the complainant phones, the principal/designee will listen courteously and invite him/her to submit the concern in writing. If the complainant writes, the principal/designee will acknowledge the letter promptly and politely via email or phone as appropriate. The principal/designee's role is to investigate the circumstances surrounding the nature of the complaint, so the principal/designee, the staff member and the parent/guardian have complete understanding of the event and the complaint.
- b. The principal/designee will attempt to resolve the issue with the requestor at the building level including the teacher involved with the materials being used and the parent/guardian.
- c. In the event a resolution cannot be reached at the building level, the principal/designee will inform the parent/guardian that requests for the reconsideration of use of materials are available, and formal statements will be considered by the building review committee.

3. Formal Procedure for Review of Instructional Materials Complaints

- a. To initiate a request for reconsideration of instructional materials, the complainant shall complete the Request for Reconsideration form and file it with the building principal/designee. The building principal/designee will acknowledge the receipt of the Request for Reconsideration form to the complainant in writing within five work days.
- b. Within five work days after receiving the request form, the principal/designee will forward a copy of the request form to the assistant superintendent of education, along with a copy of his/her acknowledgment to the complainant.
- c. At the principal/designee's discretion, the school or teacher may continue the program or activity in question until the matter is resolved. The teacher will be apprised of the status of the complaint.

- d. The building principal/designee will keep teachers who have a direct interest in the issue apprised of the status of the Request for Reconsideration at all levels of the process. These teachers may also be asked to present their positions with regard to the challenged materials to the Building/District Review Committee(s).

4. Establishment of Building Review Committee

- a. A building review committee shall be formed by the principal or designee to review the Request for Reconsideration within 15 work days of the receipt of a request when the request deals with a program or activity unique to that particular school.
- b. The building review committee membership shall be:
 - (1) Principal/Designee (nonvoting facilitator);
 - (2) Two teachers (one teacher from the department or grade level in question);
 - (3) District/building media coordinator;
 - (4) Two parents, including one site council member.

Committee members directly associated with the selection of the challenged material shall be excused from the committee during the deliberation of such materials. The principal/designee may appoint a temporary replacement for the excused committee member, and such a replacement shall be of the same general qualifications as the excused member.

- c. Copies of the Request for Reconsideration form shall be given to all committee members. The building review committee shall review all appropriate Board policies related to instructional and media materials (II/IIA and IIABB). The committee shall review the challenged material considering theme, concept, vocabulary and illustrations as they apply to the appropriateness of the material for instructional objectives of the lesson(s), the difficulty level of the material and the age level of the students.
- d. The complainant and the person primarily responsible for use of the material should be invited to appear before the committee. Copies of challenged material should be distributed to committee members as available. The committee may request that individuals with special knowledge be present to provide information.
- e. The building review committee shall make a progress report to the assistant superintendent of education within 15 work days of the first committee meeting.
- f. The committee will submit its decision to the assistant superintendent and all parties of interest within 15 work days following its final review meeting.
- g. The committee may recommend that the questioned materials/program be:
 - (1) Retained without restriction/changes.
 - (2) Retained with appropriate restriction/changes outlined in the recommendation.
 - (3) Not retained.
- h. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection or use of the material.
- i. Requests to reconsider materials which have previously been before the committee must receive approval of a majority of the committee members before the materials will again be considered.
- j. The assistant superintendent will apprise the superintendent of all proceedings of the building review committee.

k. Request for Reconsideration Building Committee Review Decisions

- (1) The assistant superintendent shall notify the superintendent of the Request for Reconsideration filed and shall inform the superintendent of the Building review committee's decision.
- (2) The concerned parties may appeal the decision of the Building review committee to the superintendent within 10 work days following receipt of the committee's decision.
- (3) The superintendent will conduct a hearing to provide all parties an opportunity to present their positions.
- (4) The superintendent will render a decision within 15 work days following its hearing. The superintendent's decision shall be that the questioned materials/programs be:
 - (a) Retained without restriction/changes.
 - (b) Retained with appropriate restrictions/changes as stipulated.
 - (c) Not retained.
- (5) The superintendent's decision is final.

5. District Review Committee

- a. The district review committee will review the Request for Reconsideration when the request concerns a program or activity common to more than one school of similar grade levels/courses within the district.
- b. The assistant superintendent for curriculum and instruction and Instruction will review the request and schedule the first meeting of the district review committee within 15 work days of a district Request for Reconsideration form being received. All parties of interest shall be notified of the hearing.
- c. Copies of the Request for Reconsideration form and all pertinent data related to the request shall be given to committee members at least five work days prior to the hearing. Copies of challenged material should be distributed to committee members as available. The committee may request that individuals with special knowledge be present to provide information.
- d. The assistant superintendent of curriculum and instruction shall appoint the district review committee. The district review committee membership will be:
 - (1) Assistant superintendent of education (nonvoting facilitator);
 - (2) Executive director of secondary programs or elementary programs;
 - (3) Two principals—one elementary and one secondary;
 - (4) Three teachers—one elementary, one middle school and one senior high;
 - (5) Two appointed site council members;
 - (6) Four parents/community members.

Committee members directly associated with the selection of the challenged material shall be excused from the committee during the deliberation of such materials. The assistant superintendent of education may appoint a temporary replacement for the excused committee member but such replacement shall be of the same general qualifications as the excused member.

- e. The district review committee will be chaired by an administrator appointed by the superintendent/designee and shall be a nonvoting member of the committee.

- f. The committee chair shall be responsible for documenting all proceedings, for adherence to established procedures and guidelines and for preparing and presenting the report and recommendation to the Board based on the minutes of the meeting(s). Additionally, the chair will send copies of the committee’s report and recommendation to the person(s) filing the challenge and to the staff member(s) involved.
6. Procedures to be followed by the District Review Committee
- a. Review all appropriate Board policies related to instructional resources and materials.
 - b. Establish a calendar for review of the material being challenged.
 - c. Review the challenged material considering the theme, concept, vocabulary and illustrations as they apply to:
 - (1) The appropriateness of the material for the instructional objectives established for the lesson(s) in which it was used, including its presentation and follow-up;
 - (2) The appropriateness of the material’s level of difficulty;
 - (3) The appropriateness of the material for the age group(s) with which it was used.
 - d. Request the staff member(s) involved submit a written explanation of the use of the challenged material, specifically addressing its relationship to the established curriculum and course objectives.
 - e. An opportunity will be provided to the person(s) filing the challenge, staff member(s) involved, outside consultants, lay people and other staff members or individuals to offer oral and/or written testimony on the challenge within such procedures and limitations as may be established by the chair with consensus of the committee.
 - f. Review and discuss the possible options for recommendation, including:
 - (1) Continued use of the material as used, with no reservations;
 - (2) Restricted or modified use of the material in terms of subject area, grade level, etc.;
 - (3) No further use of the material as a part of the regular or supplementary curriculum in the district.
 - g. Procedures for Voting:
 - (1) A quorum (one-half of the committee membership plus one) shall be present to act upon any business to come before the committee;
 - (2) All motions and votes shall be recorded and reported in the minutes of the meeting(s);
 - (3) Votes shall be recorded only from the members present at the time of the vote;
 - (4) A simple majority of those present is required for a motion to pass;
 - (5) Roll call votes may be taken.
 - h. Following the discussion and review of possible options for recommendations, a committee member may offer a motion outlining the committee’s recommendation. Action shall be taken on that motion and any subsequent motions within the procedures outlined in section 6.g above and consistent with parliamentary procedure.
 - i. All meetings of the district review committee are subject to the Public Meeting Law pursuant to ORS 192.610 to 192.690.
 - j. A decision to sustain a challenge shall not be interpreted as a judgment of responsibility on the part of the professionals involved in the original selection or use of the material.

- k. Requests to reconsider materials that have previously been before the committee must receive approval of a majority of the committee members before the materials will again be considered.
- l. The district review committee will submit its decision to the superintendent and all parties of interest within 15 work days following its final review meeting.

7. Request for Reconsideration Decisions

- a. The superintendent shall notify the Board of each Request for Reconsideration filed and shall inform the Board of each review committee's decision.
- b. The concerned parties may appeal the decision of the district review committee to the Board within 10 work days following receipt of the committee's decision.
- c. The Board may conduct a hearing to provide all parties an opportunity to present their positions.
- d. The Board will render a decision within 15 work days following its hearing or at the next regularly scheduled Board meeting. The Board's decision shall be that the questioned materials/programs be:
 - (1) Retained without restriction/changes.
 - (2) Retained with appropriate restrictions/changes as stipulated.
 - (3) Not retained.

North Clackamas School District 12
REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIAL
(Submit to principal or designee)

Book or Other Printed Material if Applicable:

Author _____ Hardcover _____ Paperback _____ Other _____
Title _____ Publisher _____ Date of pub. _____

Digital media, if applicable:

Title _____ Producer/Source (if known) _____

Type of digital media (video, etc.) _____

Request initiated by _____ Telephone _____
Address _____ City _____ Zip _____

Person making the request represents

Self _____ (Print name)

Group or organization

Name of Group _____

1. To what in the item do you object? (Please be specific, cite pages, frames, etc.)

2. In your opinion what harmful effects upon students might result from use of this item?

3. Do you perceive any instructional value in the use of this item?

4. Did you review the entire item? If not, what sections did you review?

5. Should the opinion of any additional experts in the field be considered? Yes No
Please list suggestions if any: _____

6. What would you like the school to do about this material?

Do not use it with my student.

Withdraw it from use.

Send it back to the selector or selectors for evaluation.

Other _____.

7. In place of this item would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended? _____

8. Do you wish to make an oral presentation to the Review Committee? Yes No
If yes, please call the assistant superintendent's office at [_____].

Signature

Date



NCSD Library Collection Development Guide

Purpose: Collection development for the school library is an ongoing process led by the school Media Technician in collaboration with the District Library Media Coordinator and school administrator. Collection development is the process of acquiring new books to add to the collection, removing or “weeding” books no longer relevant, and curating resources used to meet the learning and teaching needs of the school community.

Library Standards Goals:

1. 17-20 titles per student
2. 40% of collection fiction
3. 60% of collection non-fiction
 - a. 40% or more of non-fiction less than 5 years old
4. Books reflect the multiple identities of the student population including but not limited to the various ethnicities, languages, abilities, grade levels, cultural backgrounds, gender identities, and other protected classes.

Collection Weeding:

Library materials will be continuously evaluated (at least annually) for relevance, currency and appeal. De-selection (weeding) of library materials is a process of evaluating and withdrawing materials that are rarely used, contain inaccurate or dated information, are in poor condition or are no longer relevant to curriculum or student or staff needs. Weeding is a critical component of the Library Collection Development process.

- [NCSD Library Book Weeding Procedures](#)

Adding to the Collection:

The NCSD Library Standards Goals will be used when making decisions to add additional titles to the library.

1. Analyze the collection
 - a. Utilize the [Titlewise Collection Analysis](#) tool in your [NCSD Titlewave](#) account to analyze the current titles, generate detailed reports to determine what areas need to be improved
 - b. Submit a copy of the school MARC records online and supply basic information about the school and collection (e.g. student enrollment, call number prefixes used in the school collection, etc.)
2. Identify areas of focus for new purchase
 - a. Review the results of the Titlewise Collection Analysis which can help find new titles that meet the collection needs, and identify books that may not be in the collection

- b. Survey students and teachers or otherwise gather information about topics, authors, or genres they would like to see added to the collection
 - c. Use the [NCSD Equity Lens](#) when making decisions about which books to purchase
3. Identify books to purchase
- a. [Titlewave](#) is the online collection development tool for school libraries featuring professionally curated content. Use Titlewave to search for books and find relevant reviews for any books being considered for purchase. Each school has a unique username/password to login to Titlewave (username/password can be obtained from District Library Media Coordinator)
 - i. Consider reviews in the following order: School Library Journal (SLJ), Booklist, and then Horn Book. If there are any questions contact the District Library Media Coordinator.
 - b. Use Titlewave to curate lists of books to be purchased for the school library.
 - i. Follett Destiny/Titlewave will be used to purchase new books in almost all situations. This service has a district discount which includes book processing (barcode, spine label, call number, replacement options). Other vendors may be considered in certain situations in consultation with the District Library Media Coordinator.
 - c. Purchasing will occur in collaboration with the District Library Media Coordinator and school administrator(s)
4. Add books to school library
- a. [NCSD Cataloging Standards](#) must be used for any books added to the school [Destiny](#) account
 - i. Also used when adding the title records to the Destiny system and printing spine labels for books to be shelved

Other Information:

NCSD has a policy and [Procedure for Reconsideration of Use of Resource/Instruction Materials](#) (including library books). This procedure must be used ***in collaboration with school administrators*** when there is a request to review, add, delete, or alter library books or access.



NCSD Library Materials Approval Process

Purpose:

[Collection development](#) for the school library is an ongoing process led by the school library/media staff in collaboration with the District Library Media Coordinator and school administrators. Collection development is the process of acquiring new books to add to the collection, removing or “weeding” books no longer relevant, and curating resources used to meet the learning and teaching needs of the school community.

In order to comply with the NCSD Instructional Resources/Instructional Materials policy ([II/III/A](#)), books are recommended for addition to the school library by district or building media staff and approved by the superintendent or designee. The superintendent grants approval authority to licensed Teacher Librarians. When a school does not have a licensed Teacher Librarian, a district team has been formed to serve as the superintendent’s designee in order to approve library books selected for addition to the school library by the school library/media staff.

Process:

The NCSD Library Materials Approval Team meets quarterly to review materials recommended for purchase or addition to the school library collection (if they have not already been approved and added to an NCSD library at the same grade-level) utilizing [Collection Development Selection Criteria](#) and approve or deny the inclusion of the book in the school library. The Library Materials Approval Team is composed of:

- District Library Media Coordinator
- Director of Instructional and Information Technology
- A representative from Teaching, Learning & Professional Development
- A representative from Elementary Programs
- A representative from Secondary Programs

A [list of approvals or denials](#) will be maintained and schools will be notified of decisions following each meeting of the Library Materials Approval Team.

Note: NCSD has a formalized policy and [Procedure for Reconsideration of Use of Resource/Instruction Materials](#) (including library books). This procedure must be used **in collaboration with school administrators** when there is a request to review, delete, or alter library books or access.

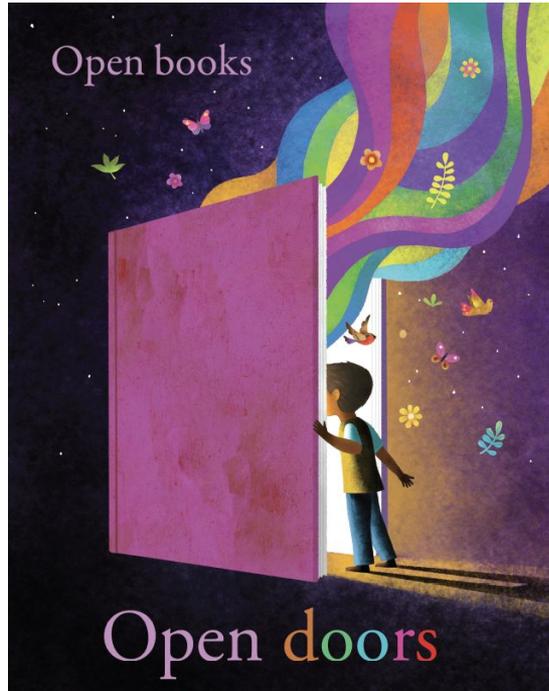


Library Media Services

Dr. Leigh Anne Scherer

Director, Instructional and Information Technology

Why Libraries?



- “Libraries allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open.”
- Laura Bush



Agenda



- Library Services in North Clackamas
 - Options for Families
- Collection Development
- Book Acquisition Process

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Library Services in North Clackamas

Why School Libraries?



Required by Oregon Department of Education to provide a coordinated media program including:

1. Media instruction at all grade levels
2. School Media Services (materials, facilities, staffing)
3. Evaluate appropriateness of the staffing and programs

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National School Library Standards

The school library enables generation of new knowledge by:

- Providing experiences with and access to resources, information, ideas, and technology for all learners in the school community.
- Supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need

The school library facilitates opportunities to integrate collaborative and shared learning by:

- Partnering with other educators to scaffold learning and organize learner groups to broaden and deepen understanding
- Leading inquiry-based learning opportunities that enhance the information, media, visual, and technical literacies of all members of the school community



NCSD Libraries

- Elementary School
 - 17 sites
 - Staffed by Media Technician - Weekly ½ hour sessions
- Middle School
 - 4 sites
 - Staffed by Media Technician - Teachers arrange sessions for their classes & students drop in during lunch or with a pass
- High School
 - 5 sites
 - Staffed by Licensed Teacher Librarian and Media Technician at ACNHS, CHS, MHS/MAA, and PHS, Media Technician at NUHS - Teachers arrange sessions for their classes, some push in to classes & students can drop in
- District
 - Licensed Library Media Coordinator



How do students and staff access materials in the library?

- All students and staff
 - Access Destiny online catalogue for their school with their NCS D credentials
- Elementary School
 - Weekly library sessions
 - Search stations in the library
 - Support from Media Technician and/or classroom Teacher
- Middle School
 - Search stations in the library
 - Support from Media Technician and/or Teacher
- High School
 - Search stations in the library
 - Support from Teacher Librarian and/or Media Technician



Options for Families



How can a parent/guardian know what books are in a school library?

- Use your student's username and password to log in to the school database (Destiny) and review the books in the school library
- Schedule a time to come in to the library and use the search station to review the books

How can a parent/guardian limit their students' access to particular books?

- Have a conversation with your student's teacher (elementary) or library staff member (middle or high school) and let them know which book(s) you do not want your child to access



Collection Development

National School Library Standards

The school library promotes selection of appropriate resources and tools for information use by:

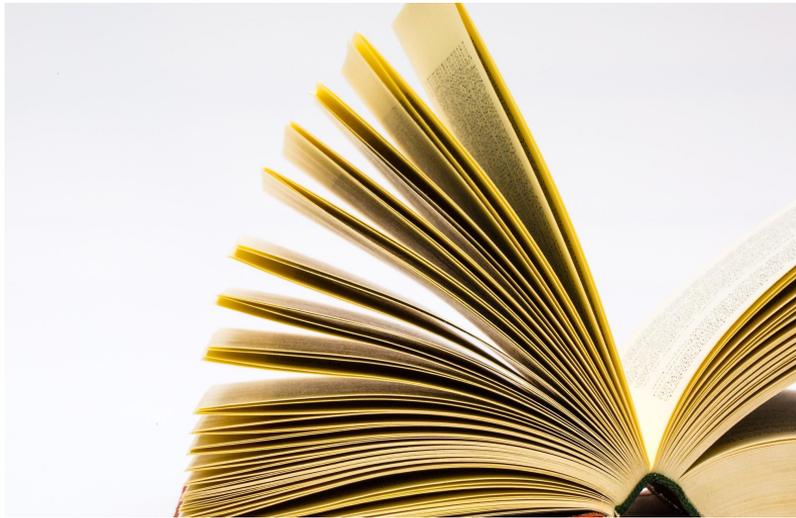
- Employing a dynamic collection policy that includes selection and retention criteria for all materials within the collection
- Implementing an administratively approved and endorsed policy that clearly addresses procedures for handling material challenges

The school library engages the learning community in exploring resources by:

- Maintaining a collection of sufficient breadth and currency to be pertinent to the school's program of studies
- Using local and external data to inform ongoing adjustments to the scope of the resource collection, and its audiences, formats, and applications



Collection Development



- Includes:
 - Acquiring new books to add to the collection
 - Removing books that are no longer relevant
 - Curating resources used to meet the learning and teaching needs of the school community
- Compliance with the NCS D Instructional Resources/Materials policy ([II/IIA](#))
- Use NCS D library standards goals and selection criteria when making decisions about the collection

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NCSD Instructional Resources/ Instructional Materials Policy

When selecting all instructional and library materials, it is the responsibility of the district:

1. To provide materials that are representative of the contributions of all people, regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, and to identify, mitigate and/or eliminate culturally biased materials;
2. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
3. To provide materials that will stimulate growth in knowledge, literary appreciation, aesthetic values and ethical standards;
4. To provide a background of information which will enable students to make informed decisions in their lives;

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NCSD Instructional Resources/ Instructional Materials Policy (cont.)

When selecting all instructional and library materials, it is the responsibility of the district:

5. To provide materials on opposing sides of controversial issues so that students may develop, under guidance, the practice of analytical reading and thinking;
6. To provide materials representative of the many religions and ethnic and cultural groups, showing their contributions to our heritage;
7. To distribute curriculum materials and instructional supplies to the schools of the district in such a manner to ensure that equivalence of such materials exists among the schools;
8. To provide a procedure to address concerns with the appropriateness of instructional/library media materials; and
9. To ensure adherence to all copyright laws regulating the use of such material.



NCSD Instructional Resources/ Instructional Materials Policy (cont.)

Library Materials Selection and Approval Process

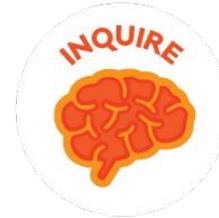
- All materials for school libraries will be recommended for purchase by the district or building media staff and approved by the superintendent or designee. Consultation will take place with the administration, staff and/or parents as appropriate.
- All materials selected will be consistent with the stated principles of selection that apply to all instructional and library materials.
- In order to maintain a current and highly usable collection of materials, the media specialist will provide for continuing renewal of the collection, not only by addition of up-to-date materials, but by the judicious elimination of materials which no longer fulfill district needs.
- Gifts to the library may be accepted if they meet the criteria established for the selection of all instructional materials and other applicable policies.



NCSD Library Standards and Goals

- 17-20 Titles per student
- 40% Fiction
- 60% Non-Fiction*
 - 40% or more less than 5 years old
- Books should reflect the multiple identities of the student population including but not limited to the various ethnicities, languages, abilities, grade levels, cultural backgrounds, gender identities, and other protected classes

*This standard is currently being re-considered given the access to one-to-one chromebooks and the digital materials available to students.



Collection Weeding



- Weeding is the process of evaluating and withdrawing materials (at least annually) that are:
 - rarely used
 - contain inaccurate or dated information
 - are in poor condition
 - are no longer relevant to curriculum or student or staff needs
- Library staff continuously evaluate the collection for relevance, currency, and appeal
- Weeding is a critical component of the library collection development process



Collection Selection Criteria

- Appropriate for the age, social, emotional and intellectual development of students in the school
- Earn favorable reviews from standard secular, professionally recognized reviewing sources and/or authoritative subject matter experts
 - Association for Library Service to Children (ALSC) [Notable Children's Books](#)
 - Young Adult Library Services Association (YALSA) [Best Books for Young Adults](#)
 - [School Library Journal](#)
 - [Booklist](#)
 - [We Need Diverse Books](#)
- Support and enrich the curriculum and/or students learning, interests, abilities, identities, and developmental maturity levels



Collection Selection Criteria

- Authentically represent the histories, contributions and perspectives of individuals with diverse backgrounds and identities, including materials by content creators of all cultures
- Provide accurate factual knowledge from authoritative sources
- Represent differing viewpoints on controversial issues so that students may deepen, under guidance, the practice of analytical reading and thinking
- Make content accessible in a wide variety of languages and formats





Book Acquisition Process

National School Library Standards

The school library represents all members and their place in a global learning community by:

- Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.
- Featuring learning opportunities that include diverse viewpoints

The school library facilitates opportunities to experience diverse ideas by:

- Promoting the use of high-quality and high-interest literature in formats that reflect the diverse developmental, cultural, social, and linguistic needs of all learners and their communities
- Constructing a learning environment that fosters the sharing of a wide range of viewpoints and ideas.

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[AASL National School Library Standards](#)



NCSD Library Book Selection Process

1. Analyze the collection
 - a. Titlewise Collection Analysis tool to generate detailed reports
 - b. Consider student and staff needs
2. Identify areas of focus for addition to the collection
3. Identify books to purchase
 - a. Replace damaged or lost book
 - b. Student or teacher request
 - c. Complement and enrich collection
 - d. High interest (new release, emerging genre)
 - e. Supports creating a balanced school library collection
4. Submit books for review



NCSD Library Book Review Process

In order to comply with the NCSD Instructional Resources/Instructional Materials policy ([II/IIA](#))

- Books are recommended for addition to the school library by district or building media staff and approved by the superintendent or designee
- The superintendent grants approval authority to licensed Teacher Librarians.
 - Adrienne C. Nelson High School
 - Clackamas High School
 - Milwaukie High School/Milwaukie Academy of the Arts
 - Putnam High School
- When a school does not have a licensed Teacher Librarian, a district team has been formed to serve as the superintendent's designee in order to approve library books selected for addition to the school library by the school library/media staff.
 - All Elementary Schools
 - All Middle Schools
 - New Urban High School

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NCSD Library Book Review Process

- Quarterly meetings
- Review materials recommended for purchase or addition to the school library collection if they have not already been approved and added to an NCSD library at the same grade-level
- Utilize collection development selection criteria to approve or deny the inclusion of the book in the school library.
- The Library Materials Approval Team is composed of:
 - District Library Media Coordinator
 - Director of Instructional and Information Technology
 - A representative from Teaching, Learning & Professional Development
 - A representative from Elementary Programs
 - A representative from Secondary Programs



EXAMPLE: Oregon Battle of the Books

- Statewide voluntary reading motivation and comprehension program sponsored by the Oregon Association of School Libraries
- Volunteer organized, optional program
 - Copies of OBOB books regularly donated to schools to support student participation
- Schools want to add these to their library collection to make it easier for students to access
- A few books were outside of the grade range
 - *Girl in the Blue Coat* by Monica Hesse, OBOB 6-8, recommended for grades 9-12
- A few books were not published as children's books but had appropriate content
 - *All Systems Red* by Martha Wells, OBOB 9-12, themes appropriate for high school students
- Most books were appropriate for the grade range identified by OBOB (3-5, 6-8, 9-12)
 - *Rescue on the Oregon Trail* by Kate Messner, OBOB 3-5, recommended for grades 3-5



Libraries



- “Information helps you to see that you’re not alone. That there’s somebody in Mississippi and somebody in Tokyo who all have wept, who’ve all longed and lost, who’ve all been happy. So the library helps you to see, not only that you are not alone, but that you’re not really any different from everyone else.” - Maya Angelou





North Clackamas Schools

www.nclack.k12.or.us

