



# Agenda

North Clackamas School Board  
Thursday, June 8, 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

<b>6:30</b>	<b>Call to Order</b>	
	<b>Community Comments</b>	
	<b>Native Land Acknowledgement</b>	<b>3</b>
	<b>Flag Salute</b>	<b>4</b>
	<b>Minutes - May 11, 2023</b>	<b>5</b>
	<b>Minutes - May 25, 2023</b>	<b>9</b>
	<b>Consent Agenda</b>	
	<b>A. Employment Changes</b>	
	<b>B. Policy Revisions</b>	<b>11</b>
	<b>C. Non-Licensed Administrator Continuation of Contract 2023-2024</b>	
	<b>D. 2023-2024 Alternative Placements</b>	<b>32</b>
	<b>E. 2023-2024 Middle and High School Fees</b>	<b>35</b>
	<b>F. Travel Request - Rex Putnam High School Kingsmen Thunder Drumline</b>	<b>38</b>
	<b>G. Travel Request - Adrienne C. Nelson High School Football</b>	<b>44</b>
<b>7:05</b>	<b>1. Budget Hearing</b>	
<b>7:10</b>	<b>2. Resolution for Fiscal Year 2023-24: Adopting the Budget, Making Appropriations, Imposing and Categorizing the Tax - Action</b>	<b>49</b>
	Presenter: Matt Makara	
<b>7:15</b>	<b>3. Construction Excise Tax Rate Approval - Action</b>	<b>51</b>
	Presenter: Matt Makara	
<b>7:20</b>	<b>4. Clackamas Community College Bond Projects - Presentation</b>	<b>54</b>
	Presenter: Shay James	
<b>7:35</b>	<b>5. Addendum to Transportation Supplemental Plan (Walk Zone) - Discussion</b>	<b>74</b>

Presenter: Cindy Detchon

**7:45 6. Comprehensive Sexuality Education Plan Update - Discussion 115**  
Presenter: Tammy O'Neill

**7:55 7. Board Reports - Chair/Vice Chair Interest**

**8:10 8. World Language Adoption: French Grades 9-12/Spanish Grades 6-12 - Action 199**  
Presenter: Tammy O'Neill

**8:15 9. Local Option Levy - Action 201**  
Presenter: Shay James

**8:20 10. Contract Amendment: Maxim Healthcare Staffing Services - 205**  
**Discussion/Action**  
Presenter: Michelle Riddell

**8:25 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.



## Flag Salute

I pledge allegiance to the Flag of the United States of  
America, and to the Republic for which it stands, one Nation  
under God, indivisible, with liberty and justice for all.

**NORTH CLACKAMAS SCHOOL DISTRICT 12  
CLACKAMAS COUNTY, OREGON  
MINUTES — BOARD OF DIRECTORS MEETING  
May 11, 2023  
Zoom/YouTube**

***Open Session***

With due notice having been given and a quorum present, Chair Mitzi Bauer convened open session at 6:31 p.m. with the following members present:

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

Also present were Tiffany Shireman, Cindy Detchon, Ivonne Dibblee, Michelle Riddell, Khaliyah Williams-Rodriguez, Matt Makara, Petra Callin, and Tammy O’Neill.

Jena Benologa read the Native Land Acknowledgement. Tory McVay led the Pledge of Allegiance.

R22/23-73

**Minutes** – Tory McVay moved, Jena Benologa seconded the motion to approve the minutes of the regular Board Meeting held April 13, 2023.

Motion passed unanimously, 5-0.

R22/23-74

**Consent Agenda** – Jena Benologa moved, Tory McVay seconded the motion to adopt the consent agenda as recommended:

**Employment Changes** - Approve employment changes as listed, with a copy of the list made as part of the official minutes, as recommended by the Executive Director of Human Resources:

- Administrative terminations
- Licensed terminations

**Policy Revisions**

- Approve revisions to the following policies as recommended by the Policy Review Committee.
  - DBEA – Budget Committee
  - EH – Electronic Data Management

**2023-2024 Board Meeting Calendar** - Approve the 2023-2024 Board Meeting Calendar.

**Education Equity Advisory Committee (Senate Bill 732) Charter Approval** - Approve the Educational Equity Advisory Committee Charter, including term limits and proposed list of committee members.

**Travel Request** -

- Grant permission for 6 students from Clackamas High School to travel to Phoenix, Arizona, June 10-17, 2023.

**Travel Request** -

- Grant permission for 14 students from Sabin-Schellenberg Professional Technical Center to travel to Atlanta, Georgia, June 19-24, 2023.

**Travel Request** -

- Grant permission for 70 students from Clackamas High School to travel to McMinnville, Oregon, June 17-20, 2023.

**Travel Request** -

- Grant permission for 45 students from Rex Putnam High School to travel to McMinnville, Oregon, June 17-20, 2023.

Motion passed unanimously, 5-0.

R22/23-75

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

Steven Schroedl moved, Orlando Perez seconded the motion to adopt the proclamation recognizing June as Lesbian, Gay, Bisexual, Transgender, and Queer (+) Pride Month in North Clackamas School District.

Motion passed unanimously. 5-0.

**Bilquist Elementary - School Presentation** - Executive Director of Elementary Programs Khaliyah Williams-Rodriguez, Principal of Bilquist Elementary School Karon Webster, Assistant Principal of Bilquist Elementary School Milica Leamy, Instructional Coach Vickie Beraka, and 4th grade teacher Adrienne Courbis gave a presentation on Bilquist Elementary School. The presentation included school mission and demographics, “Voices from Bilquist” video, social and emotional learning, academic goals, and community engagement. Questions and comments from the Board were addressed.

**North Clackamas Education Association (NCEA) Featured Educator** - NCEA Representative Melinda Ryan recognized the NCEA Featured Educators of May,

Special Education Teachers on Special Assignment Louise Dawson, Shelly Waller, Danielle Heinlein, and Sarah Makarchek.

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

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

JBA/GBN – Sexual Harassment

JBA/GBN-AR(1) – Sexual Harassment Complaint Procedure

JBA/GBN-AR(2) – Sexual Harassment Complaint Form

GBN/JBA - Sexual Harassment

GBN/JBA-AR(1) – Sexual Harassment Complaint Procedure

GBN/JBA-AR(2) - Sexual Harassment Complaint Form

These proposed policies/ARs are developed from OSBA model policies in alignment with current state laws. These proposed policies/ARs are also aligned with the recently adopted complaint appeal process recommended by the former NCSD Ad Hoc Committee.

R22/23-76

**Contract Award: CrowdStrike Falcon Subscription** - Jena Benologa moved, Orlando Perez seconded a motion to award a contract in the amount of \$161,900.23 to Organization for Educational Technology and Curriculum for a CrowdStrike Falcon 3-year subscription.

Motion passed unanimously, 4-0. Steven Schroedl was not present at time of vote.

R22/23-77

**Contract Award: Printer Contract** - Orlando Perez moved, Tory McVay seconded a motion to award a contract in the amount of \$267,000 to Pacific Office Automation (POA) to replace outdated and no longer supported printer equipment at all locations throughout the District.

Motion passed 4-0. Steven Schroedl was not present at time of vote.

R22/23-78

**Construction Bid Award: Scouters Mountain Elementary School Modular Classroom Installation Project** - Tory McVay moved, Jena Benologa seconded the motion to approve awarding the Scouters Mountain Elementary School Modular Classroom Installation Project to P&C Construction Company for a total award not to exceed \$548,647.00.

Motion passed 4-0. Steven Schroedl was not present at time of vote.

There being no further business to come before the Board, the meeting adjourned at 7:31 p.m.

Unapproved

Draft

**NORTH CLACKAMAS SCHOOL DISTRICT 12  
CLACKAMAS COUNTY, OREGON  
MINUTES — BOARD OF DIRECTORS WORK SESSION MEETING  
May 25, 2023  
Zoom/YouTube**

**Work 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
Orlando Perez	–	Director
Tory McVay	–	Director
Kathy Wai	–	Director
Steven Schroedl	–	Director
Libra Forde	–	Director
Shay James	–	Superintendent
Donna Collingwood	–	Board Secretary

Also present were Tiffany Shireman, Cindy Detchon, Ivonne Dibblee, Michelle Riddell, Khaliyah Williams-Rodriguez, Matt Makara, Petra Callin, and Tammy O’Neill.

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

**Quarterly Financial - Report** - Executive Director of Finance & Business Services Matt Makara presented information for review and discussion of the quarterly report containing information about the investment portfolio as of March 31, 2023.

**World Language Adoption: French Grades 9-12/Spanish Grades 6-12** - Executive Director of Teaching, Learning and Professional Development Tammy O’Neill and Associate Director of Teaching, Learning and Professional Development Laurie Meisner presented information on the eventual adoption of the World Language: French curriculum for grades 9-12 and Spanish curriculum for grades 6-12. Questions and comments from the Board were addressed.

**2023-2024 Alternative Placements** - Assistant Superintendent of Education Ivonne Dibblee and Executive Director of Teaching, Learning and Professional Development Tammy O’Neill discussed the proposed Alternative Placements list for 2023-2024. Questions and comments from the Board were addressed.

**Local Option Levy** - Superintendent Shay James, Chief of Staff Tiffany Shireman, and Community Relations Director Curtis Long presented the proposed resolution directing North Clackamas School District staff to place a continuation of the local

option levy on the November 7, 2023 ballot. Questions and comments from the Board were addressed.

**2023-2024 Middle School and High School Student Fee Schedules** - Executive Director of Secondary Programs Petra Callin and Director of Technology Leigh Anne Scherer discussed the 2023-2024 middle school and high school fee schedules. Questions and comments from the Board were addressed.

There being no further business to come before the Board, the meeting adjourned at 8:00 p.m.

**Unapproved**

Draft

**POLICY REVISIONS**

**CONSENT B**

June 8, 2023

**REASON FOR BOARD CONSIDERATION:**

Approval of the attached policy revisions and administrative regulations of NCSD Board Policies JBA/GBN, JBA/GBN-AR(1), JBA/GBN-AR(2), GBN/JBA, GBN/JBA-AR(1), and GBN/JBA-AR(2).

**RECOMMENDATION:**

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

**BUDGET IMPACT/SOURCE OF FUNDS:**

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

**ATTACHMENTS:**

Drafts of the following policies to review:

<b>Policy</b>	<b>Title</b>	<b>Reason</b>
JBA/GBN	Sexual Harassment	These proposed policies/ARs are developed from OSBA model policies in alignment with current state laws. These proposed policies/ARs are also aligned with the recently adopted complaint appeal process recommended by the former NCSD Ad Hoc Committee.
JBA/GBN-AR(1)	Sexual Harassment Complaint Procedure	
JBA/GBN-AR(2)	Sexual Harassment Complaint Form	
GBN/JBA	Sexual Harassment	
GBN/JBA-AR(1)	Sexual Harassment Complaint Procedure	
GBN/JBA-AR(2)	Sexual Harassment Complaint Form	

**PRESENTER / STAFF CONTACT:**

Tiffany Shireman, Chief of Staff



Code: JBA/GBN  
Adopted: 11/15/07  
Revised/Readopted: 12/06/12; 1/08/15; 6/25/20;  
11/11/20  
Orig. Code: JBA/GBN

## Sexual Harassment

The Board and district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

### General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. Conduct that falls under Title IX will be processed under GBNAB and GBNAB-AR - Federal Law (Title IX) Sexual Harassment Complaint Procedure. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures may be processed simultaneously (*see* JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure and GBNAB and GBNAB-AR - Federal Law (Title IX) Sexual Harassment Complaint Procedure. The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.<sup>1</sup>

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff members and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available.

### Oregon Definitions

Sexual harassment of students, staff members or third parties<sup>2</sup> shall include:

1. A demand or request for sexual favors in exchange for benefits;

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<sup>1</sup> Common complaint procedures that may also be involved include but are not limited to: Nondiscrimination (Board policy AC), Workplace Harassment (Board policy GBEA), Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF) or Staff (Board policy GBNA) , and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy JHFF/GBNAA).

<sup>2</sup> “Third party” means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
  - a. Interferes with a student’s educational activity or program;
  - b. Interferes with a school or district staff member’s ability to perform their job; or
  - c. Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs without the student’s, staff member’s or third party’s consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person’s action, offensive because of that other person’s sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching of a sexual nature; graffiti of a sexual nature; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

The district official receiving the complaint shall follow the Oregon Procedures outlined under JBA/GBN-AR - Sexual Harassment Complaint Procedure.

### **No Retaliation**

Retaliation against persons who initiate a complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district’s drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person’s knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

### **Publication**

This policy shall be made available to students, parents of students and staff members. This policy shall be prominently published on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any student, parent of a student, school or district staff member, or third party upon request.

END OF POLICY

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

[ORS 243.706](#)  
[ORS 332.107](#)  
[ORS 342.700](#)  
[ORS 342.704](#)  
[ORS 342.708](#)

[ORS 342.850](#)  
[ORS 342.865](#)  
[ORS 659.850](#)  
[ORS 659A.006](#)  
[ORS 659A.029](#)

[ORS 659A.030](#)  
[OAR 581-021-0038](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).



Code: JBA/GBN-AR(1)  
Revised/Reviewed: 12/06/12; 6/25/20; 10/22/20

## Sexual Harassment Complaint Procedure

Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
Michelle Riddell	Title IX Coordinator	503.353.6000	riddellm@nclack.k12.or.us
William Ruehle	Associate Director – HR	503.353.6000	ruehlew@nclack.k12.or.us

These individuals are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. Complaints should be made on the form provided in JBA/GBN- AR(2)

### Reporting

Any staff member who becomes aware of behavior that may violate this policy shall promptly report to the above district official. The district official (with coordination involving the reporting staff member when appropriate and working with building administrators as necessary) will take any action necessary to ensure that:

1. The student is protected and to promote a nonhostile learning environment;
2. The staff member is protected and to promote a nonhostile work environment; or
3. Any third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but that are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment is encouraged to promptly report their concerns to district officials, including officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

### Oregon Procedures

Upon receiving the report or complaint, the Title IX Coordinator or designee shall promptly designate the district official responsible for conducting the investigation of the complaint. For allegations involving students, the district official responsible for conducting the investigation will generally be the building administrator. For allegations involving staff or other persons, the Title IX coordinator will designate the

appropriate individual to conduct the investigation. The investigation will follow procedures and standards, including but not limited to, those identified in this procedure. The Title IX Coordinator will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents of a reporting person, impacted person, or reported person, when such investigation is initiated.

## Notice

When a person<sup>1</sup> who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
  - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
  - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol

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<sup>1</sup> Student, staff member, or third party, or if applicable, the student or third party's parent or guardian.

or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and

9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

### **Investigation and Determination**

Step 1: All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

### **Conclusion of Investigation**

All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within twenty-five working days of receipt of the report or complaint.

### **Appeal**

Step 2 If a party is not satisfied with the decision at Step 1, the party may submit a written appeal to the District-Level Supervisor of the Step 1 decision-maker. Such appeal must be filed within five working days after receipt of the decision.

If a complaint is appealed to Step 2, the District-Level Supervisor shall evaluate the appeal, and confer with the parties involved, and, the supervisor may, but is not required to, conduct additional investigation. The District-Level Supervisor will provide a written response within twenty-five working days after receiving the Step 2 appeal. The written response shall provide information about how to appeal to Step 3.

If a party is not satisfied with the Step 2 result and wishes to pursue the appeal, the party shall file a signed, written appeal with the superintendent or designee within five working days after receipt of the written Step 2 response.

Step 3: If a complaint is appealed to Step 3, the superintendent or designee shall review the information from Step 2. The superintendent or designee shall evaluate the appeal and may confer with the parties involved. The superintendent or designee may, but is not required to, conduct additional investigation. The decision of the superintendent or designee shall be provided to the parties within thirty working days after receiving the written appeal. The decision of the superintendent or designee constitutes the final decision of the District, unless a specific law or District policy provides otherwise.

### **Additional Considerations**

The superintendent is authorized to amend these procedures (including timelines) when the superintendent feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

A person shall not be required to report prohibited conduct to the person alleged to have committed the conduct. If the complaint involved a school administrator or other compliance coordinator, it should generally be referred to the district Title IX Coordinator or Human Resources Director, but may be referred to the Superintendent's office.

"Working days" means days in which the District is open and students are in attendance. Working days does not include school breaks or teacher in-service days.

The timelines described in this section may be extended upon written agreement by the complainant and the district. If a complainant does not agree to an extension of time and a complaint is not resolved within 90 working days, the complainant may appeal to the Oregon Department of Education.

The parties to a complaint shall be given an update regarding the process at least every 45 days until the final decision is issued.

If the complaint involves the superintendent or an individual Board member (other than the Board chair), it should be referred to the Board chair who will present the complaint to the Board in executive session. Complaints against the Board chair shall be brought to the vice chair of the Board who will present the complaint to the Board in executive session. In addressing complaint against the superintendent or individual Board member:

- a. The Board will follow a process that complies with Oregon law.
- b. If the Board decides an outside investigation is warranted, it may refer the investigation to a third party.
- c. The Board shall have 90 days in which to complete its investigation, decide what action if any is warranted, and provide a written notice to the parties that the investigation is concluded and whether a policy violation was found to have occurred to the extent allowable by law.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the Title IX Coordinator or superintendent's office.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be

made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.



**SEXUAL HARASSMENT COMPLAINT FORM**

Name of Complainant \_\_\_\_\_

Telephone Number \_\_\_\_\_

Date \_\_\_\_\_

Email address \_\_\_\_\_

Name of Respondent \_\_\_\_\_

*The District is committed to preventing sexual harassment and investigating any complaints of sexual harassment in accordance with applicable District policy or procedure. If you need interpretation or translation services, or support putting your complaint in writing, or have any other questions about the process, please contact the building administrator or Title IX Coordinator.*

Please describe what occurred (Please describe the incident or incidents in as much detail as possible including dates, locations, and persons involved. Please include each separate concern or allegation that you have. Please feel free to attach additional pages if necessary.):

Please list any witnesses to the incident or incidents:

Please include any additional information:

*Please send this complaint form to your building administrator or the Title IX Coordinator.*



Code: GBN/JBA  
Adopted: 11/15/07  
Revised/Readopted: 12/06/12; 1/08/15; 6/25/20;  
11/11/20  
Orig. Code: GBN/JBA

## Sexual Harassment

The Board and district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

### General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. Conduct that falls under Title IX will be processed under GBNAB and GBNAB-AR - Federal Law (Title IX) Sexual Harassment Complaint Procedure. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures may be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBNAB and GBNAB-AR - Federal Law (Title IX) Sexual Harassment Complaint Procedure. The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.<sup>1</sup>

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff members and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available.

### Oregon Definitions

Sexual harassment of students, staff members or third parties<sup>2</sup> shall include:

1. A demand or request for sexual favors in exchange for benefits;

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<sup>1</sup> Common complaint procedures that may also be involved include but are not limited to: Nondiscrimination (Board policy AC), Workplace Harassment (Board policy GBEA), Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF) or Staff (Board policy GBNA) , and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy JHFF/GBNAA).

<sup>2</sup> “Third party” means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
  - a. Interferes with a student’s educational activity or program;
  - b. Interferes with a school or district staff member’s ability to perform their job; or
  - c. Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs without the student’s, staff member’s or third party’s consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person’s action, offensive because of that other person’s sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching of a sexual nature; graffiti of a sexual nature; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

The district official receiving the complaint shall follow the Oregon Procedures outlined under GBN/JBA-AR - Sexual Harassment Complaint Procedure.

### **No Retaliation**

Retaliation against persons who initiate a complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district’s drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person’s knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

### **Publication**

This policy shall be made available to students, parents of students and staff members. This policy shall be prominently published on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any student, parent of a student, school or district staff member, or third party upon request.

END OF POLICY

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**Legal Reference(s):**

[ORS 243.706](#)  
[ORS 332.107](#)  
[ORS 342.700](#)  
[ORS 342.704](#)  
[ORS 342.708](#)

[ORS 342.850](#)  
[ORS 342.865](#)  
[ORS 659.850](#)  
[ORS 659A.006](#)  
[ORS 659A.029](#)

[ORS 659A.030](#)  
[OAR 581-021-0038](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).



Code: GBN/JBA-AR(1)  
Revised/Reviewed: 12/06/12; 6/25/20; 10/22/20

### Sexual Harassment Complaint Procedure

Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
Michelle Riddell	Title IX Coordinator	503.353.6000	riddellm@nclack.k12.or.us
William Ruehle	Associate Director – HR	503.353.6000	ruehlew@nclack.k12.or.us

These individuals are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. Complaints should be made on the form provided in GBN/JBA- AR(2)

#### Reporting

Any staff member who becomes aware of behavior that may violate this policy shall promptly report to the above district official. The district official (with coordination involving the reporting staff member when appropriate and working with building administrators as necessary) will take any action necessary to ensure that:

1. The student is protected and to promote a nonhostile learning environment;
2. The staff member is protected and to promote a nonhostile work environment; or
3. Any third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but that are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment is encouraged to promptly report their concerns to district officials, including officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

#### Oregon Procedures

Upon receiving the report or complaint, the Title IX Coordinator or designee shall promptly designate the district official responsible for conducting the investigation of the complaint. For allegations involving students, the district official responsible for conducting the investigation will generally be the building administrator. For allegations involving staff or other persons, the Title IX coordinator will designate the

appropriate individual to conduct the investigation. The investigation will follow procedures and standards, including but not limited to, those identified in this procedure. The Title IX Coordinator will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents of a reporting person, impacted person, or reported person, when such investigation is initiated.

## Notice

When a person<sup>1</sup> who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
  - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
  - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol

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<sup>1</sup> Student, staff member, or third party, or if applicable, the student or third party's parent or guardian.

or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and

9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

### **Investigation and Determination**

Step 1: All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

### **Conclusion of Investigation**

All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within twenty-five working days of receipt of the report or complaint.

### **Appeal**

Step 2 If a party is not satisfied with the decision at Step 1, the party may submit a written appeal to the District-Level Supervisor of the Step 1 decision-maker. Such appeal must be filed within five working days after receipt of the decision.

If a complaint is appealed to Step 2, the District-Level Supervisor shall evaluate the appeal, and confer with the parties involved, and, the supervisor may, but is not required to, conduct additional investigation. The District-Level Supervisor will provide a written response within twenty-five working days after receiving the Step 2 appeal. The written response shall provide information about how to appeal to Step 3.

If a party is not satisfied with the Step 2 result and wishes to pursue the appeal, the party shall file a signed, written appeal with the superintendent or designee within five working days after receipt of the written Step 2 response.

Step 3: If a complaint is appealed to Step 3, the superintendent or designee shall review the information from Step 2. The superintendent or designee shall evaluate the appeal and may confer with the parties involved. The superintendent or designee may, but is not required to, conduct additional investigation. The decision of the superintendent or designee shall be provided to the parties within thirty working days after receiving the written appeal. The decision of the superintendent or designee constitutes the final decision of the District, unless a specific law or District policy provides otherwise.

### **Additional Considerations**

The superintendent is authorized to amend these procedures (including timelines) when the superintendent feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

A person shall not be required to report prohibited conduct to the person alleged to have committed the conduct. If the complaint involved a school administrator or other compliance coordinator, it should generally be referred to the district Title IX Coordinator or Human Resources Director, but may be referred to the Superintendent's office.

"Working days" means days in which the District is open and students are in attendance. Working days does not include school breaks or teacher in-service days.

The timelines described in this section may be extended upon written agreement by the complainant and the district. If a complainant does not agree to an extension of time and a complaint is not resolved within 90 working days, the complainant may appeal to the Oregon Department of Education.

The parties to a complaint shall be given an update regarding the process at least every 45 days until the final decision is issued.

If the complaint involves the superintendent or an individual Board member (other than the Board chair), it should be referred to the Board chair who will present the complaint to the Board in executive session. Complaints against the Board chair shall be brought to the vice chair of the Board who will present the complaint to the Board in executive session. In addressing complaint against the superintendent or individual Board member:

- a. The Board will follow a process that complies with Oregon law.
- b. If the Board decides an outside investigation is warranted, it may refer the investigation to a third party.
- c. The Board shall have 90 days in which to complete its investigation, decide what action if any is warranted, and provide a written notice to the parties that the investigation is concluded and whether a policy violation was found to have occurred to the extent allowable by law.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the Title IX Coordinator or superintendent's office.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be

made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.



## SEXUAL HARASSMENT COMPLAINT FORM

Name of Complainant \_\_\_\_\_

Telephone Number \_\_\_\_\_

Date \_\_\_\_\_

Email address \_\_\_\_\_

Name of Respondent \_\_\_\_\_

*The District is committed to preventing sexual harassment and investigating any complaints of sexual harassment in accordance with applicable District policy or procedure. If you need interpretation or translation services, or support putting your complaint in writing, or have any other questions about the process, please contact the building administrator or Title IX Coordinator.*

Please describe what occurred (Please describe the incident or incidents in as much detail as possible including dates, locations, and persons involved. Please include each separate concern or allegation that you have. Please feel free to attach additional pages if necessary.):

Please list any witnesses to the incident or incidents:

Please include any additional information:

*Please send this complaint form to your building administrator or the Title IX Coordinator.*

**SUPERINTENDENT’S RECOMMENDATION:**

Approve the proposed Alternative Program Placements list for 2023-2024.

**REASON FOR BOARD CONSIDERATION:**

In accordance with Policy IGBHA, the Board must annually approve the alternative programs to be used by the district.

**BUDGET IMPACT/SOURCE OF FUNDS:**

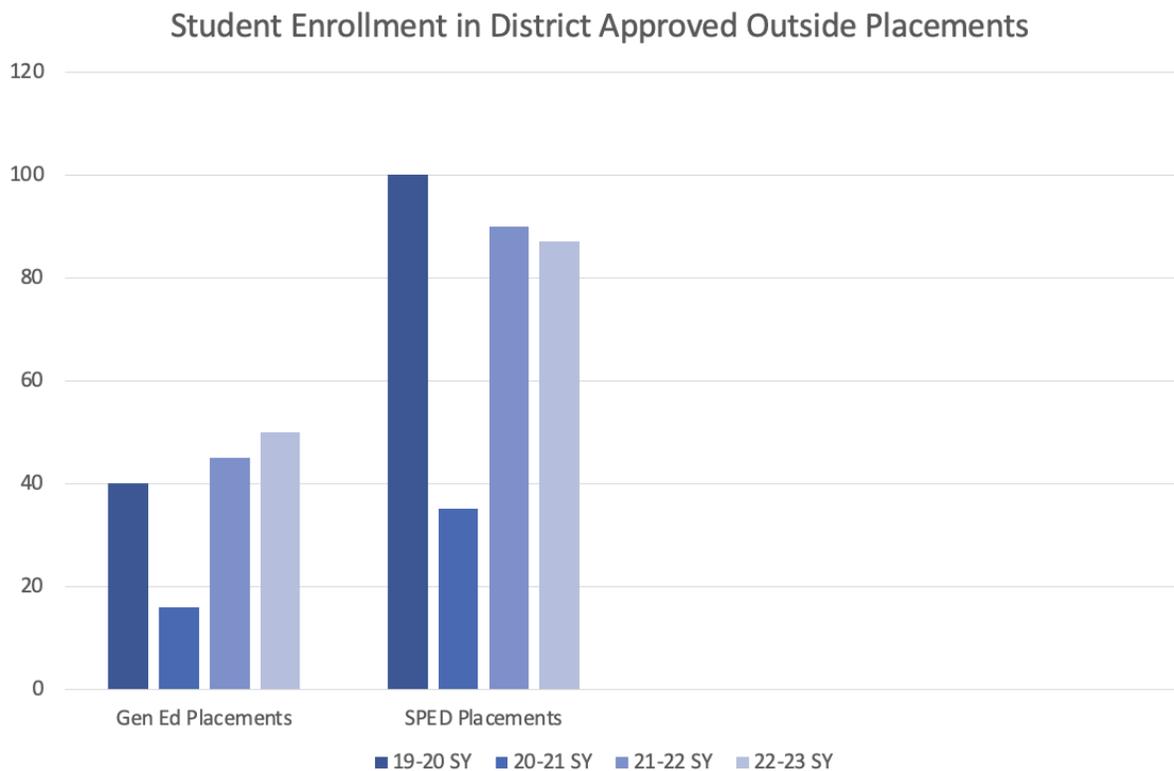
There may be increased costs to the district as charged by each alternative program.

**BACKGROUND:**

Alternative program placements are most frequently used to:

- accommodate students’ unique needs associated with a disability,
- to accommodate expulsion or expulsion alternative needs, or
- to accommodate the learning needs of students ages 17 and older with few academic credits for whom other NCSD programs have been or likely would be unsuccessful.

The graph illustrates the approximate numbers of students enrolled in one of the district’s approved general education alternative placements related to expulsion/expulsion alternative or academic credit deficiency and one of the district’s approved special education alternative placements related to a student’s needs associated with a disability.



In all cases, an NCSD resident student who attends an alternative program placement is linked to at least one NCSD staff member who reviews the placement multiple times throughout the school year with the student and/or their family and the staff at the alternative placement. Students and families unique learning and safety needs are considered before, during, and after the placement. These placements are typically customized with frequent interaction between the placement staff, NCSD staff, and the student/student's family.

**ATTACHMENTS:**

[Proposed Alternative Program Placements 2023-2024](#)

**PRESENTER / STAFF CONTACT:**

Ivonne Dibblee, Assistant Superintendent, Education

Tammy O'Neill, Executive Director of Teaching, Learning, and Professional Development

**2023 - 2024 ALTERNATIVE PROGRAM PLACEMENTS:  
GENERAL EDUCATION**

The following programs and schools are used at times to provide an appropriate education for students who have been expelled or who need a different learning environment than is available in North Clackamas neighborhood, charter or magnet schools:

Helensview School, Multnomah ESD	11-20 years old	Youth struggling with anger issues, substance abuse issues, and gang involvement, with little external or family support systems.
SE Works	16+ years old	The program incorporates GED prep with a focus on job skills, career exploration and post-secondary planning.
Oak Grove Center, New Urban High School	Grades 6-12	A small learning environment designed as a placement alternative for middle school and high school students as an alternative to expulsion.
NCSD Virtual Online Program	Grades K-12	A fully remote learning environment that integrates web-based curriculum and in-person video instruction and support.
Portland Youth Builders	17-20 years old	Students who were previously dis-enrolled from school with a focus on education, vocational training and leadership development.
Twilight, New Urban High School	Grades 9-12	After school/outside of typical school hours credit recovery and GED program.

**2023 - 2024 ALTERNATIVE PROGRAM PLACEMENTS:  
SPECIAL EDUCATION**

The following programs and schools are used at times to provide appropriate educational services for students who require an educational environment that is not available in North Clackamas School District:

Arata Creek/Knott Creek, Multnomah ESD	Grades K-12
Heron Creek, Clackamas ESD Therapeutic School Program	Grades K-12
LEEP Programs, Clackamas ESD	Grades K-12 & post grade 12
Columbia Regional Deaf and Hard of Hearing Program, Portland Public Schools	Grades K-12
Helensview School	Grades 9-12
Lifeworks	Grades 6-12
Wheatley School, Multnomah ESD	Grades 3-12
Oregon School for the Deaf	Grades K-12 & post grade 12
Parrot Creek	Court Placed Students
Parry Center / Edwards School	DHS Placed Students
Serendipity Center	Grades K-12
SERP (Supported Employment, Recreation & Leisure) Alternative School Services	Post grade 12

There are additional programs in the metro area where other school districts place students. In some instances, those placements are maintained temporarily when the student moves into North Clackamas School District to provide continuity for the educational benefit of the student.

**2023-2024 MIDDLE SCHOOL AND  
HIGH SCHOOL STUDENT FEE SCHEDULES**

**CONSENT E**  
June 8, 2023

**SUPERINTENDENT'S RECOMMENDATION:**

Approval of the 2023/2024 Middle School and High School Fee Schedules.

**ORIGINATED BY:**

This is an annual agenda item.

**REASON FOR BOARD CONSIDERATION:**

Per board policy JN: Student Fees, Fines, and Charges, the Board must review and approve student fees annually.

**BACKGROUND:**

NCSD strives to keep school-associated costs and fees as low for students and families as possible. Over the last few years, we have actively worked to reduce fees where possible. For 2023/24 both the middle and high schools are maintaining their existing school-based fee structures at the current rates based on board feedback.

**ATTACHMENTS:**

- Attachment A: Proposed draft of the 2023-2024 North Clackamas Middle School Fee Schedule
- Attachment B: Proposed draft of the 2023-2024 North Clackamas High School Fee Schedule

**PRESENTER / STAFF CONTACT:**

Petra Callin, Executive Director of Secondary Programs  
Leigh Anne Scherer, Director of Technology



**NORTH CLACKAMAS SCHOOL DISTRICT  
2023-24 MIDDLE SCHOOL FEE SCHEDULE**

All student fees and charges will be published annually per Policy JN: Student Fees, Fines, and Charges. Students who are unable to pay may consult with the appropriate teacher or advisor for scholarships. Fees for athletics and classes will continue to be waived for students who qualify for Free and Reduced Meals.

<b>Art Classes*</b>	<b>\$20 per Semester</b>
<b>After School Athletics (Cross Country and/or Track &amp; Field)</b>	<b>\$50 per Sport</b>
<b>Drama/Theater</b>	<b>\$20 per Semester</b>
<b>FACS/Foods (all classes)</b>	<b>\$20 per Semester</b>
<b>Technology/Engineering Arts</b>	<b>\$20 per Semester</b>
<b>Intramurals</b>	<b>\$15 per Sport</b>
<b>Music (Band, Choir, Orchestra) rental fee</b>	<b>Cost varies depending on instrument rental</b>
<b>PE/Music - Uniforms (shirt/short)</b>	<b>\$15-\$30</b>
<b>Planner/Binder Materials</b>	<b>\$5</b>
<b>Student Body Activity Fee</b>	<b>\$5</b>
<b>Student Body Card Replacement</b>	<b>\$5</b>
<b>Yearbook</b>	<b>\$20</b>
<b>Field Trips</b>	<b>Actual Cost</b>
<b>Technology 1:1 Chromebook Fee</b>	<b>\$20</b>

\*Class fees may be charged for products produced in class that students take home.



**NORTH CLACKAMAS SCHOOL DISTRICT  
2023-24 HIGH SCHOOL FEE SCHEDULE**

All student fees and charges will be published annually per Policy JN: Student Fees, Fines and Charges. Students who are unable to pay may consult with the appropriate teacher or advisor for scholarships. Fees for athletics and classes will continue to be waived for students who qualify for Free and Reduced Meals.

<b>North Clackamas High Schools</b> Preparing graduates who are inspired and empowered to strengthen the quality of life in our local and global communities			<b>Sabin Schellenberg</b> Educating passionate leaders through creative and relevant professional experiences		
Courses	Semester Course Fees	Year Long Fees	Courses	Semester Course Fees	Year Long Fees
Drama <i>Play Participation with after-school requirement</i>		\$25	Agriculture <i>Animal Science: 1,2,3, Adv &amp; Research</i>		\$15
Field Trips	Actual Cost		Automotives Services: 1, 2, & 3	\$20	\$40
Home High School Parking	\$35	\$70	Architecture & Design	\$5	
Photography, Ceramics & Art	\$20		Business Construction 2		\$25
Speech and Debate- Team		\$25	Cosmetology: Concepts, 1, 2, & 3	\$15	\$40
Student Body Activity Fee		\$30	Crime Scene Investigation	\$30	
Student Body Card-replacement		\$5	Culinary Arts: Intro, 1, 2, & 3	\$15	\$30
Textbook Deposit <i>refundable at graduation</i>		\$20	DECA: <i>Association for Marketing</i>		\$30
Yearbook		\$55	Diesel Technology & Maintenance		\$40
Athletics (Per sport- \$425 ind/\$700 family max)		\$175	Digital Design: Basic & Development	\$10	
Technology 1:1 Chromebook Deposit <i>refundable at graduation</i>		\$20	Electronics: Intro, Exploring 1, 2, & 3	\$15	\$30
			Engineering Robotics 1		\$20
			Engineering Robotics 2		\$30
			Fire Science & Protection: 1 & 2		\$20
			Forestry: 1, 2,& 3		\$15
			Food Handler's Card <i>Required for some courses</i>		\$10
			Health Services: CareTrends, Survey, 1 & 2	\$10	\$20
			Japanese National Honor Society		\$8
			SSC Parking <i>District Transportation provided , parking optional</i>	\$25	\$50
			Manufacturing & Engineering: Intro, 1 ,2, 3, & 4	\$20	\$40
			SkillsUSA-state and national dues		\$20
			SkillsUSA-state competition		\$50

**TRAVEL PERMISSION REQUEST**

Rex Putnam High School-Kingsmen Thunder Drumline

**CONSENT F**

June 8, 2023

**SUPERINTENDENT'S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

Rex Putnam High School is requesting permission for 16 students and 3 chaperones to travel to Rockaway Beach, Oregon, August 19-22, 2023, for an annual Drumline retreat. This trip will be \$100.00 per student, with other costs being funded by the Rex Putnam auction, pie sales, and performance-based contributions. This is an annual retreat to introduce members to drumline, leadership, and community. This trip will be after school is out for the year, and students will not miss any school days.

**SOURCE OF FUNDS:**

See attached Application for Permission to Travel

**ATTACHMENTS:**

Application for Permission to Travel and required attachments

**STAFF CONTACT:**

Petra Callin, Executive Director of Secondary Programs



**Section II – Budget Information – Cost per Student**

**Expenses (per student)**

- 1. Transportation \$ 0
- 2. Lodging (no home stays) \$ 70
- 3. Meals \$ 50
- 4. Fees/Event Expense \$ \_\_\_\_\_
- 5. Other \$ \_\_\_\_\_

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

- 6. **Total cost per student (total lines 1 through 5):** \$ 120
- 7. # of chaperones 3
- 8. # of students 16
- 9. **Total # of students + chaperones** 19
- 10. **Total cost of participation (Line 6 x Line 9):** \$ 2280
- 11. Substitute Teachers: (rates are effective 2022-2023)
  - a. \_\_\_\_\_ # Full-Day Substitute(s) x \_\_\_\_\_ # of Days @ \$273.60 = \$ 0
  - b. \_\_\_\_\_ # Half-Day Substitute(s) x \_\_\_\_\_ # of Days @ \$136.80 = \$ \_\_\_\_\_
  - c. **Total Sub Cost** \$ 0

**TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.):** \$ 2280

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 2280

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

Auction, Selling Pies, performance based contributions, grant-writing, student fee of \$100.00 each.

*No students will be denied participation due to lack of funds. Adequate sources of revenue must be made available to all students.*

**Section III – Transportation and Lodging Information**

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

For use of NCSD minibus or Rental Cars, please identify the NCSD current certified mini-bus drivers:

Name of Driver(s): \_\_\_\_\_  
\_\_\_\_\_

**NCSD mini buses cannot be used for trips which total more than 600 miles round trip.**

Number of miles round trip: \_\_\_\_\_

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

Private cars to and from the retreat location. All drivers have been approved per district guidelines & principal.

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

Twin Rocks, Harbor Villa: 839 S. Breaker Avenue, Rockaway Beach, OR 97136 Male will stay in the west room, girls in the east and each have separate restrooms. Chaperones will stay separate from students.

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

I have read and understand all trip guidelines.

[Signature]  
Trip Leader Signature

4/20/2023  
Date

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

The following attachments must accompany this application:

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

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

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

**Section VI – Approval**

Principal Level:  Approved  
 Denied

[Signature] 5/8/2023  
Principal Date

District Level:  Approved  
 Denied

[Signature] 5/30/23  
Executive Director of Elementary/Secondary Date

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

# KINGSMEN THUNDER DRUM LINE RETREAT 2023

Where: Twin Rocks Friends Camp & Conf. Ctr. 839 S. Breaker Ave. Rockaway, OR, 503-355-2284

Schedule: Depart by 3pm (Please eat lunch beforehand), Saturday, August 19, 2023

## DAY 1: ARRIVE Saturday 8/19 for check in 5pm

5-5:20pm: Check in and settle in/snacks

5:20-6pm: Introduction/GO OVER CODE OF CONDUCT & Icebreaker Activity #1 : Walk & Talk, Hearing vs. Listening (RENE)

6-7pm: DINNER

7-9:30pm: DCI Finals Watch Party

9:30-11pm: Circle Time & Icebreaker Activity (Drawing Portraits) /Snacks (BRYON)

11pm to rooms and lights out/quiet by 11:45pm.

## DAY 2: Wake-Up Call 8am Sunday 8/20

8-9am: BREAKFAST

9-10am: "Lick of the day", Pad-out, Mallets on Floor Rudiment Rotations.

10:30am-Noon: Morning Meditation: "What is drumline?" /Marching Body Movement Basics (Includes basic drill),BRYON includes break on the beach w/theatre activity (getting into character). RENE

Noon-1pm: LUNCH

1-3pm: Pad-Out: How to read music, Long Patterns OR Beach Movement/Theatre exercises.

3-5pm: Activity #3: RENE Design your own show: Theme, Uniforms, Story, short pad ram/mallet part. /Snacks (Divide group into 3 groups). We will not perform these, but the show should have a theme, color, design, props, and basic elements. As if you were pitching the show to staff for consideration.

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

7:30-9pm: Stick Tricks 101 BYRON (EMERSON?)

9-11pm: Circle Time & S'Mores on the Beach

11-11:45pm to rooms and lights out/quiet

## DAY 3: Wake-Up Call 8am Monday 8/21

8-9am: BREAKFAST

9-Noon: Activity: RENE Leadership activity, snack break THEN: Photo Scavenger Hunt RENE/WYATT JUDGES

Noon-1pm: LUNCH/

1-3pm: Pad-Out: Long Patterns/CADENCE LEARNING?

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

6-7:00pm: Dinner Prep/Free time

7:30-8pm: ACTIVITY TBD: (Design a show)

8-10pm: Theatre role play or activity

11-11:45pm to rooms and lights out/quiet

DAY 4 RETURN: Wake-Up Call 9am Tuesday 8/22

9am: BREAKFAST

9-10am: Morning Meditation/ /Developing a good practice habit for the season.

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

11am-Noon: Closing comments from Staff

Noon: CHECKOUT AND go TO TILLAMOOK CHEESE FACTORY FOR ICE CREAM (on your own)

What to bring:

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

You will need to bring a pair of marching sized snare drum sticks and a rubber-type practice pad or an INVADER practice pad (No Remo pads please). We will use these every day in our group pad-outs. **Also, please bring a small object that is very meaningful to you.**

The following forms are included or have been emailed to you and must be returned ASAP (deadline is 7-4-2023)

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

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

I am so looking forward to our 4<sup>th</sup> retreat. This is the Kingsmen Thunder's 15<sup>th</sup> anniversary and we look forward to meeting new and returning members. Developing relationships, understanding basics and the culture of drum line in a beautiful retreat setting will help us be a better team, work smarter, and continue growing our amazing program which is made up of awesome staff, parents, and YOU!

- Parent/Guardian Informed Consent For Field Trip Form
- N. Clackamas Athletic Code of Conduct Form
- \$100 check to RPHS Music Boosters by 7-4-2023 to Rene'.

Sincerely,

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

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

**TRAVEL PERMISSION REQUEST**  
Adrienne C. Nelson High School Football

**CONSENT G**  
June 8, 2023

**SUPERINTENDENT'S RECOMMENDATION:**  
Board approval of the request to travel.

**BACKGROUND:**

Adrienne C. Nelson High School is requesting permission for 85 students and 12 chaperones to travel to Newberg, Oregon for George Fox's Youth Football Camp, June 17-20, 2023. The trip will cost approximately \$235 per person to be funded by the ANHS Football Booster Club and transportation to be funded through SnapRaise fundraiser. This trip is after school is out for the year, so students will not miss any school.

**SOURCE OF FUNDS:**

See attached Application for Permission to Travel

**ATTACHMENTS:**

Application for Permission to Travel and required attachments

**STAFF CONTACT:**

Petra Callin, Executive Director of Secondary Programs



2022-2023 Application for Permission to Travel

Section I – General Information (check all that apply)

- Requires Principal Approval, Requires District Approval, Requires Board Approval, First time travel for this group/itinerary OR Annual/Repeated trip (i.e. annual Fall choir retreat)

School: Adrienne C. Nelson High School, Name of group: Football, Dates of travel: June 17th - June 20th, 2023, Initiator: Aaron Hazel, Head Football Coach, Destination: George Fox University, Application date: 5/25/23, Number of nights of overnight stay: 3, Time of departure: 9:00 AM, June 17th, Number of school days students will miss: 0

Rationale for missed school days: N/A - this trip will occur over Summer Break.

Number of students: 85 male, 0 female, Number of chaperones: 12 male, 0 female

Background checks will be completed and verified on all chaperones. Background checks must be submitted every three years.

Person verifying background checks will be: Vicki Nelms Initial here when completed: VN

Purpose of travel: This trip will take the Football team to the George Fox University Football Team Camp. The camp will emphasize technical skill instruction and team culture development.

What plans have been made for school make-up work when trip requires students miss school? N/A - students will not miss school.

What specific responsibilities have been assigned to the chaperones? Chaperones will ensure students are in the correct dorm rooms, are present at all team events (practices, meetings, and meals), and supervise all team activities. Chaperones will manage students to ensure they are following each day's itinerary.

**Section II – Budget Information – Cost per Student**

**Expenses (per student)**

- 1. Transportation \$ 25
- 2. Lodging (no home stays) \$ 0
- 3. Meals \$ 0
- 4. Fees/Event Expense \$ 235
- 5. Other \$ 0

Description of other expenses: \$235 event expense covers all registration fees, lodging, and meals

- 6. **Total cost per student (total lines 1 through 5):** \$ 260
- 7. # of chaperones 12
- 8. # of students 85
- 9. **Total # of students + chaperones** 97
- 10. **Total cost of participation (Line 6 x Line 9):** \$ 25220
- 11. Substitute Teachers: (rates are effective 2022-2023)
  - a. 0 # Full-Day Substitute(s) x 0 # of Days @ \$273.60 = \$ 0.00
  - b. 0 # Half-Day Substitute(s) x 0 # of Days @ \$136.80 = \$ 0.00
  - c. **Total Sub Cost** \$ 0

**TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.):** \$ 25220

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 25,220.00

Briefly describe fund-raising activities and other resources:

ANHS Football Booster Club will fund all students' transportation fees through SnapRaise fundraiser. Booster Club will also pay the \$235 event expense for any student(s) who would like to attend but cannot afford to pay the \$235 fee.

*No students will be denied participation due to lack of funds. Adequate sources of revenue must be made available to all students.*

**Section III – Transportation and Lodging Information**

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

For use of NCSD minibus or Rental Cars, please identify the NCSD current certified mini-bus drivers:

Name of Driver(s): N/A

**NCSD mini buses cannot be used for trips which total more than 600 miles round trip.**

Number of miles round trip: N/A

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

N/A - NCSD buses will be used for students and chaperones' Transportation.

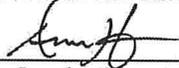
Name and location of lodging and description of room arrangements (chaperones may not share rooms with students; see item #2 under Chaperone Guidelines). Students are not allowed to stay with host families without written permission from Superintendent or designee. This is in accordance with Volunteer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

Sutton Hall at George Fox University - 414 N Meridian St., Newberg OR 97132

Students will stay in dorm rooms of 2 and 4 students; 12 chaperones will stay in 6 dorm rooms (2 in each room)

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

I have read and understand all trip guidelines.

  
Trip Leader Signature

5/25/2023  
Date

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

The following attachments must accompany this application:

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

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

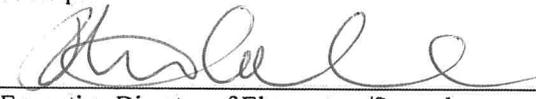
- Detailed itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- List of chaperones and verification of current background check on file.

**Section VI – Approval**

Principal Level:  Approved  
 Denied

 5-26-23  
Principal Date

District Level:  Approved  
 Denied

 5/30/23  
Executive Director of Elementary/Secondary Date

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

# 2023 Bruin Gridiron - Team Camp Schedule Session 1

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

Skelley = 7on7

Pro Rush = 1 on 1 Pass Pro / Pass Rush

All scheduled events are subject to adjustment per HS coaches input

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

	Saturday (6/17)	Sunday (6/18)	Monday (6/19)	Tuesday (6/20)			
7:00 AM		Breakfast 7:00 - 8:00 AM					
8:00 AM		<b>Session 2 Practice/Scrimmage</b> 8:00 - 10:00 AM	<b>Session 7 Weight Room + Film</b> 8:00 - 10:00 AM	<b>Warm-Up Navy &amp; Gold Game</b> 8:00 - 10:15 AM			
8:15 AM							
8:30 AM							
8:45 AM	Meet in ANHS Parking Lot						
9:00 AM	Depart for George Fox Univ.						
9:15 AM							
9:30 AM							
9:45 AM							
10:00 AM							
10:15 AM							
10:30 AM	Arrive at GFU ~10:30-10:45 AM	<b>Session 8 Practice/Scrimmage</b> 10:00 - 12:00 PM	<b>Awards post-game ceremony</b>	<b>Check - Out of Dorms (11:30 AM)</b>			
10:45 AM	Nelson						
11:00 AM							
11:15 AM	Check In/Registration 11:00 AM - 12:00 PM						
11:30 AM	Nelson						
11:45 AM							
12:00 PM	Lunch 12:00 - 1:00 PM				<b>Depart back to Nelson HS</b>	<b>Arrive back at Nelson HS ~1:30-1:45 PM</b>	
1:00 PM							
1:15 PM	Coaches Meeting 1:10 - 1:45 PM						
1:30 PM							
1:45 PM							
2:00 PM	<b>1hr O/D Fundamentals (GFU Staff) 1hr Skelley / Pro Rush</b> 1:30 - 3:30 PM	<b>1hr O/D Fundamentals (GFU Staff) 1hr Skelley / Pro Rush</b> 1:30 - 3:30 PM					
2:15 PM							
2:30 PM							
2:45 PM							
3:00 PM			<b>Practice #1</b> 2:00 - 4:00 PM	<b>REST &amp; FILM</b>			
3:15 PM							
3:30 PM							
3:45 PM							
4:00 PM					<b>1hr O/D Fundy (GFU Staff) 1hr Skelley / Pro Rush</b> 3:30 - 5:15 PM	<b>REST &amp; FILM</b>	
4:15 PM							
4:30 PM	<b>Camp Orientation-Stadium All Teams</b>						
4:45 PM							
5:00 PM		<b>Skelly / Pro Rush</b> 4:30 - 5:15 PM					
5:15 PM							
5:30 PM			Dinner 5:30 - 6:30 PM				
6:30 PM							
6:45 PM							
7:00 PM							
7:15 PM							
7:30 PM			<b>Session 1 Practice/Scrimmage</b> 7:00 - 8:30 PM	<b>Session 5 Practice/Scrimmage</b> 7:00 - 8:30 PM	<b>Session 9 Practice/Scrimmage</b> 7:00 - 8:30 PM		
7:45 PM							
8:00 PM							
8:15 PM							
8:30 PM							
8:45 PM							
9:00 PM	Under the Lights						
9:30 PM	<b>Competition Time!</b>						
10:00 PM	10:00-11:00 PM Team Meeting	10:00-11:00 PM Team Meeting	10:00-11:00 PM Team Meeting				
10:30 PM	Core Values; E + R = O	Culture Playbook	Why do you <b>48</b> ay??? Who do you owe???				
11:00 PM	LIGHTS OUT						

**RESOLUTIONS FOR FISCAL YEAR 2023-24:  
ADOPTING THE BUDGET, MAKING APPROPRIATIONS,  
IMPOSING AND CATEGORIZING THE TAX**

**ACTION**  
Agenda Item #2  
June 8, 2023

**SUPERINTENDENT'S RECOMMENDATION:**

Recommend the adoption of the following resolutions:

- 1) Resolution **R22/23-82** to adopt the budget for fiscal year 2023-24 in the total amount of \$501,002,760.
- 2) Resolution **R22/23-83** to approve the amounts for the fiscal year beginning July 1, 2023, and for the purposes shown are hereby appropriated as presented
- 3) Resolution **R22/23-84** to approve the following ad valorem property taxes are hereby imposed for tax year 2023-24 upon the assessed value of all taxable property within the district: (1) At the rate per \$1,000 of assessed value of \$4.8701 for permanent rate tax (2) at the rate of \$1.63 per \$1,000 of assessed value for local option tax, and (3) in the amount of \$39,568,614 for the debt service on general obligation bonds
- 4) Resolution **R22/23-85** to approve that the taxes imposed are hereby categorized for the purposes of Article XI section 11b as: (1) Education Limitation permanent rate tax of \$4.8701 per \$1,000 (2) at the rate of \$1.63 per \$1,000, and (3) Excluded from Limitation, General Obligation Bond Debt Service in the amount of \$39,568,614.

**ORIGINATED BY:**

This is an annual agenda item.

**COMMITTEE RECOMMENDATION:**

The Budget Committee recommends Board adoption of the 2023-24 Approved Budget.

**BACKGROUND:**

According to Oregon Budget Law (ORS 294.456), the Board has the responsibility to officially adopt the budget, make appropriations, and declare the tax levy and categorize the tax prior to the beginning of the new fiscal year.

At its May 16<sup>th</sup>, 2023 meeting, the Budget Committee voted to approve the proposed budget for the 2023-24 fiscal year, declared the tax levy for the 2023-24 tax year and moved the recommendations forward to the Board for adoption.

**ATTACHMENTS:**

Resolutions: 1) Adopting the Budget; 2) Making Appropriations; 3) Imposing the Tax; and 4) Categorize the Tax.

**PRESENTER / STAFF CONTACT:**

Matthew J. Makara, Executive Director of Finance and Business Services

**1) RESOLUTION ADOPTING THE BUDGET - R22/23-82**

*BE IT RESOLVED* that the Board of Directors of the North Clackamas School District 12 hereby adopts the budget for fiscal year 2023-24 in the total amount of \$501,002,760. The budget is on file at 12400 SE Freeman Way in Milwaukie, Oregon.

**2) RESOLUTION MAKING APPROPRIATIONS - R22/23-83**

*BE IT RESOLVED* that the amounts for the fiscal year beginning July 1, 2023, and for the purposes shown below are hereby appropriated:

<b>General Fund (100)</b>		<b>Enterprise Fund (500)</b>	
Instruction.....	\$ 144,461,519	Enterprise & Community Services..	\$ 2,787,830
Support Services.....	\$ 103,511,818	Contingency.....	\$ 515,000
Enterprise & Community Services..	\$ 13,203	<b>Total.....</b>	<b>\$ 3,302,830</b>
Facilities Acquisition.....	\$ 300,000		
Transfers.....	\$ 5,674,380		
Contingency.....	\$ 24,185,180		
<b>Total.....</b>	<b>\$ 278,146,100</b>		
<b>Special Revenue Fund (200)</b>		<b>Internal Services Fund (600)</b>	
Instruction.....	\$ 30,571,180	Instruction.....	\$ 2,361
Support Services.....	\$ 25,823,084	Support Services.....	\$ 48,575,128
Enterprise & Community Services..	\$ 10,801,275	Enterprise & Community Services..	\$ 482
Facilities Acquisition.....	\$ 700,000	Facilities Acquisition.....	\$ -
Transfers.....	\$ 1,140,000	Transfers	
Contingency.....	\$ 6,000,000	<b>Total.....</b>	<b>\$ 48,577,971</b>
<b>Total.....</b>	<b>\$ 75,035,539</b>		
<b>Debt Service Fund (300)</b>		<b>Trust And Agency Fund (700)</b>	
Debt Service	\$ 55,988,377	Instruction.....	\$ 10,338,696
<b>Total.....</b>	<b>\$ 55,988,377</b>	Support Services.....	\$ 2,017,247
<b>Capital Projects Fund (400)</b>		Enterprise & Community Services..	\$ -
Support Services.....	\$ 500,000	<b>Total.....</b>	<b>\$ 12,355,943</b>
Facilities Acquisition.....	\$ 26,838,151		
Transfers.....	\$ 257,849		
<b>Total.....</b>	<b>\$ 27,596,000</b>		
		<b>Total APPROPRIATIONS, All Funds....</b>	<b>\$ 501,002,760</b>
		<b>Total Unappropriated and Reserve Amounts, All Funds....</b>	<b>\$ -</b>
		<b>TOTAL ADOPTED BUDGET....</b>	<b>\$ 501,002,760</b>

**3) RESOLUTION IMPOSING THE TAX - R22/23-84**

*BE IT RESOLVED* that the following ad valorem property taxes are hereby imposed for tax year 2023-2024 upon the assessed value of all taxable property within the district:

- (1) At the rate per \$1,000 of assessed value of \$4.8701 for permanent rate tax;
- (2) At the rate per \$1,000 of assessed value of \$1.63 for local option tax; and
- (3) In the amount of \$39,568,614 for the debt service on general obligation bonds.

**4) RESOLUTION CATEGORIZING THE TAX - R22/23-85**

*BE IT RESOLVED* that the taxes imposed are hereby categorized for the purposes of Article XI section 11b as:

Education Limitation	Excluded from Limitation
Permanent Rate Tax.....\$4.8701/\$1,000	General Obligation Bond Debt Service...\$39,568,614
Local Option Tax.....\$1.63 /\$1,000	

The above resolution statements were approved and declared adopted on this 8th day of June, 2023.

\_\_\_\_\_  
Shay James, Superintendent

\_\_\_\_\_  
Mitzi Bauer, Board Chair

**CONSTRUCTION EXCISE TAX RATE APPROVAL**

**ACTION**  
Agenda Item #3  
June 8, 2023

**SUPERINTENDENT’S RECOMMENDATION:**

Recommend approving the Construction Excise Tax for the 2023-24 Fiscal Year, and thereafter until later modified.

**ORIGINATED BY:**

Modifying the Construction Excise Tax rate requires Board Action.

**BACKGROUND:**

Chapter 829, Oregon Laws 2007 (Senate Bill 1036), authorizes school districts, as defined in ORS 330.005, to impose construction excise taxes to fund capital improvements to school facilities.

Passed in 2007, SB 1036 allowed school districts to impose a tax on new construction measured by the square footage of improvements (affordable housing, public buildings, agricultural buildings, hospitals, private schools and religious facilities are exempt). SB 1036 defined and required revenues to be used for capital improvements. Construction taxes imposed by a school district must be collected by a local government, local service district, special government body, state agency or state official that issues a permit for structural improvements regulated by the state building code.

SB 1036 set tax rate limits of \$1.00 per square foot for residential use and \$0.50 for nonresidential use, along with a \$25,000 tax limit on nonresidential properties. Beginning in 2009, tax rates were indexed to inflation using the Engineering News-Record Construction cost Index. As prescribed in statute, the Oregon Department of Revenue (DOR) is responsible for updating tax rate limits and notifying affected districts. To notify affected districts DOR has partnered with Department of Education who receives updated limit calculations from DOR and notifies the affected districts.

An intergovernmental agreement with local governments collecting the tax is required and collection expenses are limited to 4% of tax revenue. The Department of Consumer and Business Services (DCBS) is allowed to establish an administration fee of .25% of tax revenue. School districts with construction tax revenue are required to develop long-term facility plans. Construction taxes may be used for repayment of capital improvement debt.

The DOR has updated tax limits for the 2023-24 year (and thereafter until later modified) year as follows:

Residential	\$1.56
Non-Residential	\$0.78
Non-Residential Max \$39,100 (not to exceed per building permit or per structure, whichever is less)	

North Clackamas School District’s jurisdiction includes properties located within the cities of Happy Valley and Milwaukie, as well as properties within unincorporated portions of Clackamas County.

**ATTACHMENTS:**

Resolutions: 1) Resolution Establishing the Construction Excise Tax Rate

**PRESENTER / STAFF CONTACT:**

Matthew J. Makara, Executive Director of Finance and Business Services

**RESOLUTION ESTABLISHING THE CONSTRUCTION EXCISE TAX RATE**

**WHEREAS:** The Department of Revenue has determined the tax rate limits for the 2023-24 year.

**NOW THEREFORE BE IT RESOLVED:** The Construction Excise Tax rate for the fiscal year 2023 – 2024, and thereafter until later modified, shall be:

<b>Residential</b>	<b>\$1.56</b>
<b>Non-Residential</b>	<b>\$0.78</b>
<b>Non-Residential Max</b>	<b>\$39,100</b>

Approved this 8th day of June, 2023.

\_\_\_\_\_  
Mitzi Bauer, Board Chair  
North Clackamas School District No. 12

\_\_\_\_\_  
Shay James, Superintendent/Clerk

**CLACKAMAS COMMUNITY COLLEGE (CCC)**  
**BOND PROJECTS UPDATE**

**PRESENTATION**

Agenda Item #4

June 8, 2023

**SUPERINTENDENT'S RECOMMENDATION:**

This item is presented for Board Information.

**BACKGROUND:**

The Clackamas Community College Bond projects are coming to an end and CCC would like to provide local school district boards with a presentation on the Bond update, accomplishments, etc.

**ATTACHMENTS**

- CCC Bond Projects Slide Presentation

**PRESENTER/STAFF CONTACT:**

Shay James, Superintendent



# BOND PROJECTS



# Bond Projects

- Harmony West
- Holden Industrial Technology Center
- DeJardin Hall addition
- Wacheno Welcome Center
- Pauling remodel
- Randall seismic updates
- Transit Center
- Douglas Loop
- Automotive remodel
- Community Center remodel
- Randall locker rooms
- Barlow parking lot
- Roof replacements
- Elevator upgrades
- Meyers Road
- Wrestling room
- Wayfinding/signage

\$90M passed  
\$32M state matches  
\$9M in premiums  
\$3.6M grants  
\$1.7M interest  
**\$136.3M total**



# Harmony West

- Three floors, 43,634 square ft
- Eight classrooms
- One large, divisible classroom
- Chemistry lab and biology lab with lab preparation space
- Two computer labs
- Multipurpose/community event space
- Lobby, informal learning spaces
- Support spaces: restrooms, furniture storage, conference room, faculty workroom, etc.



Architect: Henneberry Eddy Architects | General Contractor: Kirby Nagelhout Construction Company

# Harmony West



# Harmony West



# Holden Industrial Technology Center

- Building size: 44,424 square feet
- New 120-space parking lot
- Increased teaching, training and partner space
- High-bay space to for specialized equipment
- Flexibility for regional partnership programs
- Industry partner space
- Advanced computer labs
- Informal learning/study spaces
- General classrooms



6

Architect: OPSIS Architects | General Contractor: Lease Crutcher Lewis

# Holden Industrial Technology Center Makerspace



- Woodworking
- Metalworking
- Welding
- Digital manufacturing
- Electronics
- Sewing

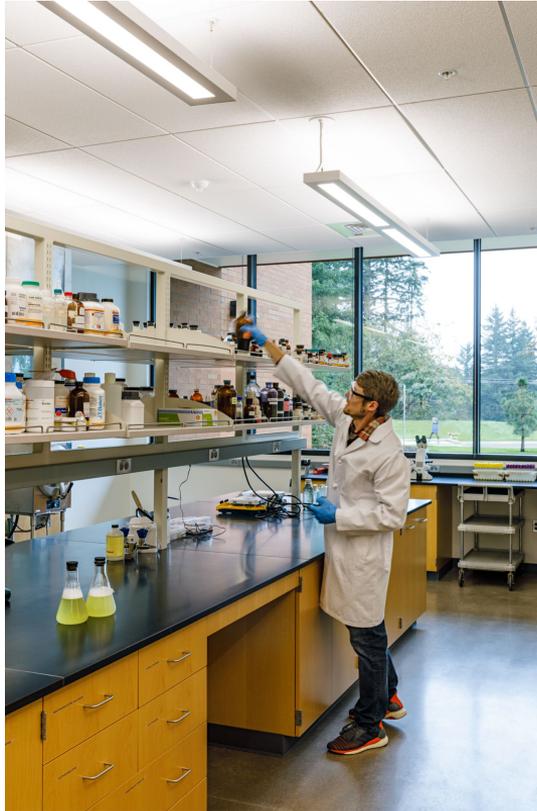


# DeJardin Hall

- 23,150 sf of new space and 18,602 sf of renovated space
- New anatomy, physiology, zoology labs
- New biology and environmental labs
- New chemistry and chemistry tutoring labs
- New water environmental technology labs
- Staff offices
- Science on display



# DeJardin Hall



# DeJardin Hall



# Automotive Expansion and Remodel



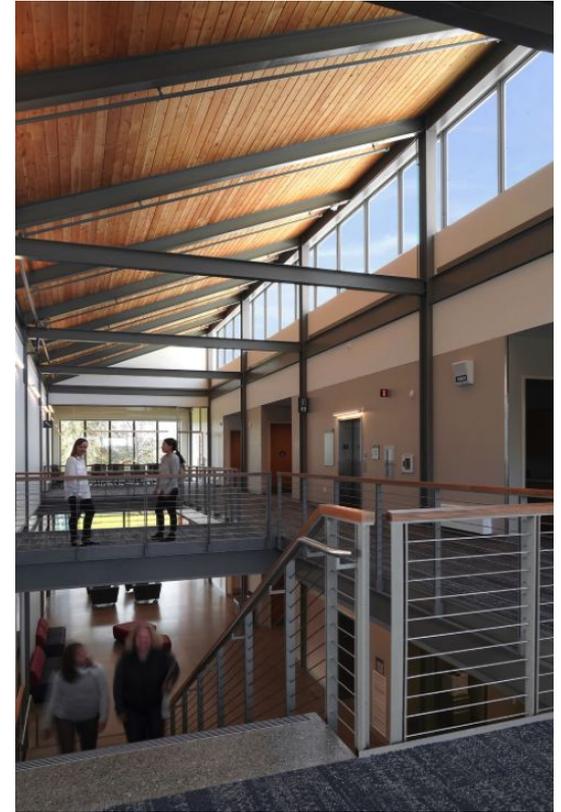
- Adds 12,600 square feet of shop, storage and classroom space
- Two 25'x30' flex labs
- 12 additional technician work stations
- Expanded high school program space
- Increased teaching, training and partner space
- Informal learning/study spaces
- State-of-the-art technology

# Wacheno Welcome Center

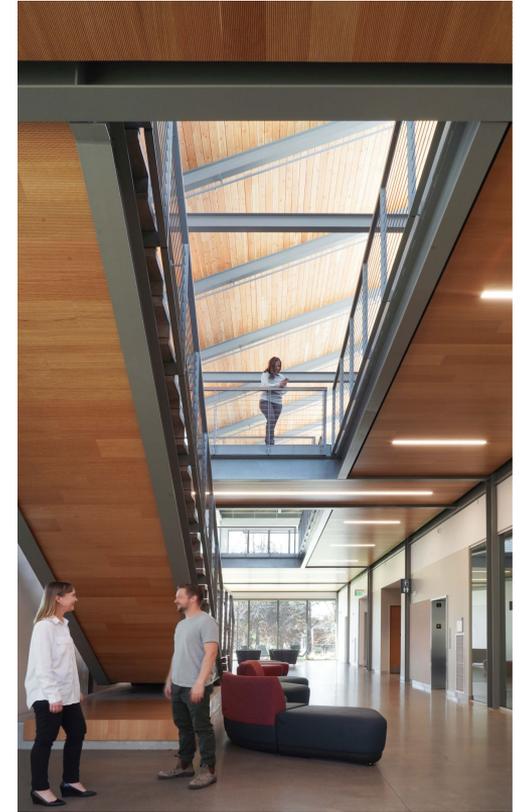
- Size: 23,800 square feet
- Student support services
- Student collaboration and study areas
- Multicultural Center
- Career Center and Start Lab
- Student Government
- Admissions
- Disability Resource Center
- Veterans Center
- New plaza



# Wacheno Welcome Center



# Wacheno Welcome Center



# Roger Rook Hall

- 15,000 square feet, first floor renovation
- Home for executive, Foundation and DEI offices
- New community room space with dividable partition wall
- Five conference rooms
- Renovated lobby with study space and soft furniture



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# Facilities and Campus Upgrades



- Elevator upgrades
- Title IX locker room upgrades
- Extension of Meyers Road
- Stormwater improvements
- Roof replaces/repairs
- Wayfinding and entrance signage
- Campus safety and security upgrades

## Workforce Goals



**SAIL GOAL: 1,000 Hours** ➔ **Achieved! 1,973 hours**

**BOAT GOAL: 10%** ➔ **Achieved! 29%**

Bond party! Aug. 5, 10 a.m.-3 p.m.

- Family friendly
- FREE food
- Games and activities
- Truck/tractor display
- Fun classes
- Entertainment
- Tour our bond buildings
- And more!



# Thank you!



**ADDENDUM TO TRANSPORTATION SUPPLEMENTAL PLAN**  
**(Walk Zone)**

**DISCUSSION**  
Agenda Item #5  
June 8, 2023

**SUPERINTENDENT’S RECOMMENDATION:**

Approval of the 2023 Addendum to the [Transportation Supplemental Walk Zone Plan](#).

**REASON FOR BOARD CONSIDERATION:**

The safety of our students as they come to school is our first consideration. The last comprehensive analysis and submission of a Walk Zone Supplement Plan was in 2017. The district needs to periodically review the safety of the walk zone and transportation areas. There have been two major roadway improvements since our last update to our plan.

**BUDGET IMPACT/SOURCE OF FUNDS:**

To receive the full 70% reimbursement from the state for transportation expenses, the district must have all transportation provided in the walk zones documented and approved by the NCSD Board. Any bus stops within the walk zone without documented hazards do not receive state reimbursement. The average cost to transport within the walk zone without a documented hazard is approximately \$700 per student per year.

**BACKGROUND:**

The Supplemental Walk Zone Plan documents the analysis of hazards in school walk zones that may require a bus stop for safety. The plan identifies the areas for recommended bus service within a one-mile walking distance from each elementary and middle school and a 1.5-mile distance from each high school. The walk zones have been evaluated for safe walking conditions, including speed and volume of vehicles, width, and condition of the street, shoulders and sidewalks, visibility, crossings, intersections, and any other potential hazards.

The Supplemental Walk Zone Plan is submitted to the Oregon Department of Education for approval and funding (70% of expense) for transportation services. The analysis of walk zones is based on a process and criteria approved by the North Clackamas School Board. That criteria assist in evaluating safe walking conditions, including speed and volume of vehicles, width, and condition of the street, shoulders and sidewalks, visibility, crossings, intersections, and any other potential hazards.

The Walk Zone Supplemental Plan is the product of an 18-month process, including nine months of physical evaluation of our walk zones by the Transportation Department, comprehensive review by an Advisory Committee composed of all stakeholder groups, and extensive community engagement efforts, including PTO meetings at the schools most heavily impacted by recommended changes.

This addendum to the Walk Zone Supplemental Plan includes changes that reflect the following:

- Reducing transportation bus stops in areas with recent road and walkway improvements for approximately 34 students who now have a safe walk path to Ardenwald Elementary School.
- Reducing transportation bus stops in areas with recent road and walkway improvements, including a crosswalk added through a Safe Routes to School Grant, for approximately 18 students who now have a safe walk path to Lot Whitcomb Elementary School.

Each of the recommended changes above has been thoroughly reviewed, physically walked, and analyzed using the same board-adopted criteria. Families who will be potentially impacted have all received notification about these potential changes and this board agenda item in their preferred language. Families are invited to share any concerns that they have with the Transportation Department.

**ATTACHMENTS:**

2023 NCSD Supplemental Walk Zone Plan

**PRESENTER / STAFF CONTACT:**

Cindy Detchon, Assistant Superintendent of Operations

Kathy Calkins, Director of Transportation

James Prichard, Assistant Director of Transportation

# North Clackamas Schools

## Supplemental Walk Zone Plan

2023 update

### Introduction:

The Supplemental Walk Zone Plan (Plan) documents the analysis of hazards in school walk zones that may require a bus stop for safety. The Plan reports the areas within a one mile walking distance from each elementary and middle school and 1.5 mile walking distance from each high school. The walk zones have been evaluated for safe walking conditions including speed and volume of vehicles, width and condition of the street, shoulders and sidewalks, visibility, crossings, intersections, and any other potential hazards.

The Supplemental Walk Zone Plan is submitted to the Oregon Department of Education for approval and funding (70% of expenses) for transportation services. The analysis of walk zones is based on a process and criteria approved by the North Clackamas School Board.

All walk zone analyses and documentation were completed by Transportation Services' Safety and Training Department.

## Introduction and History

In accordance with state law, the North Clackamas School District (NCSD) provides transportation for students in Kindergarten through 8th grade who live more than 1 mile from their school, and for students 9th through 12th grade who live more than 1.5 miles from their school. NCSD may provide transportation within these 1 mile and 1.5 mile areas when there are specific health and safety reasons for providing transportation.

The state reimburses 70% of the approved transportation expenses. The funding rules require that districts provide a Supplemental Plan to be approved by the State Board of Education in order to receive this reimbursement for students who live closer than the prescribed distances to the school.

In the fall and winter of the 2008/2009 school year, the Transportation Department conducted an in-depth review of the walking areas for schools in the North Clackamas School District. This review was done with the intent of updating the NCSD's Supplemental Plan.

In the school year 2015/2016 North Clackamas School District reviewed its evaluation process and criteria used to evaluate hazards in the walk zones. With extensive community engagement and critical review by the Transportation Department, the process and criteria were updated, clarified and approved by the School Board. During the community meetings several hazards were identified and bus stops were put in place to alleviate immediate safety concerns.

## Walk Zone Project Milestones:

Note: each milestone includes communications

1. PLANNING
  - a. The District formed the project plan and organized resources: Transportation Specialist, Project Facilitator, Communications, and an Advisory Committee.
  - b. The Transportation Department conducted the initial research and analysis based on plan review, data on student safety, input from bus drivers, and research of other models from other districts.
2. COMMUNITY CONSENSUS ON PROCESS AND CRITERIA TO EVALUATE WALK ZONES
  - a. The Transportation Department conducted a process analysis and redesign of all of the components of the walk zone decision making including: parent request form and process, walk zone evaluation criteria, evaluation process, training required for evaluator, and website.
  - b. Multiple community meetings allowed stakeholders to provide input to the improved process design resulting in refining the walk zone evaluation criteria and process improvements.
  - c. Board provided input and parameters for the walk zone evaluation process and criteria
  - d. Board approved redesigned walk zone evaluation process and criteria following community input.
3. PHYSICAL ANALYSIS OF WALK ZONES USING APPROVED PROCESS AND CRITERIA
  - a. Trained Transportation Specialist completed analysis of the walk zones and resulting impact using the approved walk zone evaluation process and criteria.
  - b. The first draft of the North Clackamas Schools Transportation Supplemental Plan for Walk Zones was completed.
4. ADVISORY COMMITTEE REVIEW AND REVISIONS
  - a. The Walk Zone Advisory Committee comprehensively reviewed the plan and provided direction for changes.
  - b. Principals were invited to review the plan and provide feedback for their schools.
  - c. The Advisory Committee recognized a lower average age of elementary students due to school structure shift of 6th grade to the middle schools. This impacted the thresholds for scoring.
5. COMMUNITY ENGAGEMENT REVIEW AND REVISIONS
  - a. The Walk Zone Advisory Committee conducted multiple community engagement meetings at all high school feeder groups and personalized PTO meetings at schools with significant impact.
  - b. Additional areas of concern were identified to direct a more in-depth evaluation by the Transportation Specialist.
  - c. Final adjustments were made by the Advisory Committee based on in-depth analysis and feedback.

6. FINAL REVISIONS, APPROVAL AND COMMUNICATION
  - a. Advisory Committee completed the final Supplemental Plan.
  - b. The School Board reviewed and approved the plan.
  - c. Supplemental Walk Zone Plan will be submitted to Oregon Department of Education for approval
  - d. Communications to all families impacted upon final ODE approval.

## Walk Zone Evaluation Methodology

A point system, based upon others used throughout the state by other districts, was developed to allow objective decision-making on roadways throughout our district. This system assigns points to the following hazard criteria as outlined below:

1. **USABLE WIDTH OF SHOULDERS:**

This is the area usable for students to walk on for the road in question. A measuring wheel was used to measure from the fog line (or edge of road when there was no fog line) to the edge of the available walk space. This could be a bike lane or a dirt surface. Points vary from 0-10 with 0 points being a raised sidewalk, and 10 points being a walk space of 0'-3'.

2. **CONDITION OF ROAD SHOULDER:**

This is the condition of that usable area for students to walk on for the road in question. We reached a conclusion by a visual check of the condition of the usable walk space at the worst location on the road in question. Points vary from 0-8 with 0 points being a raised sidewalk and the points increase as conditions worsen, with 8 being a shoulder restricted by culverts, with no available walk space or private property.

3. **VOLUME OF TRAFFIC:**

A vehicle count was taken for the road in question over a minimum of a 15 minute period. The total count of vehicles divided by the number of minutes that the road was observed to determine the average vehicle count per minute. This took place within one hour prior to the start of school, and/or within one hour after the end of school, when children would be walking on the road in question. Points vary from 0 for less than five cars per minute to 5 points for 25 or more cars per minute.

4. **AVERAGE VEHICLE SPEED:**

A radar gun was used for a minimum of 15 minutes to determine the average vehicle speed for the road in question. We also documented the actual posted speed of the road in question. Radar was done within one hour prior to the start of school, and/or within one hour after the end of school, when children would be walking on the road in question. Points vary from 0 for less than 25 MPH to 7 points for 55 MPH or more.

5. **TYPE OF STREET:**

Roads are designated by Clackamas County. Points vary from 0 to 7. One point is credited for areas with lighted intersections for crossing or has crossing guards.

6. **TYPE OF COMMUNITY:**

The points are as follows: (1) for Urban, (2) for Suburban, and (3) for Rural.

- a. An Urban area is generally safer due to improved walking areas, more marked crosswalks at intersections, traffic control signals, heavy population, and a faster response time for emergency services.
- b. A Suburban area would be relatively safe due to more residential areas, with some businesses intermixed. There could be less chance of having sidewalks or marked crosswalks, and roads may be narrower with limited shoulder area.
- c. Rural areas are generally less safe, due to deteriorating or unimproved walk areas, culverts, limited crosswalks, less population, and a slower response time for emergency services.

**7. TERRAIN FEATURES AFFECTING MOTORIST VISIBILITY:**

The points varied from 0 to 6, with 0 points being the best visibility of 1000' or more and 6 points being the worst visibility of less than 500'. The section of the road in question with the least visibility was measured taking into consideration hills, curves, etc. Using a vehicle mounted distance measuring instrument (DMI) and traveling at the posted speed limit, we measured from where we first saw a pedestrian to where the pedestrian was actually located.

**8. WIDTH OF ROAD:**

The points varied from 0 to 6, with 0 points given to a width of over 45' and 6 points given to a width of less than 16'. We measured from fog line or edge of road, (not including the shoulder of the road, when there was no fog line) to fog line.

**9. OTHER CONDITIONS:**

The points varied from 1 to 5 with 5 indicating a high risk. This includes specific identifiable items not covered elsewhere on the evaluation. For example: lack of school signs, unmarked crosswalks across minor arterials in the walk area, secluded or isolated areas, or heavy commercial traffic in the area.

## Hazard Formula

The hazard threshold is established by adding the points from the hazard criteria, (above) numbers 1 thru 8, to get a score. The methodology for number 9 is only used for additional hazards not covered by numbers 1 thru 8 and is not part of establishing the base for the hazard threshold.

The hazard threshold is the score that indicates a hazard that should be addressed through a bus stop. The hazard threshold for elementary school students is 26 to address a low average age due to all day kindergarten and a K-5 structure. The hazard threshold for middle school students is 27. A score of **26 points** or more automatically establishes a hazard area for elementary and **27 points** middle school students.

For high school students, the hazard threshold is **32 points**. (An additional 5 points is allowed for high school students.) A score of **32 points** and above automatically establishes a hazard area for high school students.

# Evaluation Process for Transportation in Walk Zones

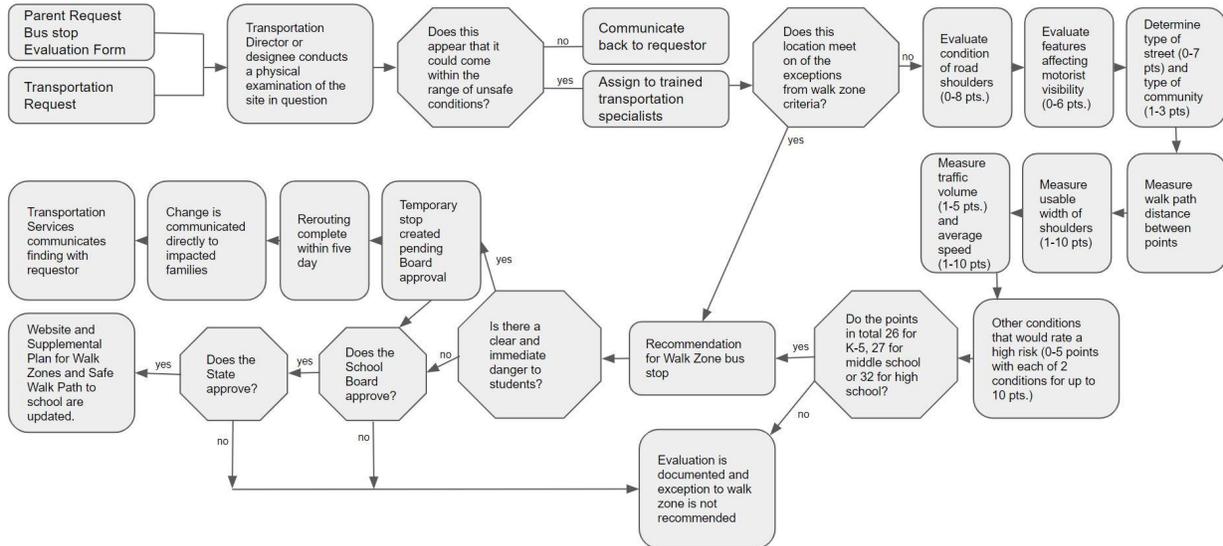
Name of Evaluator \_\_\_\_\_ Date of Observation \_\_\_\_\_

Affected School \_\_\_\_\_ Approximate Number of Affected Students \_\_\_\_\_

Name of Street Evaluated \_\_\_\_\_ Between \_\_\_\_\_ and \_\_\_\_\_

## North Clackamas School District general exceptions to walk zone for all schools:

- Any student in the district who would be required to cross or walk an extended length along a freeway, highway, expressway, or major arterial, as designated by the county, or railroad tracks.
- The average vehicle speed is 50mph or more.
- Any student in the district who would be required to walk through a secluded area deemed unsafe (e.g. remote areas, forested areas, extremely poor lighting, or areas with no means of escape may be considered unsafe).
- Student is required to walk past the home of a registered predatory sex offender
- Temporary hazards are created by construction, weather events, and other events beyond the district's control, until such hazard is removed.
- Based on a thorough evaluation by a trained transportation specialist, (see process and evaluation criteria)
  - Any K-5 school student that would have to walk along or cross a road that scores 26 points or greater using the approved District criteria.
  - Any middle school student that would have to walk along or cross a road that scores 27 points or greater using the approved District criteria.
  - Any high school student that would have to walk along or cross a road that scores 32 points or greater using the approved District criteria.



The process above is used when an area is identified for evaluation. Additionally, the Transportation Department will send the updated plan to the School Board and state for approval periodically.

This process is based on the following assumptions:

1. We plan for safe busing or safe walk paths to school.
2. We are responsive to input from our families and drivers.
3. We use a consistent and fair process of evaluation.
4. We are in compliance with State laws and regulations.

# Evaluation Form for Walk Zones

## MEASUREMENTS:

Distance between above points \_\_\_\_\_ miles. Average grade \_\_\_\_\_ % Distance to school from furthest of above points \_\_\_\_\_ miles; from nearest \_\_\_\_\_ miles.

## CRITERIA EVALUATION: Directions – for each section, check the points assigned

1. Usable width of shoulders (past fog line or 12" per lane)			
Points	Side	Side	Width
10			0-3 ft. or at X-ing >7'
8			4-6 ft.
6			7-10'
3			Non-X-ing >10'
0			Raised Sidewalk

2. Condition of Road Shoulders			
Points	Side	Side	
8			Restricted by culverts
7			Heavy growth of weeds/underbrush
6			Muddy / Poor drainage
5			Numerous chuckholes
4			Gravel or dirt surface
3			Paved surface
2			Sidewalk even with road or bike path
1			Separated paved surface
0			Raised sidewalk

Observed on wet \_\_\_ or dry \_\_\_ day

3. Volume of Traffic	
Points	Vehicles / minute
5	25+
4	20-24
3	15-19
2	10-14
1	5-9
0	0-4

4. Average Vehicle Speed (Posted speed: _____)		Observation time and duration: _____ to _____ am _____ to _____ pm
Points	MPH	
10	45-49	
8	40-44	
3	35-39	
2	30-34	
1	25-29	
0	<25	

5. Type of Street	
Points	
7	Major arterial
6	Minor arterial
4	Collector
2	Connector
0	Local

6. Type of Community	
Points	
3	Rural
2	Suburban
1	Urban

7. Terrain Features Affecting Motorist Visibility	
Points	Visibility
6	<500'
5	500-599'
4	600-699'
3	700-799'
2	800-899'
1	900-999'
0	1000+'

8. Width of Road (not counting shoulders)	
Points	
6	<16'
5	16-20'
4	21-24'
3	25-30'
2	31-35'
1	36-45'
0	>45'

9. Other unsafe conditions (1-5 points each)	
Points	Description:
_____	_____
_____	_____

Additional unsafe considerations beyond the general exclusions. This is at the discretion of the trained transportation specialist who is evaluating the location. In this category, the evaluator can identify 2 different conditions with ratings up to 5 points each. Example: extremely hazardous intersections, accident rate, crime rate in an area (data from police).

	Comments (include description of intersections; if deemed hazardous include in section 9):
--	--

Final Points \_\_\_\_\_ Is this location recommended for transportation: **yes / no** Describe reasons for decision on following page.

(Threshold for Transportation in Walk Zone: K-5: 26 or higher; MS: 27 or higher; HS: 32 or higher)

Board approved 1/14/16

## Planned Support for Approved Supplemental Plan

The Transportation Department recognizes that changes as large as those in this proposal require a significant amount of support following implementation. To support this Supplemental Plan, the Transportation Department will:

1. Create school walking plan maps that conform to the guidance provided by the Manual on Uniform Traffic Control Devices published by the Federal Highway Administration and the School Trip Safety Program Guidelines published by the Institute of Transportation Engineers. Each map will include:
  - a. Streets
  - b. The school
  - c. Existing traffic controls, including lights and stop signs
  - d. Marked crosswalks
  - e. Location of adult crossing guards and student safety patrols
  - f. Designated routes for the students
  - g. A letter to send home explaining the map including any specific local information and a signature form to be returned to the school signed by a parent or guardian.
2. Create a list of “most wanted” improvements to the walking area for the local government agencies. This improvement list would focus on both the areas where students currently walk and areas that are deemed hazardous.
3. Work with schools to ensure proper training and attire for adult crossing guards and student safety patrols to ensure conformity with the standards outlined in the Manual on Uniform Traffic Control Devices, the Oregon Supplement to the Manual on Uniform Traffic Control Devices, and the Oregon Department of Education.
4. Work with schools to support the “Safe Routes to School” efforts. The goals of the Safe Routes to School program are to promote walking and bicycling to school, encourage a healthy and active lifestyle at an early age, facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption and air pollution within two miles of the school. This would include support of National Walk to School day in October, the walking school bus, grant efforts, and the 5 “E’s” (Engineering, Enforcement, Encouragement, Education, and Evaluation).

## Restricted Roads in North Clackamas School District:

Updated and adopted by the School Board August 2021

Due to safety reasons, does not expect students to cross at the following list of roads / streets / barriers with or without load lights:

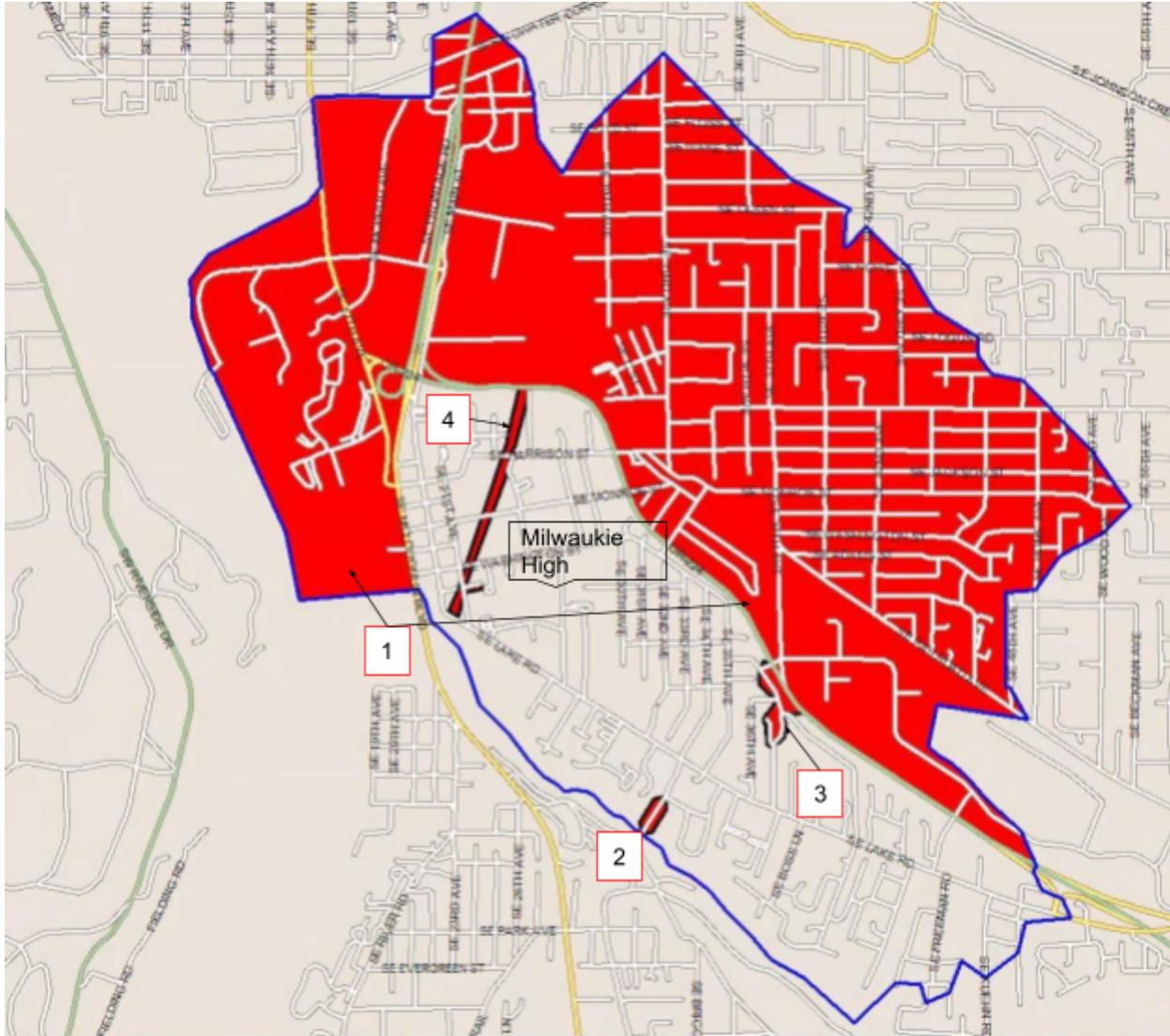
1. SE 82nd Ave.
2. Interstate 205
3. HWY 212
4. HWY 224
5. Rail lines (either Trimet light rail or Union Pacific lines)
6. SE McLoughlin Blvd. - high school may cross at lighted intersections
7. SE 82nd Dr.
8. SE Sunnyside Rd. - high school may cross at lighted intersections
9. SE King Rd.: SE 42nd Ave. to SE 82nd Ave.
10. SE 42nd Ave.: SE King Rd. to SE Harrison St.
11. SE Harrison St.: Hwy 224 to SE 42nd Ave.
12. SE Monroe St.: Hwy 224 to SE 37th Ave.

For the following roads, K-5 students are not expected to cross on their own to get to the bus stop. Students may cross with the safety of bus load lights. This applies to the entire length of the road or street unless otherwise noted:

1. SE Johnson Creek Blvd.
2. SE River Rd.
3. S Springwater Rd.
4. SE Oatfield Rd.
5. SE Webster Rd.
6. SE Roots Rd.
7. SE Lake Rd. Hwy 224 and SE 43rd Ave.
8. SE Thiessen Rd.
9. SE Idleman Rd.
10. SE Jennings Ave. between SE Webster Rd. and SE Oatfield Rd.
11. SE 122nd Ave. between SE Spring Mountain Rd. and SE Hubbard Rd.
12. SE Clackamas Rd. between SE Johnson Rd. and SE McKinley Ave.

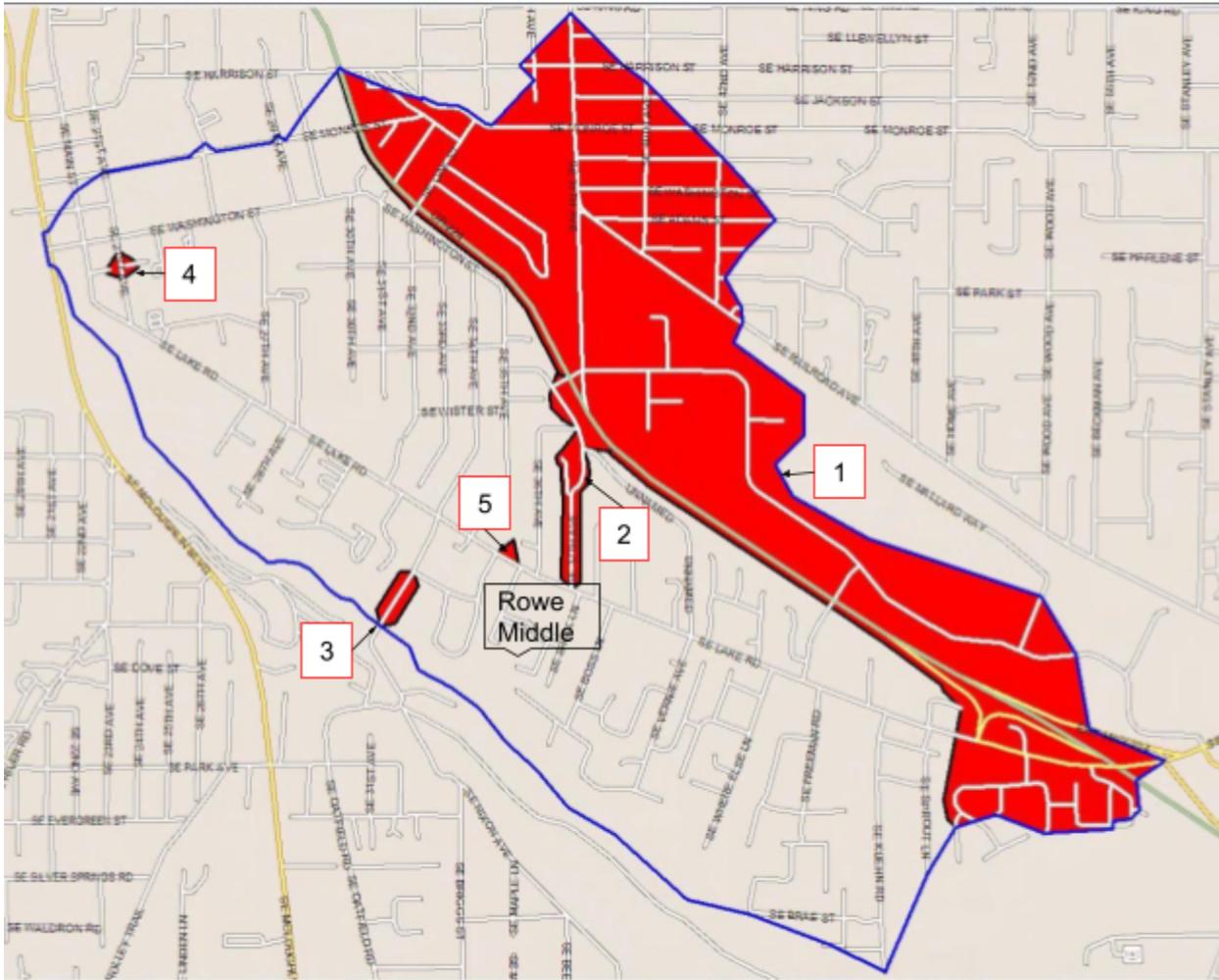
# Milwaukie High & associated feeder schools

Milwaukie High:



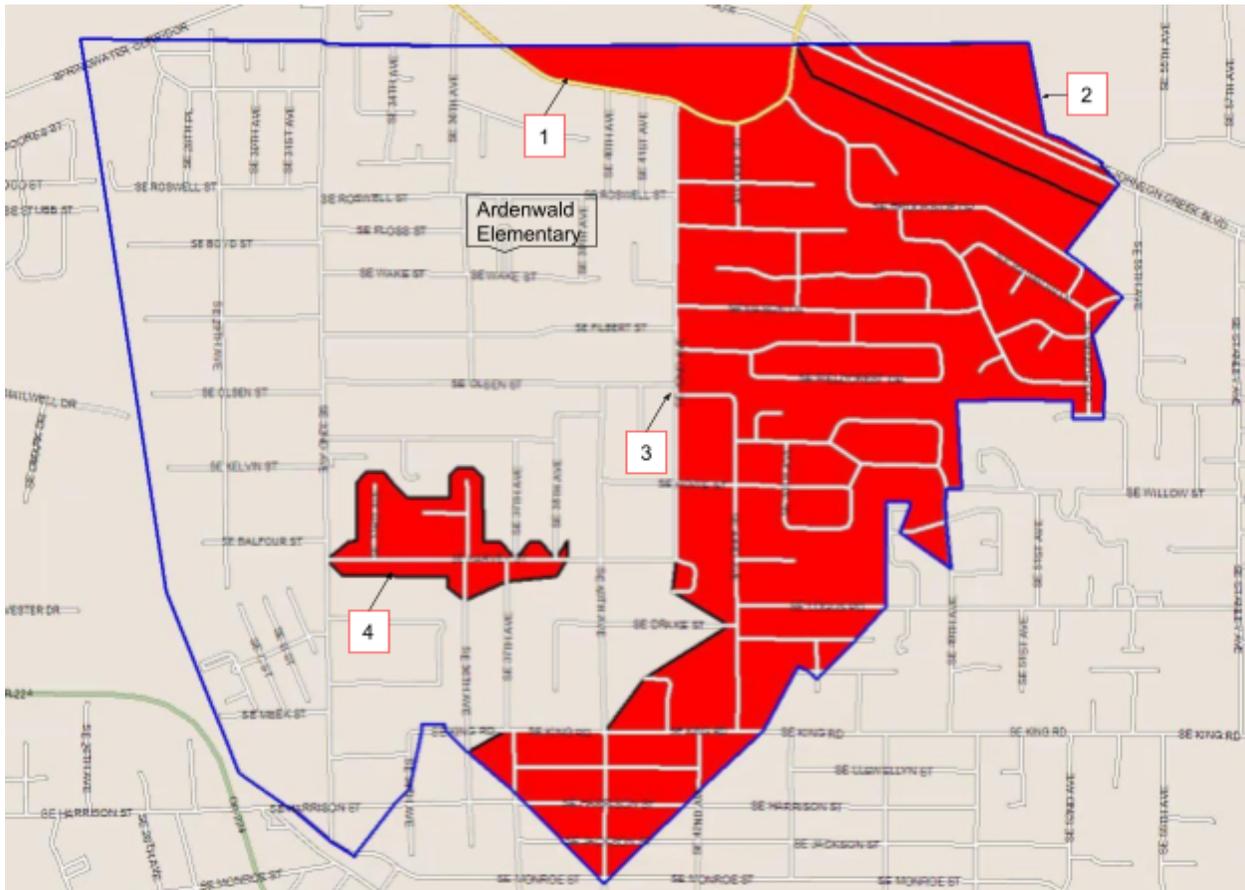
1. Hazard area - Unsafe to walk along or cross SE McLoughlin Blvd. and Hwy 224.
2. Hazard area - Unsafe to walk along SE Oatfield Rd.
3. Hazard area - Unsafe to walk along SE 37th Ave. by Kehrl Dr.
4. Hazard area - Unsafe to cross rail tracks.

Rowe Middle:



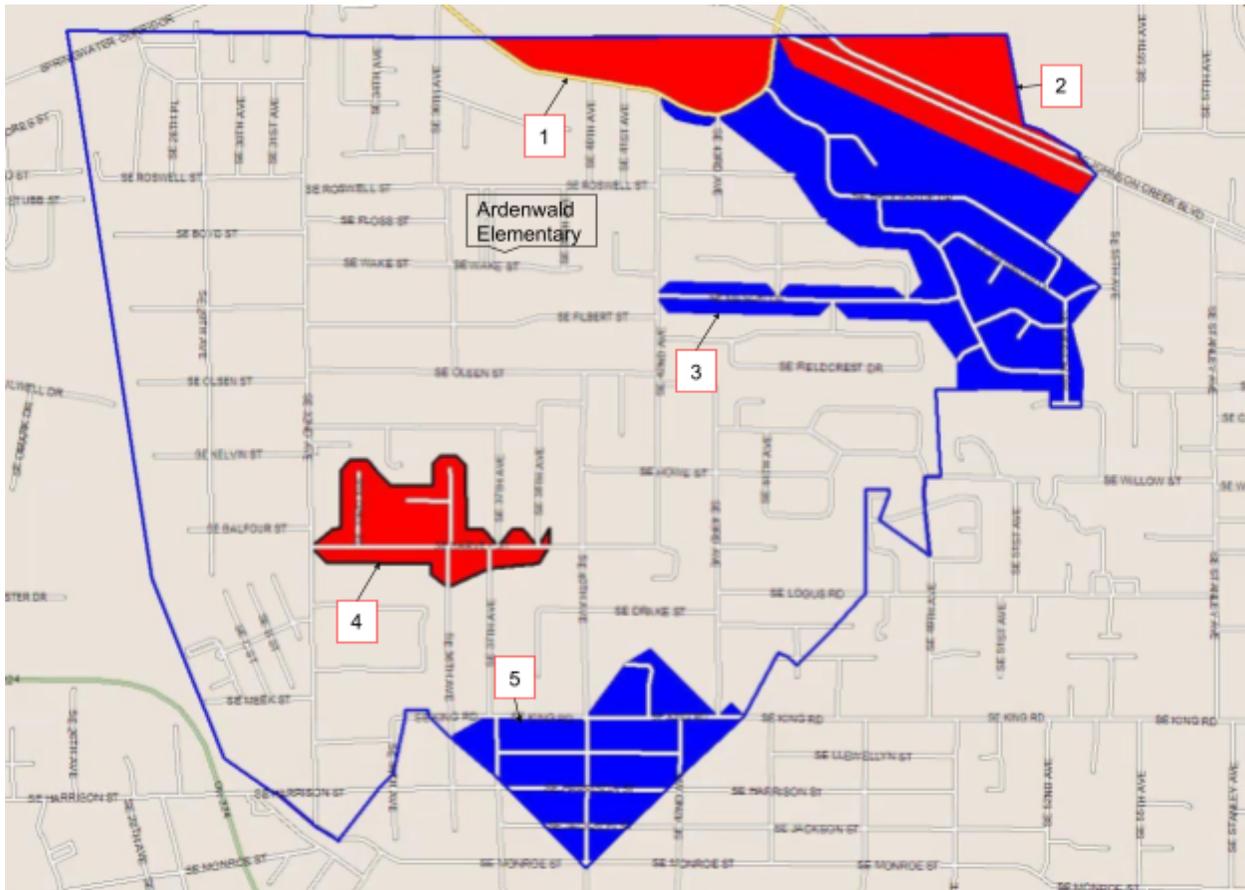
- 1. Hazard area - Unsafe to walk along or cross Hwy 224.
- 2. Hazard area - Unsafe to walk along SE 37th Ave. north of SE Lake Rd.
- 3. Hazard area - Unsafe to walk along SE Oatfield Rd. south of SE Guilford Dr.
- 4. Hazard area - Unsafe to cross railroad tracks
- 5. Hazard area - Unsafe to walk on the north side of SE Lake Rd. between Rowe access and SE Guilford Dr.

## Ardenwald Elementary - 2017 current:



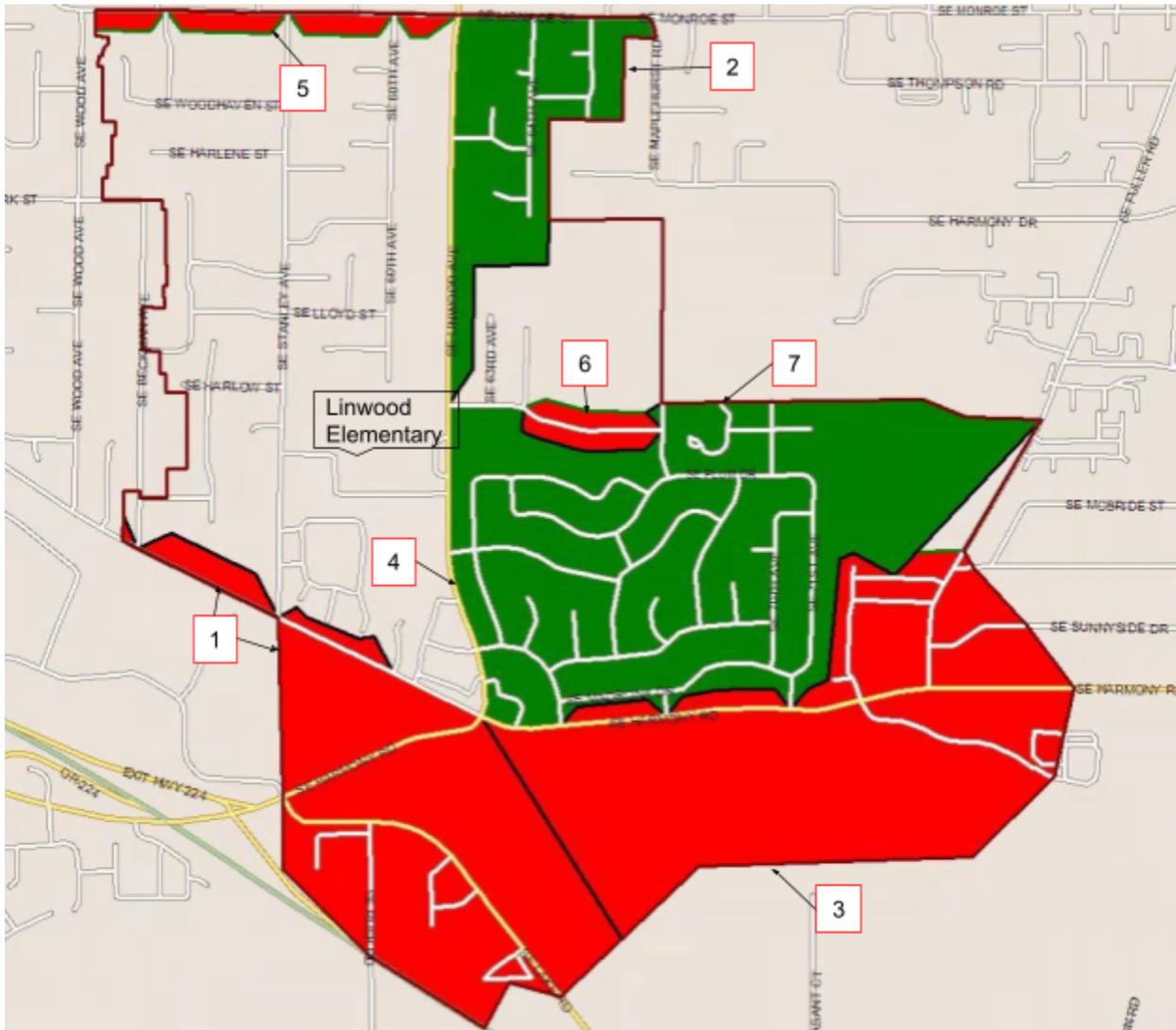
1. Hazard area - Unsafe to cross SE Johnson Creek Blvd.
2. Hazard area - Unsafe to walk along SE Johnson Creek Blvd.
3. Hazard area - Unsafe to cross SE 42nd Ave.
4. Hazard area - Unsafe to walk along SE Harvey St. between SE 32nd Ave. and 3855 SE Harvey St.

## Ardenwald Elementary - 2023 proposal:



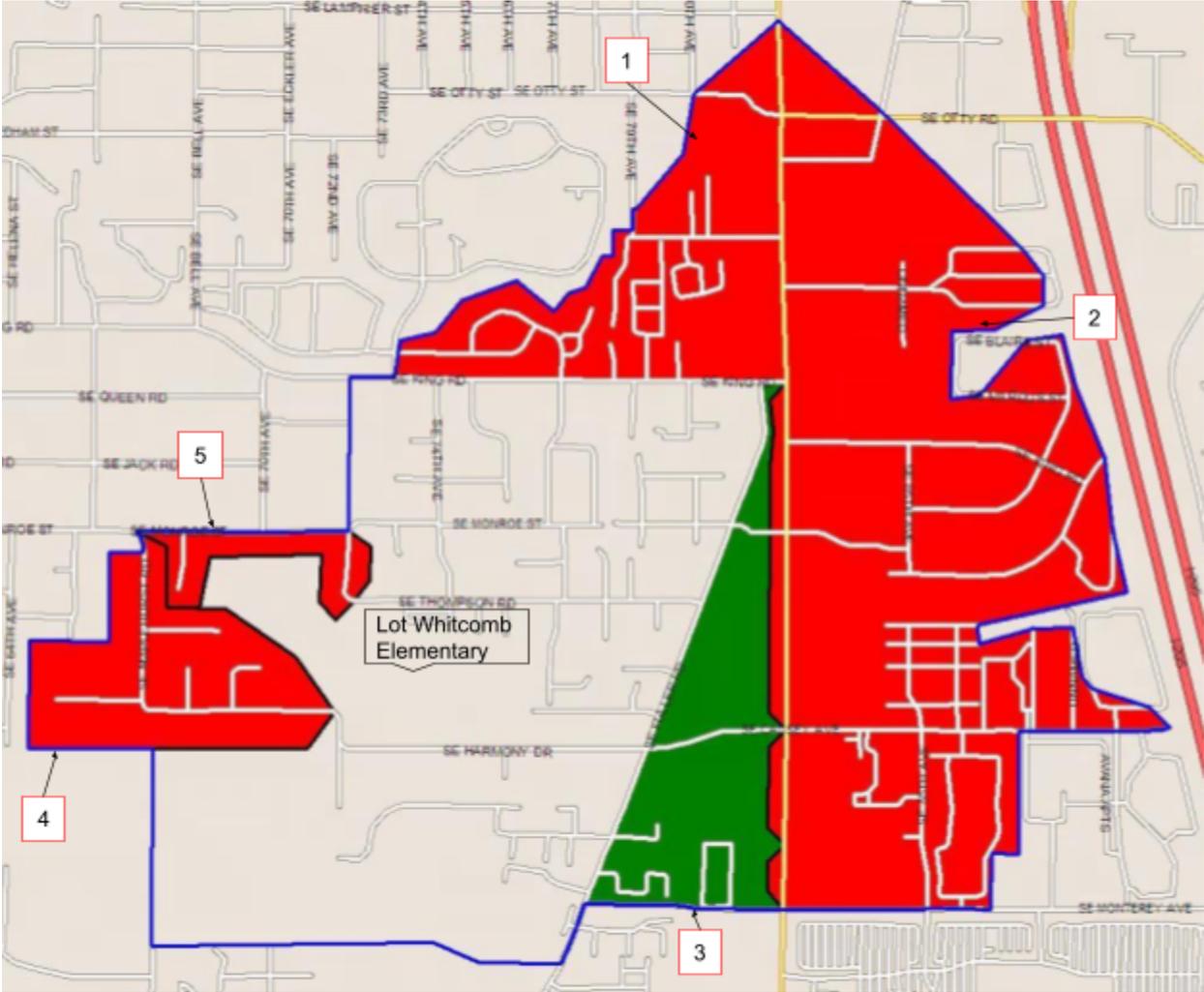
1. Hazard area - Unsafe to cross or walk along SE Johnson Creek Blvd.
2. Hazard area - Unsafe to cross or walk along SE Johnson Creek Blvd.
3. Hazard area - Unsafe to cross or walk along sE Mason Ln.
4. Hazard area - Unsafe to walk along SE Harvey St. between SE 32nd Ave. and 3855 SE Harvey St. Please see the City of Milwaukie's [Harvey Street Improvement Plan](#).
5. Hazard area - Unsafe to cross or walk along SE King Rd.

## Linwood Elementary:



1. Hazard area - Unsafe to walk along SE Railroad Ave and unsafe to cross rails.
2. Hazard area eliminated with SE Linwood Ave improvements
3. Hazard area - Unsafe to walk along SE Harmony Rd. between Cedar Crest Dr. and Fuller Rd. and includes SE Fuller Rd. due to unlit conditions, poor visibility and secluded areas.
4. Hazard area eliminated with SE Linwood Ave improvements
5. Hazard area - Unsafe to walk along SE Monroe St.
6. Hazard area - Unsafe to walk along SE Furnberg St. between SE 64th Ave and SE 67th Ave.
7. Hazard area eliminated with SE Linwood Ave improvements

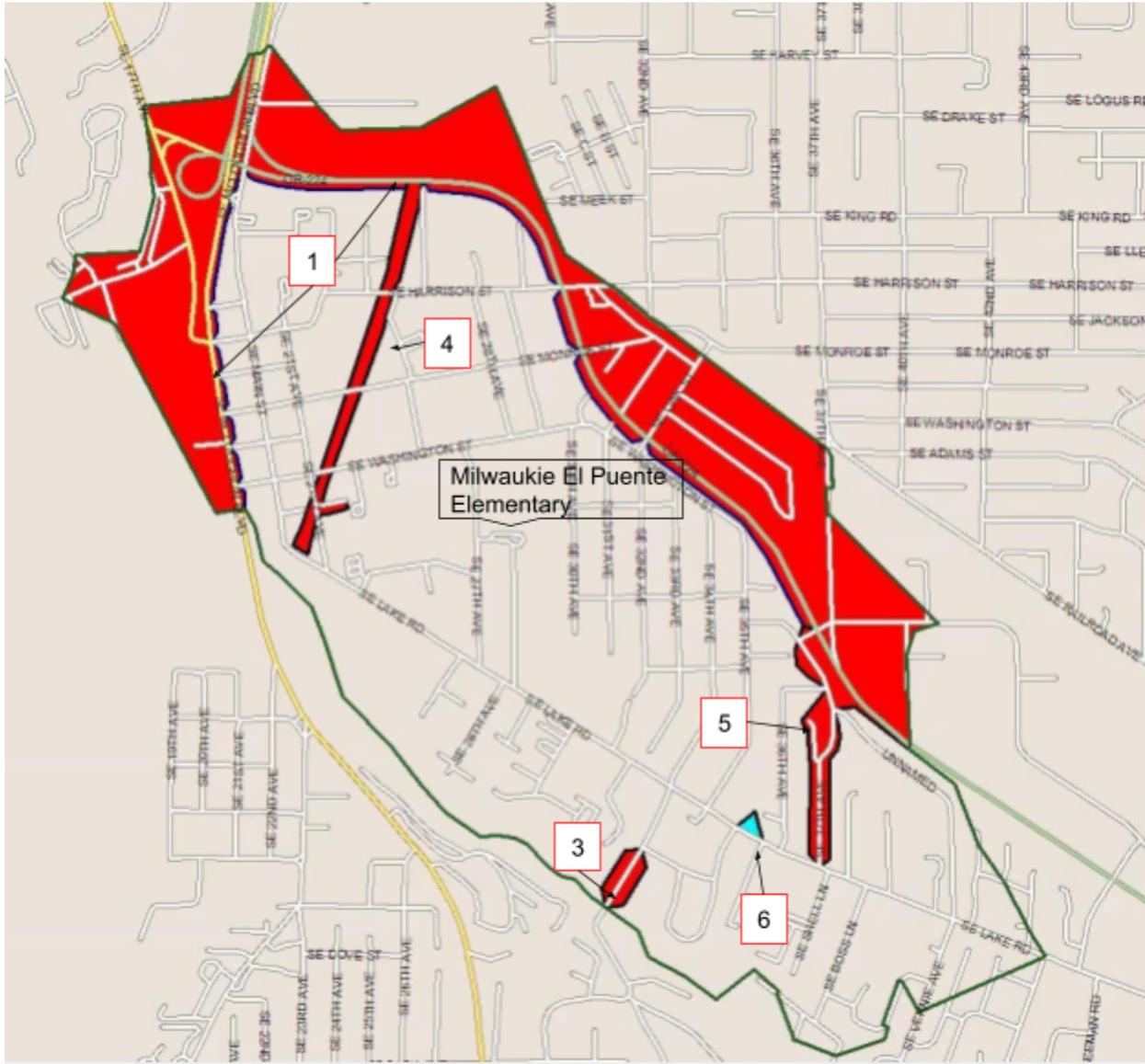
Lot Whitcomb Elementary:



- 1. Hazard area - Unsafe to cross SE King Rd.
- 2. Hazard area - Unsafe to walk along or cross SE 82nd Ave.
- 3. Hazard area eliminated with SE Fuller Rd. improvement
- 4. Hazard area - Unsafe to walk along SE Maplehurst Rd.
- 5. Hazard area - Unsafe to walk along SE Monroe Ave. Please see Clackamas County's [Monroe Street Neighborhood Improvements](#).

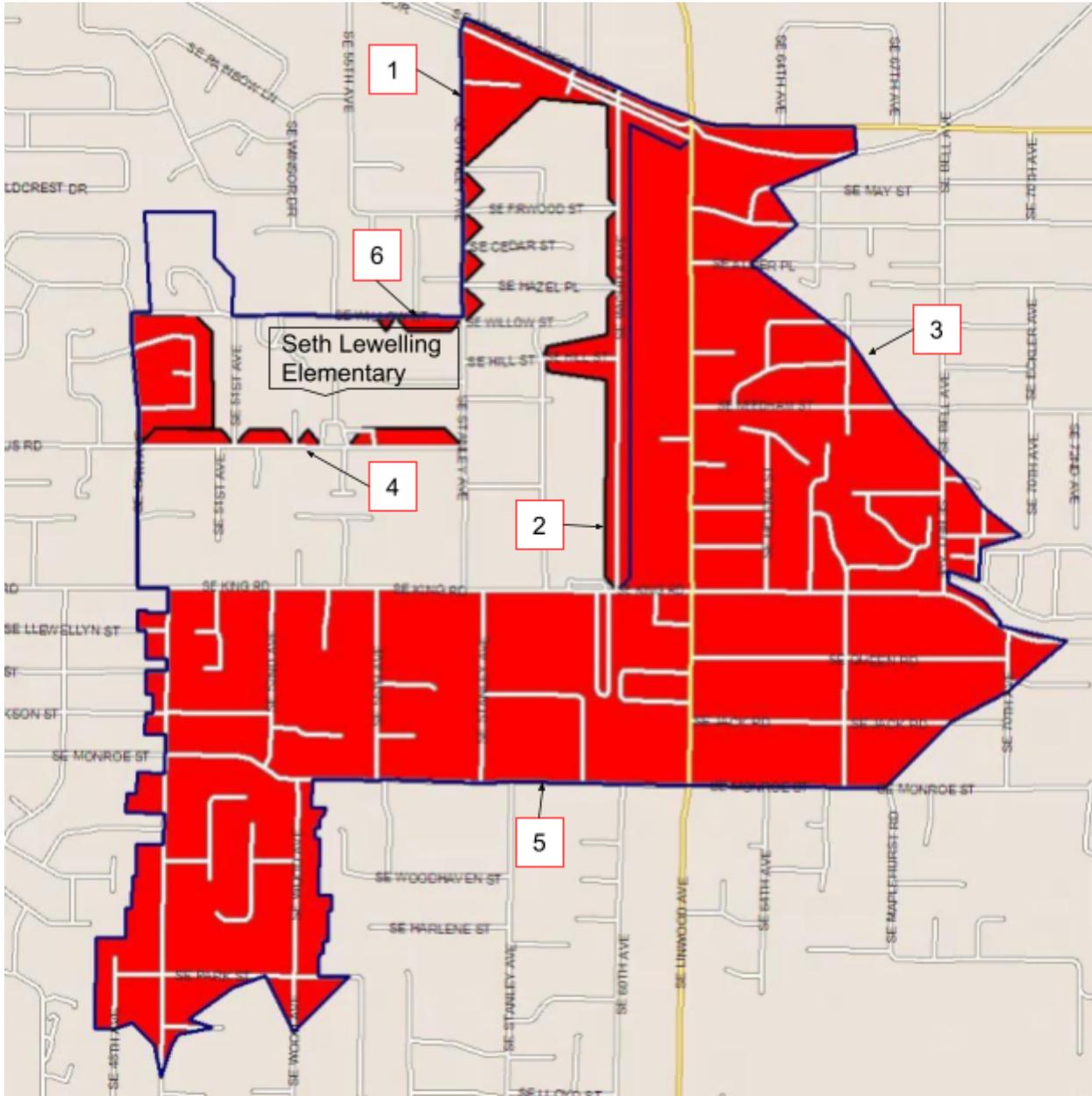


## Milwaukie El Puente Elementary:



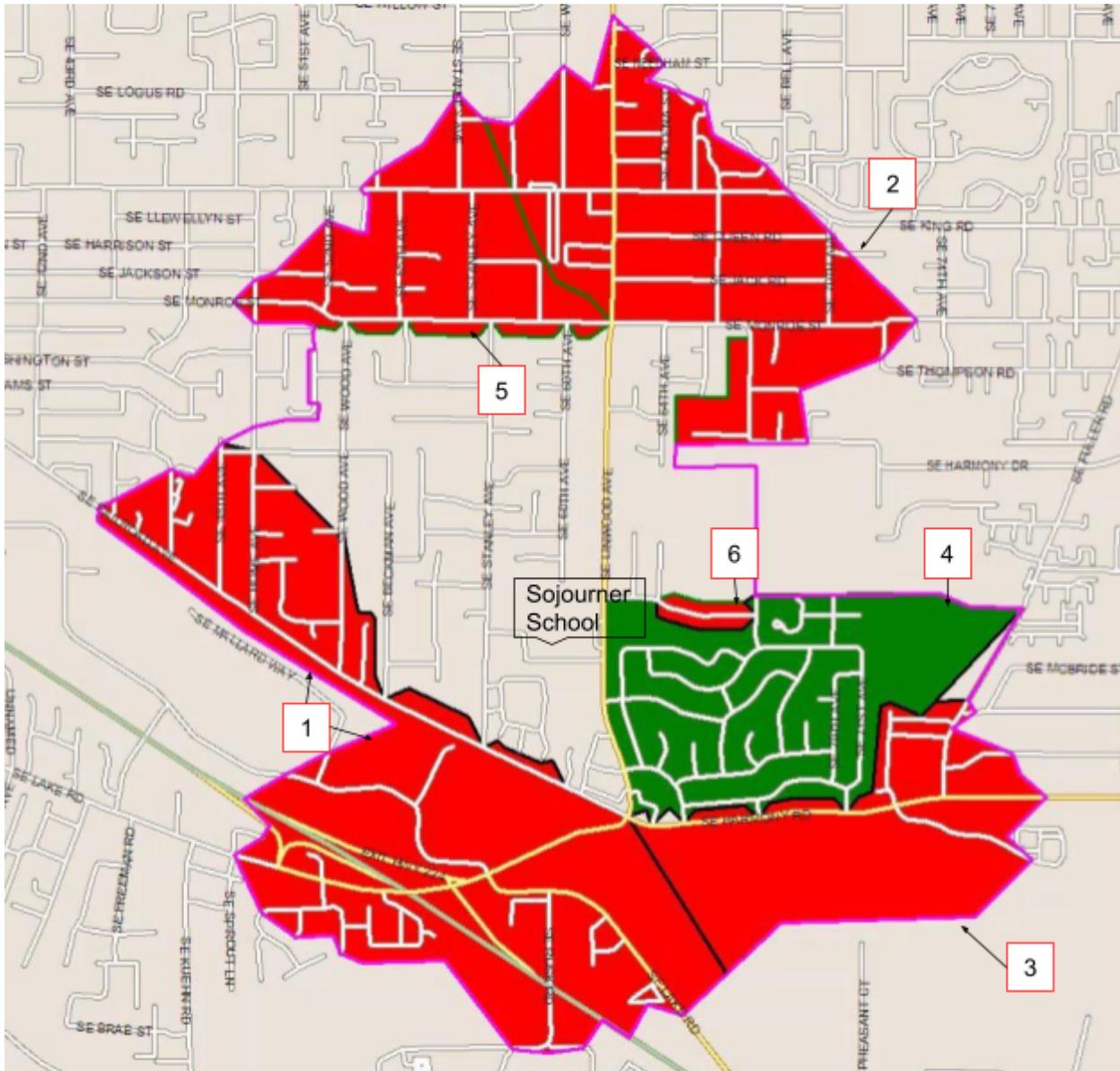
1. Hazard area - Unsafe to cross SE McLoughlin Blvd. and Hwy 224
2. Hazard area eliminated with SE Lake Rd. improvements
3. Hazard area - Unsafe to walk along SE Oatfield Rd. south of SE Guilford Dr.
4. Hazard area - Unsafe to cross railroad tracks
5. Hazard area - Unsafe to walk along SE 37th St. from SE Lake Rd. to SE Edson St.
6. Hazard area - Unsafe to walk on the north side of SE Lake Rd. between Rowe access and SE Guilford Dr.

## Seth Lewelling Elementary:



1. Hazard area - Unsafe to walk on SE Stanley Ave. north of SE Firwood St.
2. Hazard area - Unsafe to walk on SE Wichita Ave.
3. Hazard area - Unsafe to walk along or cross SE Linwood Ave.
4. Hazard area - Unsafe to walk on the north side of SE Logus Rd.
5. Hazard area - Unsafe to cross SE King Rd.
6. Hazard area - Unsafe to walk along SE Willow St.
7. Hazard area - Unsafe to walk along SE 49th Ave. between SE Logus Rd. and SE Rockwood St.

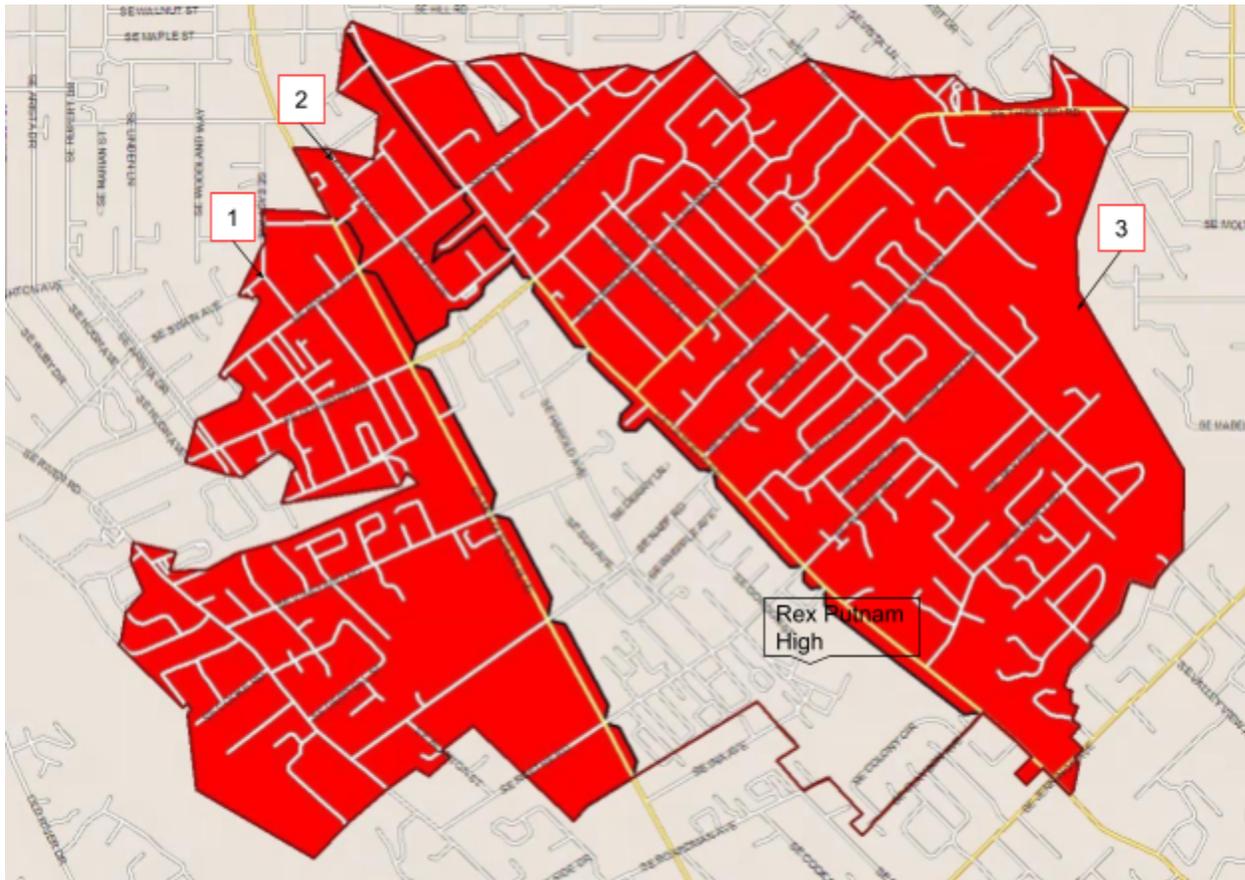
## Sojourner School:



1. Hazard area - Unsafe to walk along SE Railroad Ave and unsafe to cross rails.
2. Hazard area - Unsafe to walk along SE Monroe St. and unsafe to cross SE King Rd.
3. Hazard area - Unsafe to walk along SE Harmony Rd. between Cedar Crest Dr. and Fuller Rd. and includes SE Fuller Rd. due to unlit conditions, poor visibility and secluded areas.
4. Hazard area eliminated with SE Linwood Ave. improvements
5. Hazard area - Unsafe to walk along SE Monroe St. and unsafe to cross SE King Rd.
6. Hazard area - Unsafe to walk along SE Furnberg St. between SE 64th Ave and SE 67th Ave.
7. Hazard area eliminated with SE Linwood Ave improvements

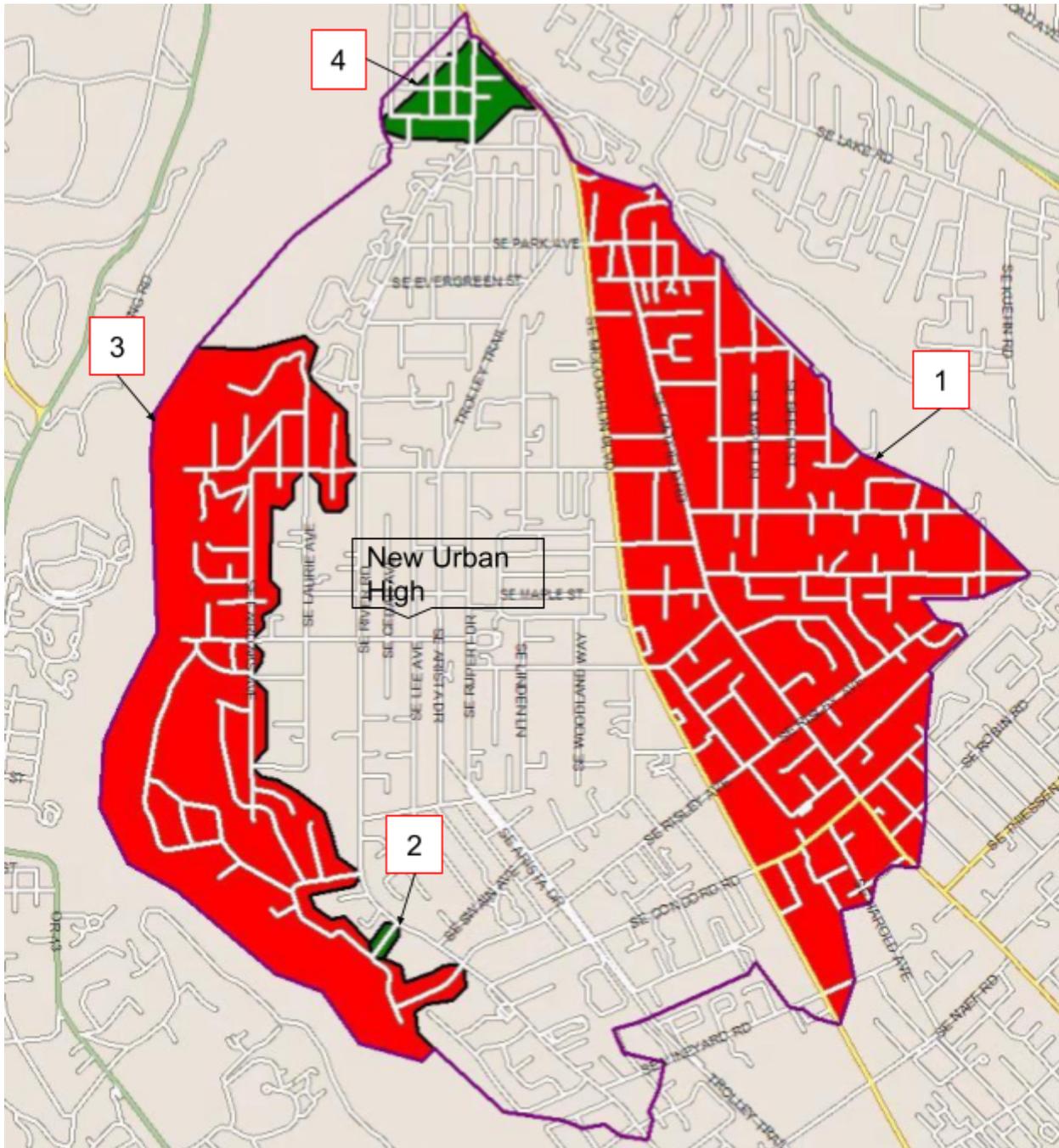
# Putnam High & associated feeder schools

## Putnam High:



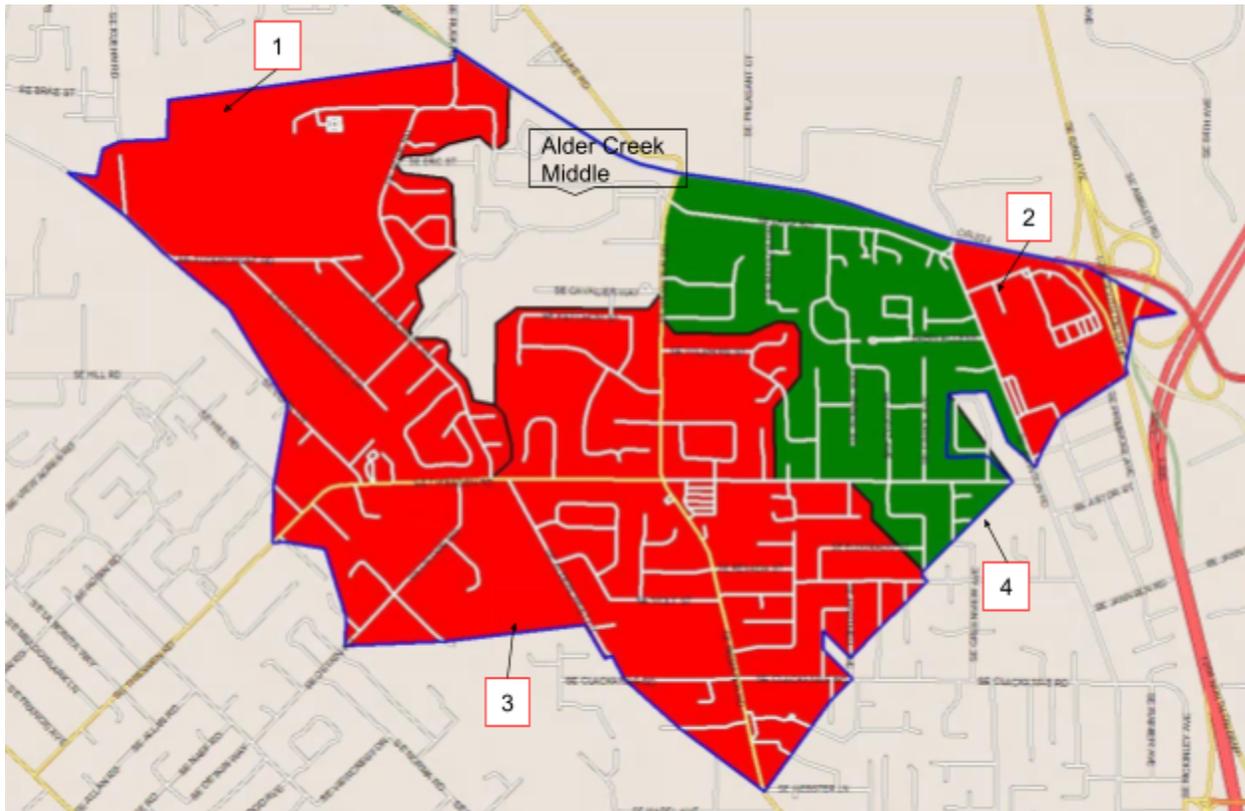
1. Hazard area - Unsafe to walk along or cross SE McLoughlin Blvd.
2. Hazard area - Unsafe to walk along SE Oatfield Rd.
3. Hazard area - Unsafe to walk along or cross SE Oatfield Rd.

## New Urban High:



1. Hazard area - Unsafe to walk along or cross SE McLoughlin Blvd.
2. Hazard area eliminated as buses can't access SE Oak Shore Ln.
3. Hazard area - - Unsafe to walk along SE Courtney Ave. west of SE Laurie Ave., along SE Fair Oaks ave., and SE River Forest Rd.
4. Hazard area eliminated with River Road and SE 22nd Ave. SAFE improvements.

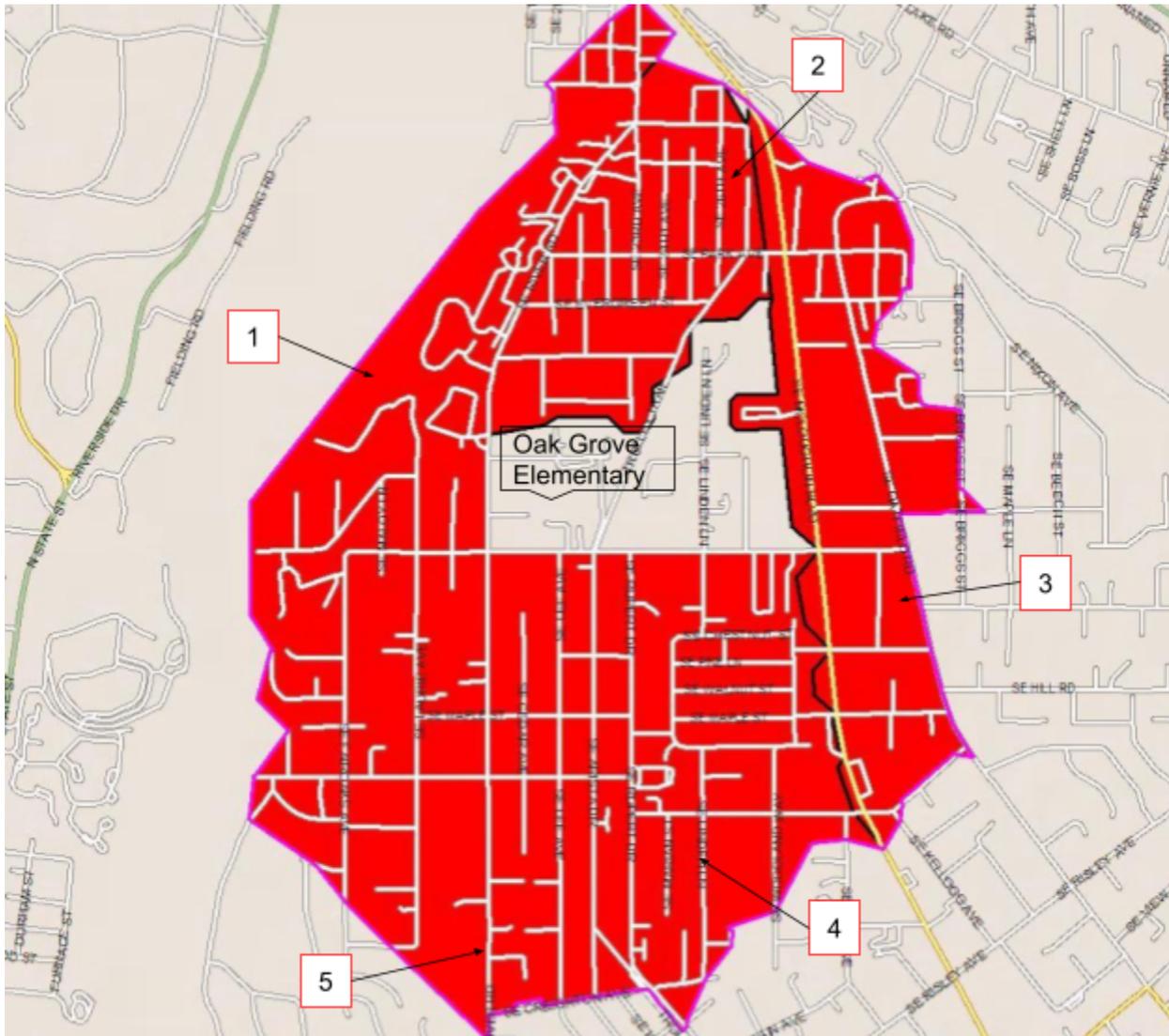
## Alder Creek Middle:



1. Hazard area - Unsafe to walk along SE Rusk Rd. and SE Aldercrest Rd.
2. Hazard area - Unsafe to cross SE Johnson Rd. near Hwy. 224
3. Hazard area - Unsafe to walk along SE Webster Rd. south of SE Cavalier St. and along SE Thiessen Rd.
4. Hazard eliminated with lighted crosswalks and improvements on SE Webster Rd.

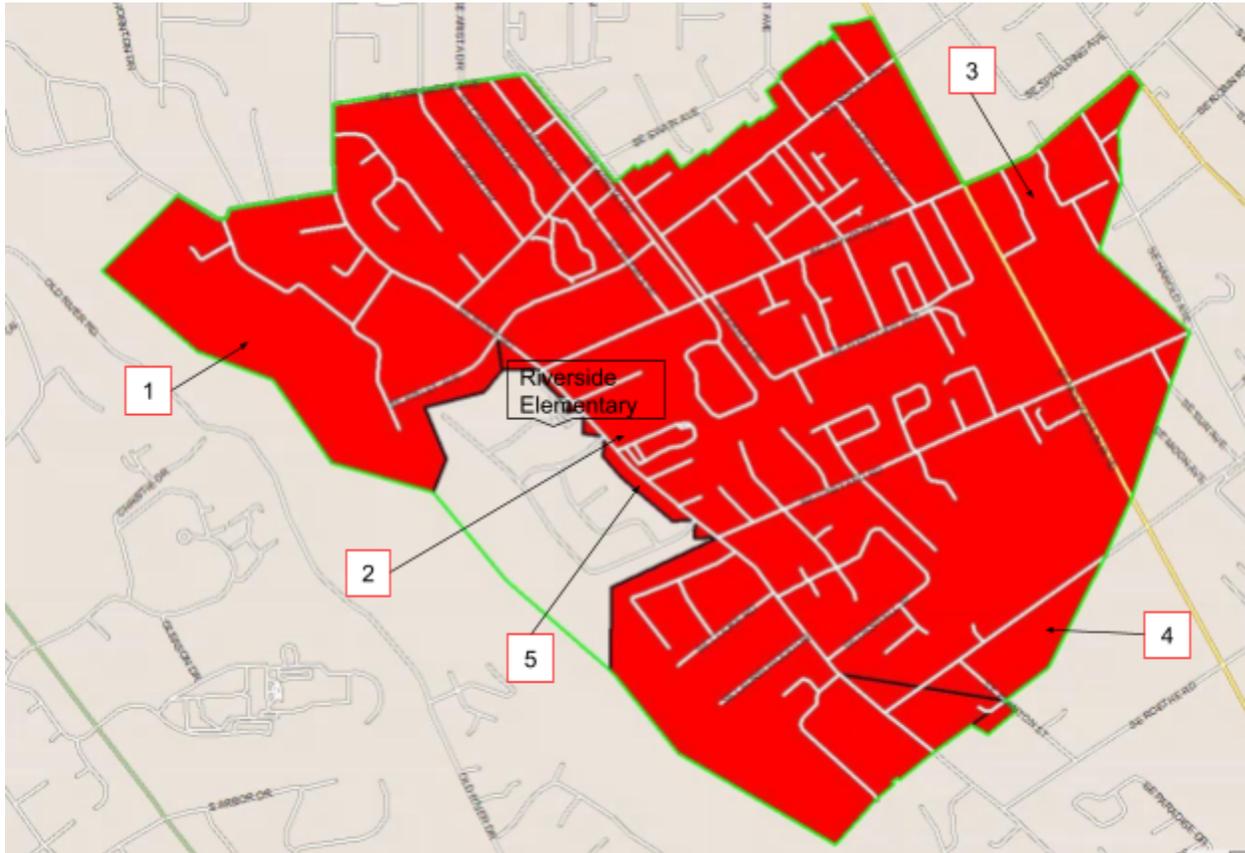


## Oak Grove Elementary:



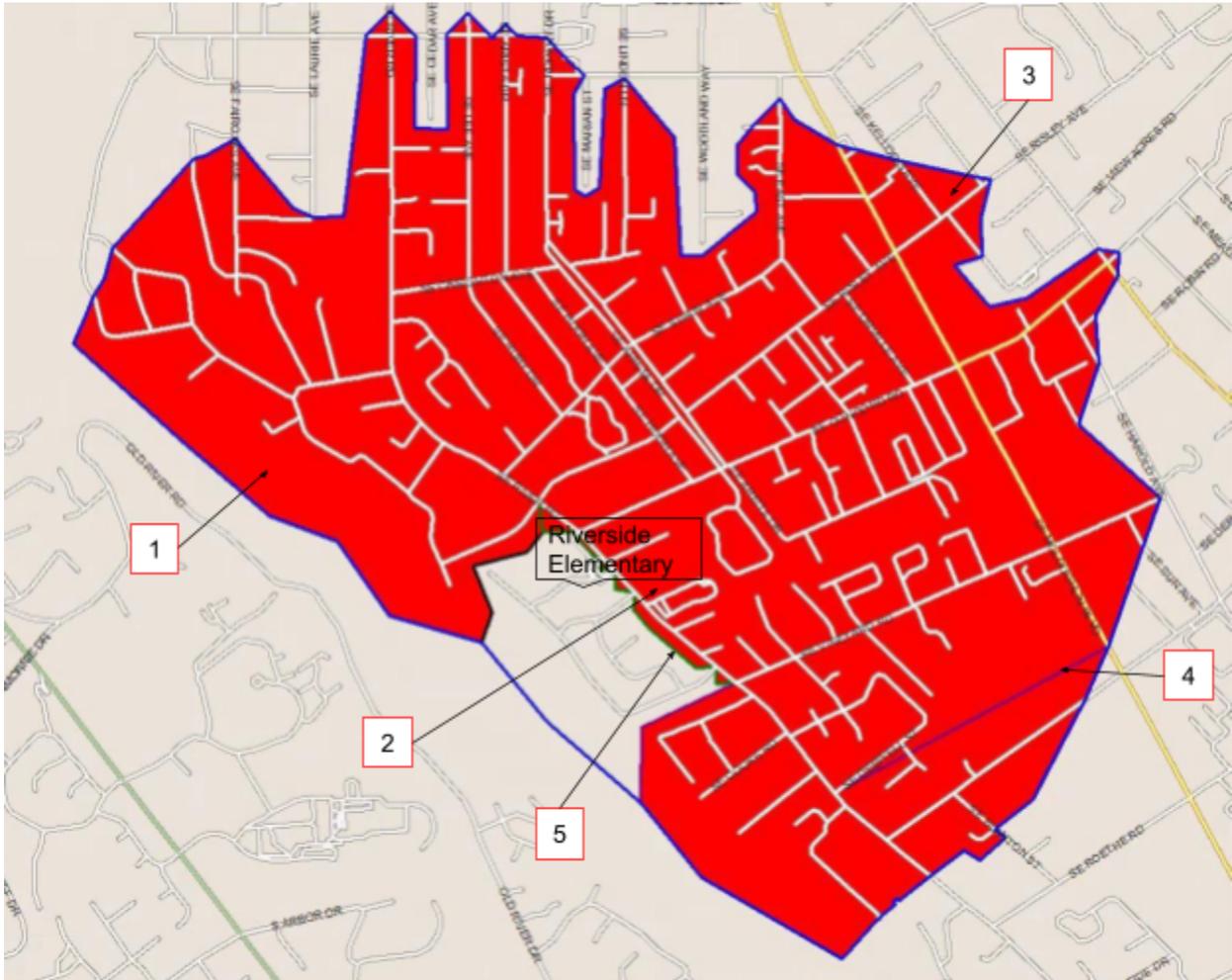
1. Hazard area - Unsafe to walk along SE River Rd.
2. Hazard area - Unsafe to walk along SE River Rd. and secluded areas along the Trolley Trail.
3. Hazard area - Unsafe to walk along or cross SE McLoughlin Blvd.
4. Hazard area - (Funneling Amendment) Only one place to safely cross SE Courtney Ave.
5. Hazard area - Unsafe to walk along west side of SE Linden Ln. Additional funneling amendment area

## Riverside Elementary:



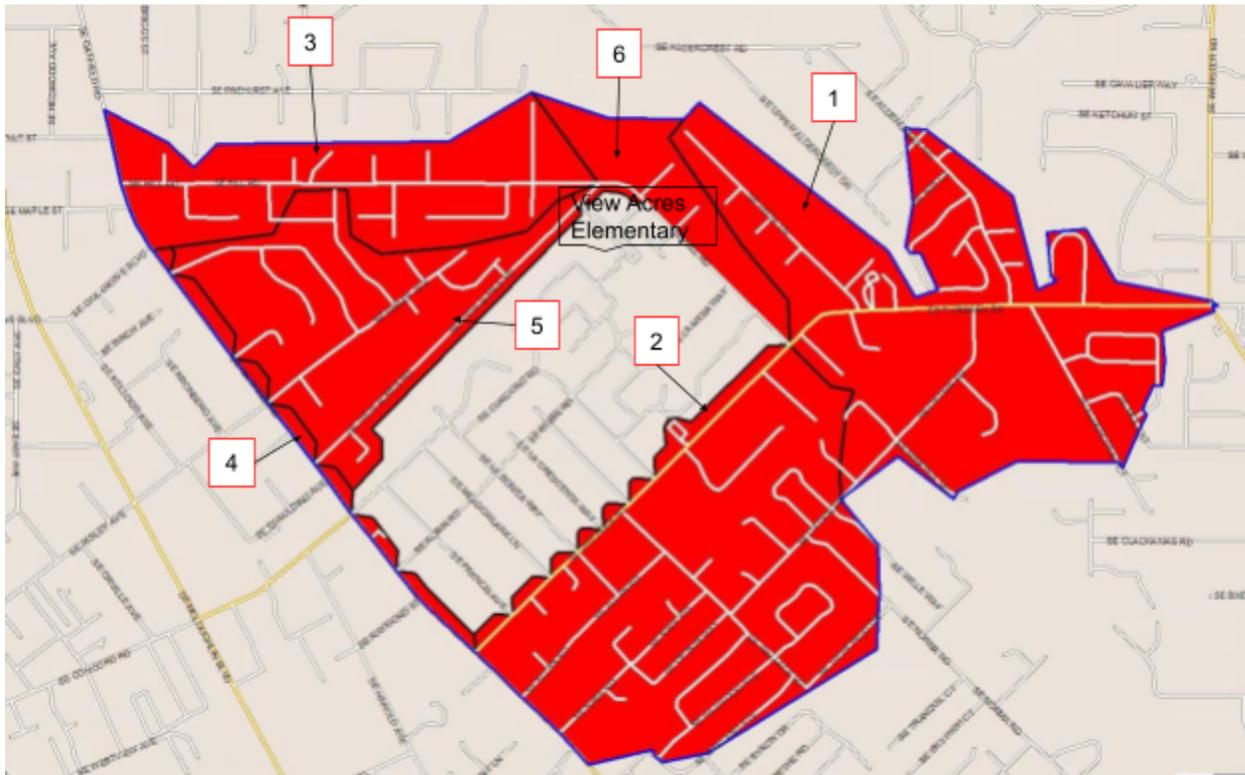
1. Hazard area - Unsafe to walk along SE River Rd. south of SE Creighton Ave.
2. Hazard area - Unsafe to walk along SE Concord Rd. between SE River Rd. and SE Arista Dr.
3. Hazard area - Unsafe to walk along or cross SE McLoughlin Blvd.
4. Hazard area - Unsafe to walk along SE River Rd. south of SE Vineyard Rd. and SE Vineyard Wy.
5. Hazard area - Unsafe to walk along the west side of SE River Rd. from SE Risley Ave. to SE Vineyard Rd.

Riverside Elementary (Bilingual Program):



- 1. Hazard area - Unsafe to walk along SE River Rd. south of SE Creighton Ave.
- 2. Hazard area - Unsafe to walk along SE Concord Rd. between SE River Rd. and SE Arista Dr.
- 3. Hazard area - Unsafe to walk along or cross SE McLoughlin Blvd.
- 4. Hazard area - Unsafe to walk along SE River Rd. south of SE Vineyard Rd. and SE Vineyard Wy.
- 5. Hazard area - Unsafe to walk along the west side of SE River Rd. from SE Risley Ave. to SE Vineyard Rd.

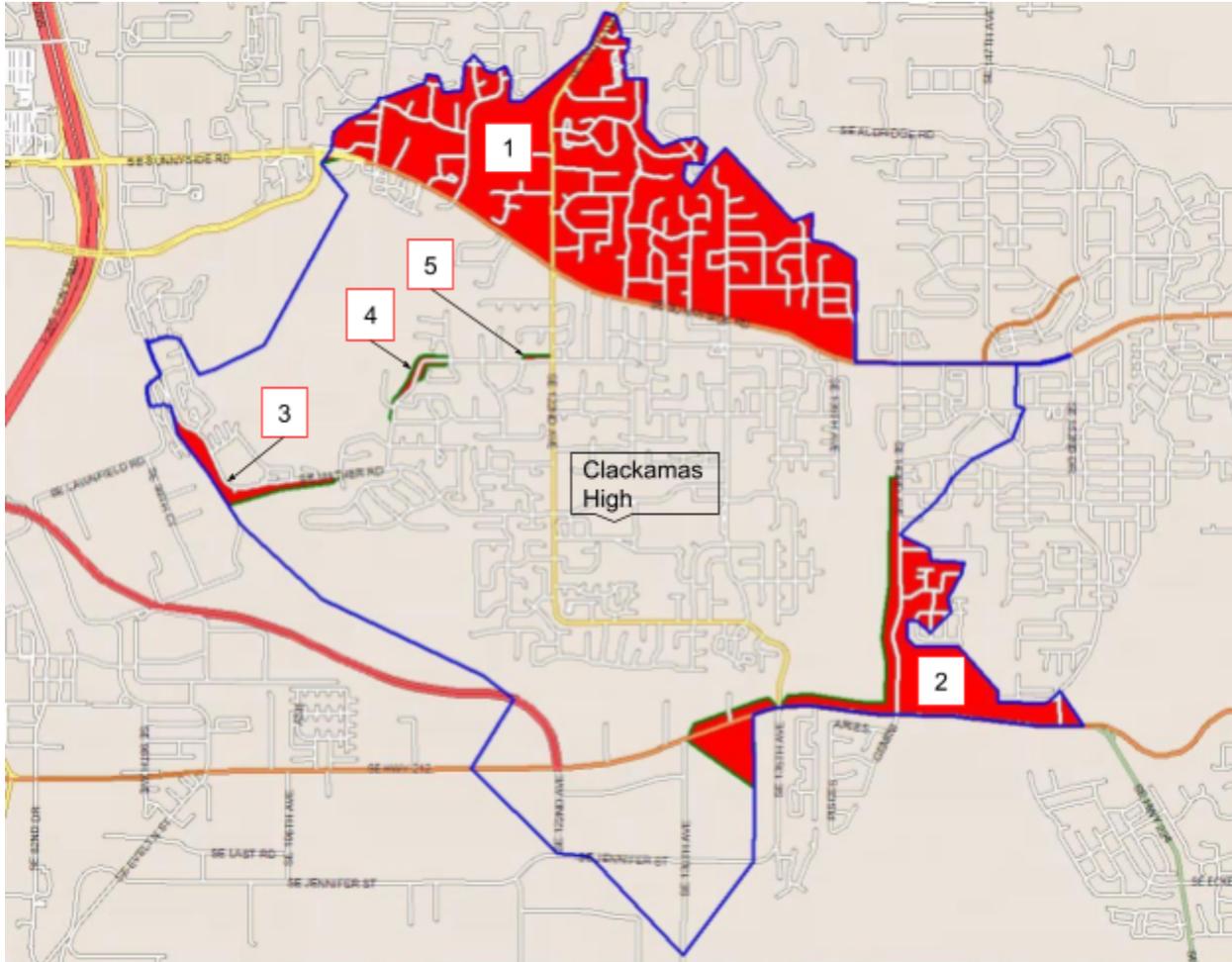
## View Acres Elementary:



1. Hazard area - Unsafe to walk along SE Thiessen Rd.
2. Hazard area - Unsafe to walk along SE Thiessen Rd.
3. Hazard area - Unsafe to walk along SE Hill Rd. west of SE View Acres Rd.
4. Hazard area - Unsafe to walk along SE Oatfield Rd.
5. Hazard area - Unsafe to walk along SE View Acres Rd.
6. Hazard area - Unsafe to walk along northeast side of SE Hill Rd.

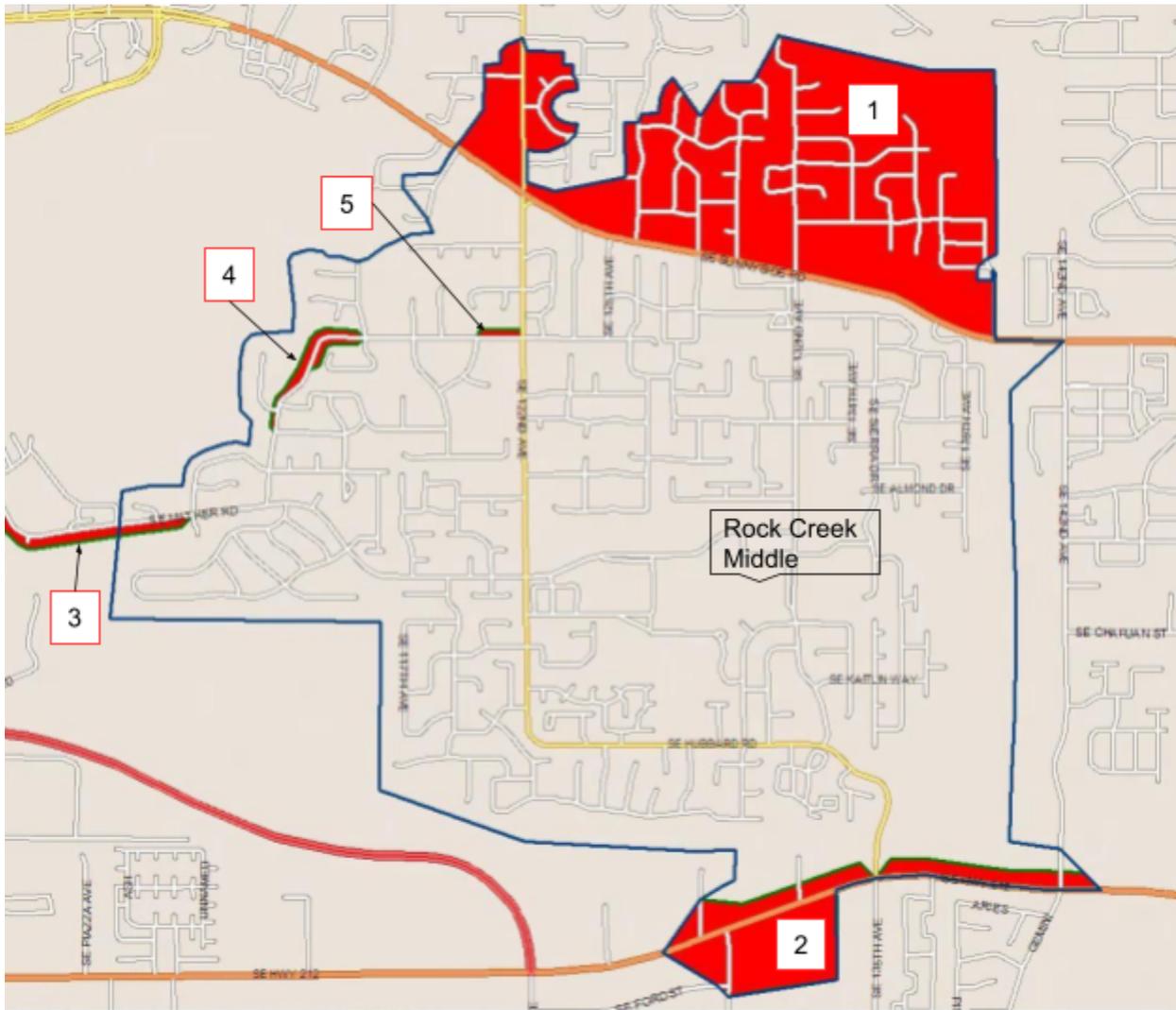
# Clackamas High & associated feeder schools

Clackamas High:



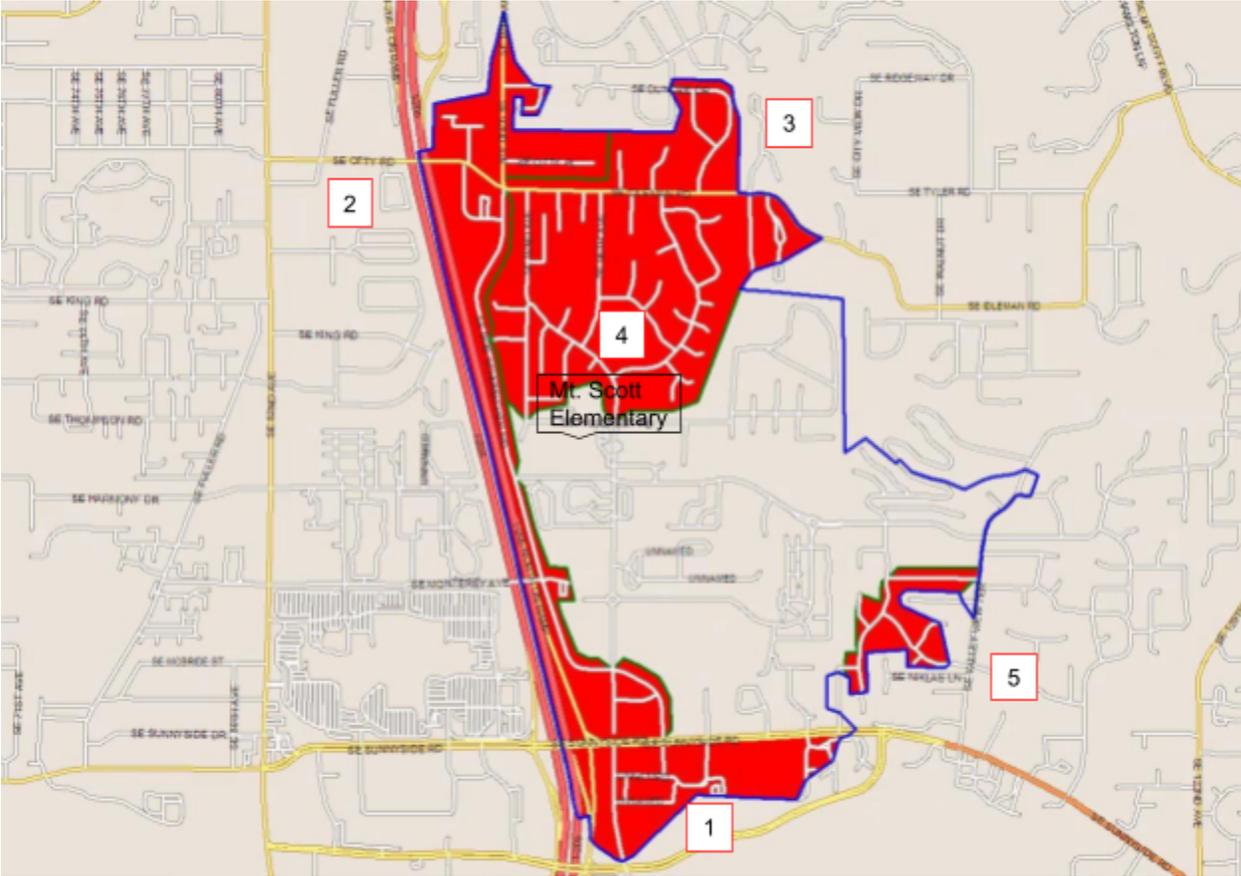
1. Hazard area - Unsafe to cross SE Sunnyside Rd.
2. Hazard area - Unsafe to walk along or cross Hwy 212/224
3. Hazard area - Unsafe to walk along the south and west sides of SE Mather Rd.
4. Hazard area - Unsafe to walk along designated stretch of SE Mather Rd.
5. Hazard area - Unsafe to walk along designated stretch of SE Mather Rd. due to culvert. Students may cross to the other side of SE Mather Rd. to avoid this section.

## Rock Creek Middle:



1. Hazard area - Unsafe to cross SE Sunnyside Rd.
2. Hazard area - Unsafe to walk along or cross Hwy 212/224
3. Hazard area - Unsafe to walk along the south and west sides of SE Mather Rd.
4. Hazard area - Unsafe to walk along designated stretch of SE Mather Rd.
5. Hazard area - Unsafe to walk along designated stretch of SE Mather Rd. due to culvert. Students may cross to the other side of SE Mather Rd. to avoid this section.

Mount Scott Elementary:

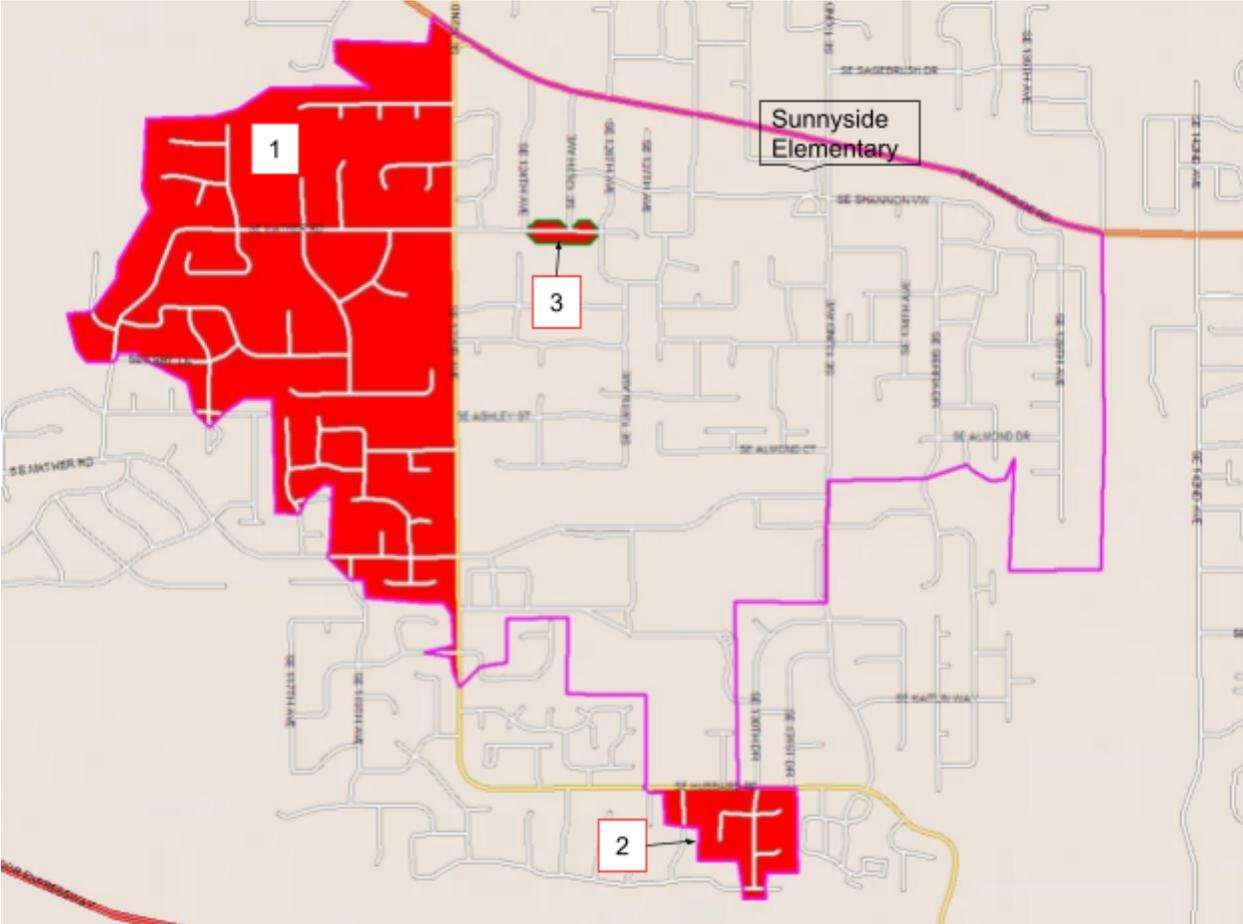


- 1. Hazard area - Unsafe to cross SE Sunnyside Rd.
- 2. Hazard area - Unsafe to walk along SE Bob Schumacher Rd.
- 3. Hazard area - Unsafe to walk along SE Idleman Rd.
- 4. Hazard area - Unsafe to walk along SE 92nd Ave. and SE Stevens Wy. north of SE Hillcrest Rd.
- 5. Hazard area - Unsafe to walk along SE Vista View Ln. and SE 108th Ave. south of SE Vista View Ln.





Sunnyside Elementary:

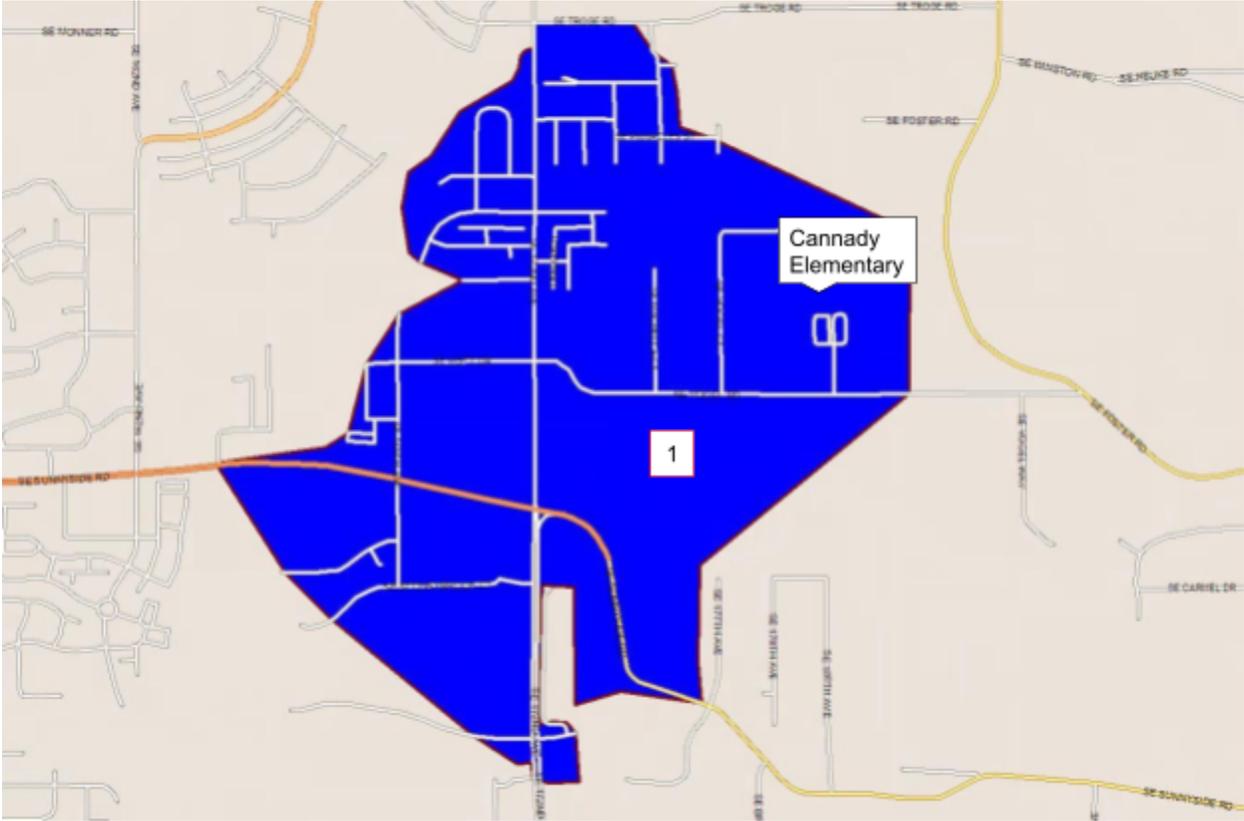


- 1. Hazard area - Unsafe to cross SE 122nd Ave.
- 2. Hazard area - Unsafe to cross SE Hubbard Rd.
- 3. Hazard area - Unsafe to walk along SE Mather Rd. between SE 124th Ave and SE 126th Ave.





Cannady Elementary:



- 1. **Hazard area - Unsafe to walk along SE Vogel Rd.** - this effectively makes all students within the attendance boundary eligible for transportation.







## COMPREHENSIVE SEXUALITY EDUCATION PLAN

**DISCUSSION**  
Agenda Item #6  
June 8, 2023

### **SUPERINTENDENT’S RECOMMENDATION:**

This data is presented for Board information, discussion and eventual approval of the District’s Comprehensive Sexuality Education Plan.

### **REASON FOR BOARD CONSIDERATION:**

The Oregon State Board of Education states that: *each school district board shall provide an age- appropriate, comprehensive plan of instruction focusing on human sexuality education, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of the health education.* This Comprehensive Sexuality Education Plan (CSEP) includes the relevant Health legislation and methods NSCD will use to meet all health education requirements.

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

No budget impact.

### **BACKGROUND:**

In 2009, the Oregon Legislature passed ORS 336-455 requiring school districts to provide human sexuality education courses in all public elementary and secondary schools as part of health education curriculum. Since that time, Comprehensive Sexuality Education Plans have been required, and subsequently need to be reviewed every two years.

The North Clackamas School District Comprehensive Sexual Education Plan (CSEP) has been developed in accordance with a series of Oregon Senate Bills, Oregon Revised Statutes and Oregon Administrative Rules. This plan primarily encompasses:

- SB 856 (Sex Abuse Prevention Instruction),
- SB 790 (Domestic Violence Education),
- ORS 336.455 (Human Sexuality Education K-12),
- OAR 581-022-1140 (Equal Educational Opportunities),
- OAR 581-022-1440 (Human Sexuality Education),
- OAR 581-022-1210 (District Curriculum, instruction of infectious diseases, including HIV/AIDS and Hepatitis B/C).

There are additional secondary state sources also reflected in this plan, including:

- ORS 339.351-364 (Harassment, Bullying, Cyber-bullying and Intimidation),
- OAR 581-022-0413 (Prevention Education in Drugs and Alcohol),
- OAR 581-022-1510 (Comprehensive Guidance and Counseling),
- SB 79 (CPR Instruction for grades 7-12).
- HB 3294 (The Menstrual Dignity Act, 2021)
- Supporting Gender Expansive Students: Guidance for Schools (2023)

**COMPREHENSIVE SEXUALITY EDUCATION PLAN:**

Effective health teaching and learning provides opportunities for each student to make sense and deepen their understanding of health, so they can identify, practice and maintain health enhancing behaviors. Content standards, adopted by the State Board of Education, include concepts, accessing information, self management, analyzing influences, interpersonal communication, goal setting, decision making and advocacy.

The Comprehensive Sexuality Education Plan provided here for review emphasizes abstinence, but not to the exclusion of a contraceptive skills-based education. The human sexuality information provided is comprehensive, complete, balanced, medically accurate, age-appropriate, not fear or shame-based, and inclusive as required by Oregon Department of Education (Oregon Administrative Rule 581-022-2050).

The ODE provides content standards addressing human sexuality in grade level bands (Grades K-2, 3-5, 6-8, 9-12). In North Clackamas, we have separated the grade bands into standards per individual grade level. Each grade level includes an introduction summarizing essential information for teachers and parents and includes the opportunity to view materials prior to instruction.

The NCS D Comprehensive Sexuality Education Plan 2023-2025 (Draft) follows the adopted plan from May 2019. Revisions were made to reflect the input from our community including clarified course descriptions, the opt out process, and frequently asked questions.

**ATTACHMENTS:**

- A. [NCS D Comprehensive Sexuality Education Plan](#) (2023-25 Draft)
- B. [Presentation Slides](#)

**PRESENTER / STAFF CONTACT:**

Tammy O'Neil, Executive Director of Teaching, Learning & Professional Development  
Laurie Meisner, Associate Director of Teaching, Learning & Professional Development

# K-12 Comprehensive Sexuality Education Plan



12400 SE Freeman Way  
Milwaukie, Oregon 97222  
<https://www.nclack.k12.or.us>

Presented to NCSD School Board June, 8 2023  
Adopted by NCSD School Board **TBD**

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# INTRODUCTION

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# INTRODUCTION

North Clackamas Schools lead students toward graduation, empowering and inspiring them to strengthen the quality of life in our local and global communities. The decisions students make regarding their personal health will either support or hinder their ability to graduate prepared for the demands of college, career, and life. Health education is a component of a well rounded education. As each student shapes their own personal values and beliefs about healthy behaviors, the role of public schools in Oregon is to provide medically accurate and balanced information that is age-appropriate, and inclusive.

The Human Sexuality Education Law (2009); the Healthy Teen Relationship Act (2013); and, the Child Sexual Abuse Prevention Law (2015) collectively contribute to the Oregon Department of Education's Comprehensive Sexuality Education policy framework. Approved by the State Board of Education in 2016, the Health Education Standards provide consistency in what is taught to students across Oregon to ensure equity in achievement and health.

The state health standards expand on the required knowledge and skills related to comprehensive sexuality education. They expand the notion of what sexual health is, treating sexuality as "a multidimensional process, intimately linked to the basic human needs of being liked and accepted, displaying and receiving affection, feeling valued and attractive, and sharing thoughts and feelings."<sup>1</sup> Thus, the standards cover broad areas including body image, media literacy, gender roles, relationships, and communication. Building on the most current research and the National Health Education Standards<sup>2</sup>, they do not promote sexuality or impose a set of values, but, rather, empower students to recognize, communicate, and advocate for their own health and boundaries. Many research studies have shown that this comprehensive approach works to delay sexual initiation, prevent unintended pregnancies, promote health, and reduce sexual violence and harassment.<sup>3,4</sup>

Each school district in Oregon is responsible for developing a Comprehensive Sexual Education Plan (CSEP) as a part of the Kindergarten through 12th grade Health instructional program. The CSEP is approved by each school district's local school board prior to implementation.

The North Clackamas School District Comprehensive Sexual Education Plan (CSEP) has been developed in accordance with a series of Oregon Senate Bills, Oregon Revised Statutes and Oregon Administrative Rules. This plan primarily encompasses:

- SB 856 (Sex Abuse Prevention Instruction),
- SB 790 (Domestic Violence Education),

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<sup>1</sup> Blum RW." Sexual health contraceptive needs of adolescents with chronic conditions." Arch Pediatric Adolescent Med. 151: 290-297

<sup>2</sup> National Health Education Standards, <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

<sup>3</sup> Kohler et al. "Abstinence-only and Comprehensive Sex Education and the Initiation of Sexual Activity" Journal of Adolescent Health, 42(4): 344-351.

<sup>4</sup> <http://www.advocatesforyouth.org/publications/publications-a-z/1487-publications>

- ORS 336.455 (Human Sexuality Education K-12),
- OAR 581-022-1140 (Equal Educational Opportunities),
- OAR 581-022-1440 (Human Sexuality Education),
- OAR 581-022-1210 (District Curriculum, instruction of infectious diseases, including HIV/AIDs and Hepatitis B/C).

There are many secondary state sources also reflected in this plan, including:

- ORS 339.351-364 (Harassment, Bullying, Cyber-bullying and Intimidation),
- OAR 581-022-0413 (Prevention Education in Drugs and Alcohol),
- OAR 581-022-1510 (Comprehensive Guidance and Counseling),
- SB 79 (CPR Instruction for grades 7-12).
- HB 3294 (Menstrual Dignity Act)

Effective health teaching and learning provides opportunities for each student to make sense and deepen their understanding of health, so they can identify, practice and maintain health enhancing behaviors. Content standards, adopted by the State Board of Education, include concepts, accessing information, self management, analyzing influences, interpersonal communication, goal setting, decision making and advocacy.

The human sexuality instruction emphasizes abstinence, but not to the exclusion of a contraception skills-based education. The human sexuality information provided is comprehensive, complete, balanced, medically accurate, age-appropriate, not fear or shame-based, and culturally inclusive as determined by the Oregon Department of Education.

Each grade level states specific content standards regarding human sexuality from the Oregon Department of Education. Each grade level includes an introduction summarizing essential information for teachers and parents, which includes the opportunity to view materials prior to instruction and next steps.

The Oregon Department of Education (ODE) conducted an instructional materials adoption for Health education in 2008. Following that, in 2009, the state legislature passed ORS 336.455, requiring school districts to provide human sexuality education courses in all public elementary and secondary schools as part of the health education curriculum. NCSD elementary schools began using "Healthy Kids" from ODE as well as an elementary text from McGraw-Hill that included teacher resources for HIV/AIDS and Drug Education. NCSD secondary schools had been using an NCSD publication called "HIV/AIDS".

In 2012, ODE revised and updated the health standards to align with student abuse reporting procedures. With the addition of new health legislation in 2013, OAR 581-022-1440, components to Human Sexuality Education were clarified to include the following:

- (1)(b) Program is "**balanced**," which means instruction that provides information with the understanding of, and strength of the preponderance of evidence.

- (2) In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan **shall** provide adequate instruction at least annually, for all students grades 6-8 and at least twice during grades 9-12.
- (6)(c) The comprehensive plan of instruction shall include information that is complete, balanced and **medically accurate**.
- (6)(s) The comprehensive plan of instruction shall include information that is **culturally inclusive** which means using materials and instruction strategies that respond to culturally diverse individuals, families, and communities in a respectful and effective manner.
- (8) Further, sexuality education materials, instructional strategies, and activities **must not, in any way**, use shame or fear-based tactics.

In 2015, SB 79 on CPR Instruction for grades 7-12, SB 790 on Domestic Violence Education for grades 7-12, and SB 856 on Sex Abuse Prevention Instruction for grades K-12 were added to include new components for compliance in school districts across the state of Oregon. SB 79 required that students in grades 7-12 receive instruction in CPR and the use of Automated External Defibrillators (AEDs) facilitated by training developed by the American Heart Association and the American Red Cross. Outside providers, teachers, and/or volunteers are allowed to conduct trainings. SB 790 requires boards to adopt policies that incorporate age-appropriate education about domestic violence into training programs for students in grades 7-12. ODE is to provide districts with posters providing free hotline telephone numbers students may access, and the board will adopt policies requiring the posting of signs in clearly visible locations within schools. SB 856 requires that boards must adopt a student sexual abuse prevention instructional program for grades K-12. That program must have a minimum of 4 instructional sessions (one session is understood as one class period) per school year, include age-appropriate curriculum, professional training components for administrators, teachers, and staff, and include a parental involvement component to inform parents about student sexual abuse topics.

Also in 2015, the National Health Education Standards were revised from their 1995 standards. Some of the changes included the addition of one more standard (from 7 to 8 standards), revision of specific grade level bands, revisions of performance indicators, a new chapter on equity and access for all students, and a new chapter on student assessment. This national work impacted ODE, and in 2016 they adopted new health standards for the state of Oregon.

In early 2016, NCSD conducted a curriculum renewal process to replace outdated materials in order to comply with the national and state legislation. Three subcommittees made up of teachers, administrators, parents, guardians and community members were created at the elementary, middle, and high school levels. Subcommittees reviewed the health standards and updated the materials to match the current legislation. The secondary committee identified new curriculum materials for implementation in the fall of 2016. A community forum was held in order to inform parents about the health standards and new curriculum. Parents were able to view the materials and provide feedback. Following the meeting, the feedback was used to revise the

proposal. The school board approved the purchase of an online curriculum for middle and high school students that included a 2:1 device ratio. Middle school students can utilize the digital interface and texts/resources from “Teen Health” and high school students can utilize the digital interface and texts/resources from “Glencoe Health.” A waiver was granted to NCSD to delay an elementary materials purchase until the 2018-19 school year.

In January 2019, a committee was gathered to identify additional materials to be used at the elementary level. The committee recommended new resources from The Great Body Shop, and continued use of Second Step by counselors. The recommendation to purchase materials was presented to the School Board in May 2019. The 2019-2021 CSEP was adopted by the NCSD School Board May 23, 2019.

In April 2021, a few revisions were made to the 2019-21 document to create the draft 2021-23 NCSD Comprehensive Sexuality Education Plan to be presented to the School Board on May 12, 2021 for approval. Most of these revisions came from updates in communication strategies along with some minor revisions to update course descriptions. The resource [My Future, My Choice](#) (Oregon Department of Human Services for grades 7 and 8) was added to reflect instructional practice. The High School course description now includes specific lessons from [Learning for Justice](#) (formerly Teaching for Tolerance). This HS resource fills a gap not provided by the text and aligns to the use of Learning for Justice in HS Social Studies classrooms.

Again, in February 2023, minor revisions were made to the 2021-23 document to create the draft 2023-25 NCSD Comprehensive Sexuality Education Plan to be presented to the School Board in June 2023 for approval. Most of these revisions came from the organization of the CSEP for readability, updates in communication strategies with families along with some minor revisions to update course descriptions. In 2021, the State of Oregon passed HB 3294 Menstrual Dignity Act and released the resource [Menstrual Dignity for Students Toolkit](#) in November 2022. This resource was added to reflect instructional practice already in alignment with the components to Human Sexuality Education referenced above.

Guiding the work to be done in instruction are the policies put forth as well as a vision for Comprehensive Sexuality Education programs. The following documents from the ODE’s Sexual Abuse Prevention Advisory Group 2015-16 (Vison) and the Oregon Attorney General’s Sexual Assault Task Force (SATF) and Oregon Department of Human Services: Children, Adults, and Families Division describe the importance of integrating prevention into instruction and illustrate the intersections of all the legislation and instruction/content.

#### **Vision (SB 856):**

A school community is one that is actively engaged in **preventing student sexual abuse through implementation of effective, culturally responsive, and trauma-informed prevention programming**. This is done best on a foundation of strong, safe, and connected relationships between students, families, and staff.

Trauma Informed

Culturally Responsive

## Principles of Effective Prevention

**Prevention programming MUST be implemented on a foundation of safe, strong, and consistent relationships between school staff, students, and their families. School staff can be powerful resiliency builders for students, particularly for those students who have experienced trauma, including student sexual abuse.**

### Definitions<sup>5</sup>

**Effective sexual abuse prevention** implements established best practices, which are consistent with those in healthy sexuality education. Student abuse prevention efforts are directed towards the root causes of student sexual abuse. Health promotion, as primary prevention, is the most effective and occurs prior to any concerns of abuse arising. It is comprehensive, includes varied teaching methods, is sufficiently dosed, theory driven, appropriately timed, and evaluated and delivered by well-trained staff.

**Trauma informed prevention** services are designed in a manner to acknowledge the roles violence and victimization play in the lives of many children and families. Trauma of any kind often causes lasting (and sometimes severe) changes in the survivor's basic sense of themselves, trust in others, participation in society, their culture, their health, and integrity of the student's body.

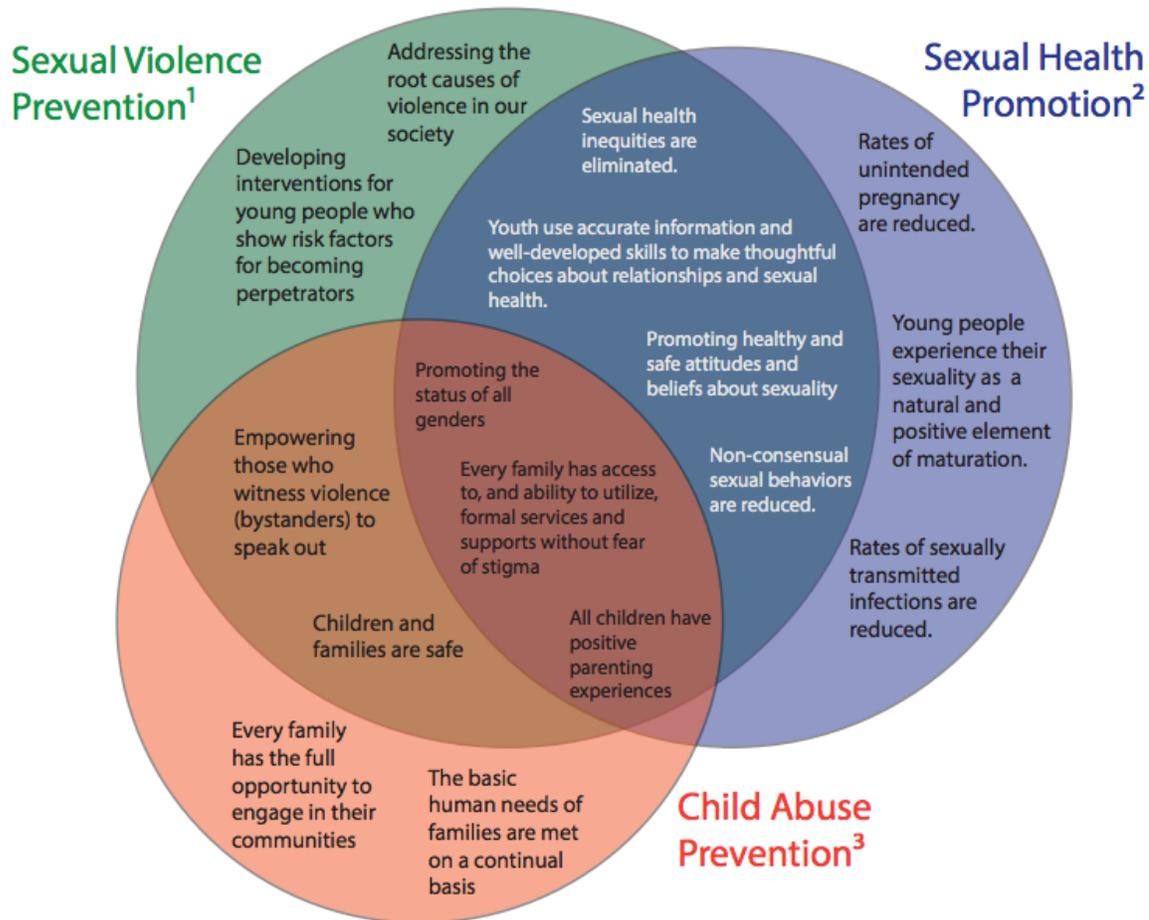
Trauma informed educators recognize the impact of past and current traumatic stress on community members including; children, caregivers, and school staff. They may act in collaboration with other school staff and community programs, using the best available science to facilitate and support the resiliency of the student, family, and community. Trauma-informed practices and programming leads to changes in student and staff behavior and attitudes, as well as changes in school culture, practices, and policies.

**Culturally Responsive prevention programs** recognize that the diverse cultural characteristics of students, caregivers, and staff enhance the learning experience of all students. These programs empower students intellectually, socially, and emotionally by causing referents to impart knowledge and skills.



# Connecting Goals and Strategies of Violence Prevention Efforts for Youth in Oregon

In working to prevent different forms of violence and promote healthy attitudes, beliefs, and behaviors for all, much of our work overlaps and impacts the work being done in other sectors. When we start to look at the various goals and strategies of these sectors we can start to see overlaps and identify more clearly, places to collaborate and coordinate our efforts.



<p><b>Healthy Teen Relationships Act</b> (House Bill 4077)</p>	<p>Requires schools to incorporate age-appropriate education into new or existing training programs in grades 7-12 about teen dating violence and domestic violence, with a focus on promoting healthy relationships.</p>
<p><b>Erin's Law: Child Sex Abuse Prevention</b> (Senate Bill 856)</p>	<p>Requires every school district board to adopt a developmentally appropriate and culturally sensitive child sexual abuse prevention instructional program for students K-12 with a minimum of four instructional sessions per year, as well as professional training for school personnel.</p>
<p><b>Human Sexuality Education</b> (OAR Rule 581-022-1440)</p>	<p>Requires that each school teach comprehensive, age appropriate, medically accurate sexuality education. In addition to sex education topics, this law requires instruction of child abuse prevention, healthy relationships, and goal setting.</p>

3625 River Rd N, Suite 275, Keizer, OR 97303-5985 | Phone: (503) 990-6541 | Email: [taskforce@oregonsatf.org](mailto:taskforce@oregonsatf.org) | Web: [www.oregonsatf.org](http://www.oregonsatf.org)

1. Oregon, The Oregon Attorney General's Sexual Assault Task Force. (2006). Recommendations to Prevent Sexual Violence in Oregon: A Plan.

<https://oregonsatf.org/wp-content/uploads/2016/12/svpplow.pdf>

2. United States, Oregon Department of Human Services, children, Adults, and Families Division (2007). The Oregon Youth Sexual Health Plan.

<http://www.oregon.gov/DHS/children/MFMC/Documents/Oregon%20Youth%20Sexual%20Health%20Plan.pdf>

3. Oregon Elevating Prevention Initiative (Jan 4. 2016, Publication). (n.d.). doi:<http://ctfo.org/wp-content/uploads/2016/01/Elevating-Prevention-Report-FINAL.pdf>

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# STATE OF OREGON LEGISLATION REGARDING COMPREHENSIVE SEXUALITY EDUCATION

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## Health and Sexuality Education Standards in Oregon

The Human Sexuality Education Law (2009); the Healthy Teen Relationship Act (2013); and, the Child Sexual Abuse Prevention Law (2015) collectively contribute to the Oregon Department of Education's Comprehensive Sexuality Education policy framework. Approved by the State Board of Education in 2016, the Health Education Standards provide consistency in what is taught to students across Oregon to ensure equity in achievement and health.

### Comprehensive Sexuality Education

The new Standards expand on the required knowledge and skills related to *comprehensive sexuality education*. They expand the notion of what sexual health is, treating sexuality as "a multidimensional process, intimately linked to the basic human needs of being liked and accepted, displaying and receiving affection, feeling valued and attractive, and sharing thoughts and feelings."<sup>1</sup> Thus, the standards cover broad areas including body image, media literacy, gender roles, relationships, and communication.

Building on the most current research and the National Health Education Standards<sup>2</sup>, they do not promote sexuality or impose a set of values, but, rather, empower students to recognize, communicate, and advocate for their own health and boundaries. Many research studies have shown that this *comprehensive* approach works to delay sexual initiation, prevent unintended pregnancies, promote health, and reduce sexual violence and harassment<sup>3,4</sup>. Although comprehensive sexuality education instruction is a challenge, it is required to replace the outdated model of abstinence-only education, which places young people at increased likelihood of pregnancy and STIs once they do become sexually active<sup>5</sup>.

**For additional resources, visit:**

<http://www.oregon.gov/ode/>  
<http://www.oregon.gov/oha/PH/HealthyPeopleFamilies/Youth/YouthSexualHealth/>  
<http://oregonsatf.org/>

<sup>1</sup> Blum RW. "Sexual health contraceptive needs of adolescents with chronic conditions." *Arch Pediatric Adolescent Med.* 151: 290–297

<sup>2</sup> National Health Education Standards, <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

<sup>3</sup> Kohler et al. "Abstinence-only and Comprehensive Sex Education and the Initiation of Sexual Activity" *Journal of Adolescent Health*, 42(4): 344-351.

<sup>4</sup> <http://www.advocatesforyouth.org/publications/publications-a-z/1487-publications>

<sup>5</sup> Santelli, JS; 2017 "Abstinence Only Until Marriage: an updated review of US policies and programs"

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**Age-appropriate** means curricula designed to teach concepts, information, and skills based on the social, cognitive, emotional, experience and developmental level of students.

**Culturally inclusive** means using materials and instruction strategies that respond to culturally diverse individuals, families, and communities in a respectful and effective manner.

**Medically accurate** means information that is established through the use of the scientific method. Results can be measured, quantified, and replicated to confirm accuracy, and are reported or recognized in peer-reviewed journals or other authoritative publications.

Curriculum can't be shame or fear based. **Shame or fear based** means terminology, activities, scenarios, context, language, and/or visual illustrations that are used to devalue, ignore, and/or disgrace students who have had or are having sexual relationships.

**Positive family communication and involvement** helps students learn to make responsible, respectful and healthy decisions.

**Affirmative consent** is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and encourage active student bystander behavior.

**Inclusive materials** means using language, and strategies that recognize different sexual orientations, gender identities and gender expression.

Oregon Administrative Rule (OAR)  
581-022-2050

# STATE OF OREGON LEGISLATION REGARDING COMPREHENSIVE SEXUALITY EDUCATION

**In July of 2015, the Oregon Legislature passed Senate Bill 856 which requires schools to provide student sexual abuse prevention instruction in grades Kindergarten through 12. Subsequently, the Oregon State Board of Education passed changes to Oregon Administrative Rule (OAR) 581-022-1440 (Human Sexuality Education):** *“As part of the comprehensive plan of human sexuality instruction, each school district board shall adopt a student sexual abuse prevention instructional program for students in kindergarten through grade 12 (OAR 581-022-1440).”*

This includes:

- A minimum of 4 instructional sessions (equal to or greater than a standard class period) of sex abuse prevention instruction per year for grades kindergarten through 12.
- Sexual abuse instruction is integrated and part of required district comprehensive sexuality education plan and is aligned with state standards.
- Instruction is age appropriate, medically accurate, and is not shame or fear based.
- Instruction is culturally inclusive and is responsive to diverse students including race, ethnicity, gender identity, and sexual orientation.
- A parental involvement component to inform parents about student sexual abuse topics.
- A professional training component for administrators, teachers, and other school personnel.
- An evaluation component with measurable outcomes.
- Trauma informed instruction and services.

## Comprehensive Sexuality Education and Healthy Teen Relationship Act

OAR 581-022-1440 (Human Sexuality Education) requires that each school teach comprehensive, age appropriate, medically accurate sexuality education. In addition to sexual education topics like growth and development; STD, STI, and HIV instruction; and abstinence promotion, Oregon’s Comprehensive Sexuality Education (CSE) law requires instruction on student abuse prevention, healthy relationships, and goal setting. In addition, CSE incorporates instructional requirements of the Oregon Healthy Teen Relationship Act (HTRA) passed by the legislature in 2013 and modified in 2015. HTRA requires schools to incorporate age-appropriate education into new or existing training programs in grades 7-12 about teen dating violence and domestic violence.

The Human Sexuality Education Law (2009); the Healthy Teen Relationship Act (2013); and most recently, SB 856 student Sexual Abuse prevention (2015) collectively contribute to the Oregon Department of Education’s (ODE) Human Sexuality OAR and sexual health benchmarks and standards<sup>6</sup>. Aligned to national standards, Oregon’s benchmarks support health, wellbeing, and safety of students. In addition, Oregon law requires that: *Course material and instruction for all human sexuality education courses that discuss human sexuality in public elementary and secondary schools shall enhance students’ understanding of sexuality as a normal and healthy aspect of human development*<sup>7</sup>. School districts can meet new student sex abuse prevention

<sup>6</sup> Sexual Health benchmarks are part of the ODE Health Education Standards.

<sup>7</sup> ORS 336.455 and OAR 581-022-1440

instructional requirements by implementing and maintaining already required CSE instruction per OAR 581-022-1440. [4]

The Oregon Department of Education in partnership with over 20 community stakeholders specializing in student abuse and sexual violence prevention have developed the following guidance as a resource tool for school administrators.

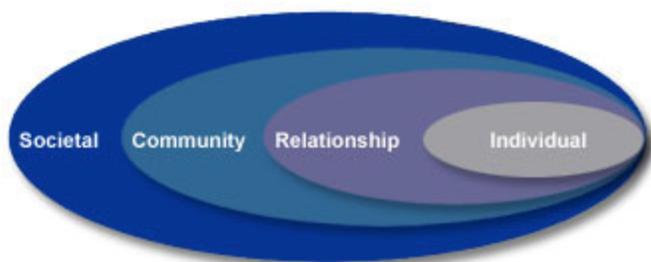
## ODE PRINCIPLES OF EFFECTIVE PREVENTION EDUCATION

In the article **What Works in Prevention: Principles of Effective Prevention Programs**<sup>8</sup>, the authors used a review-of-reviews approach across four areas (substance abuse, risky sexual behavior, school failure, and juvenile delinquency and violence) to identify characteristics consistently associated with effective prevention programs.

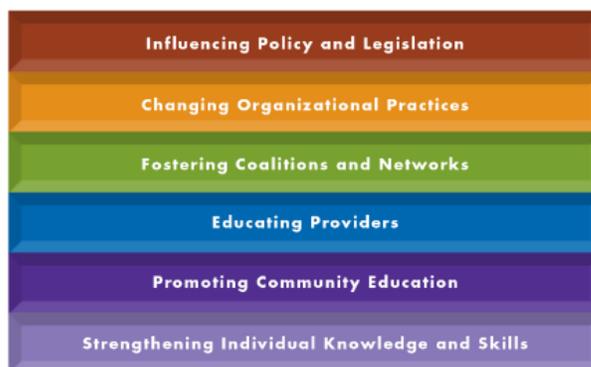
The characteristics below have been adapted to infuse a trauma informed and racial equity perspective. Students experience disparities in outcomes based on race, and so **culturally responsive practices**, a **trauma informed lens** and an **emphasis on building positive, safe relationships** with adults must be incorporated into any prevention program.

1. **Comprehensive:** Prevention strategies should include multiple types of activities, affect multiple settings, and go beyond awareness raising. Note: prevention is a component of a healthy sexuality education. There are several models of comprehensive prevention efforts, such as the Socio-ecological Model, and the Spectrum of Prevention (pictured below<sup>9</sup>).

**Socio-ecological Model**



**Spectrum of Prevention**



2. **Positive Relationships:** At the foundation of all programming, is a deliberate nurturing of strong and positive relationships between students and adults. Factors that contribute to positive relationships include school staffs' ability to have compassion and empathy for students' lived experiences, including experiencing trauma, racism and other forms of discrimination.

<sup>8</sup> These nine components are heavily adapted from: Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003) What works in prevention: Principles of Effective Prevention Programs. *American Psychologist*, 58, 449-456.

<sup>9</sup> Images taken from <http://www.preventioninstitute.org/commitment/library/article/id-105/127.html> and <http://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html>

3. **Culturally Responsive:** Prevention strategies recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally, and politically by using cultural reference to impart knowledge, skills, and attitudes.<sup>10</sup> A culturally responsive prevention strategy recognizes that each school community, including those that have been historically oppressed, have powerful, and *often unrecognized*, sources of resiliency and protective factors that must be honored through dialogue.
4. **Varied Teaching Methods:** Prevention strategies should include interactive, skills-based components, that are both culturally responsive and trauma informed. According to Erin Casey, “Factors likely to contribute to engagement and interaction include personal relevance of information or presenters, and opportunities to critically evaluate and discuss the content of the presentation.”<sup>11</sup>
5. **Sufficient Dosage:** Participants in your prevention programming need to be exposed to enough of the activities for them to have an effect. Prevention programming needs to be delivered over multiple sessions so that the programming impacts participants’ knowledge, attitudes, beliefs, behaviors, and skill acquisition. This acquisition can only happen with the context of positive relationships with school staff, which also develops and grows over time.
6. **Theory Driven:** Prevention programming should be grounded in prevention theory and research. Effective prevention programming should also be driven by research and knowledge about cultural responsiveness and trauma-informed practices.
7. **Appropriately Timed:** Program activities should be research-informed regarding the developmentally appropriate time to be introduced to specific topics.
8. **Well-trained Staff:** Programs need to be implemented by staff members who are empathetic, competent, and have received sufficient training, support, and supervision.
9. **Outcome Evaluation:** A systematic outcome evaluation is necessary to determine whether a program or strategy worked.

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<sup>10</sup> Oregon Chief Education Office, Equity lens.

<https://www.oregon.gov/highered/about/Documents/State-Goals/HECC-Equity-Lens-2017-reformat.pdf>

<sup>11</sup> Heppner, Neville, Smith, Kivlighan, & Gershuny, 1999.

### **Who Participated in the ODE Sexual Abuse and Sexual Violence Advisory Group?**

Agencies represented on the advisory group include:

- Impact Northwest, Communities for Safe Kids Program
- CARES Northwest (student Abuse and Evaluation Services)
- The Kid’s Center, a student abuse intervention center
- Trauma-Informed Oregon
- The Oregon Network of student Abuse Intervention Centers
- Multnomah County, Domestic and Sexual Violence Coordinating Office
- Oregon Health Authority, Adolescent and School Health Program
- Raphael House (Domestic Violence Agency).
- Jackson County Sexual Assault Resource Center
- Oregon Abuse Advocates and Survivors in Service
- Oregon Department of Education
- The Oregon Network of student Abuse Intervention Centers
- Oregon Attorney General’s Sexual Assault Task Force

### **Where can I access the documents?**

Click [HERE](#) for the direct link to the ODE notice: Health and Sexuality Education Standards

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**NCSD IGAI POLICY:  
HUMAN SEXUALITY, HIV/AIDS,  
SEXUALLY TRANSMITTED  
INFECTIONS,  
HEALTH EDUCATION GUIDELINES**

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## **Human Sexuality, HIV/AIDS, Sexually Transmitted Infections, Health Education\*\***

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects. Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate student sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8 and at least twice during grades 9 through 12.

Parents, teachers, school administrators, local health departments staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that their student be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035(2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school -age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;

4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;
5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;
6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;
7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;
8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;
9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;
13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;
16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;

17. Uses inclusive materials and strategies that recognize different sexual orientations, gender identities and gender expression;
18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and
19. Is culturally inclusive.

The comprehensive plan of instruction shall emphasize skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to develop and communicate sexual and reproductive boundaries;
5. Is research based, evidence based or best practice; and
6. Aligns with the Oregon Health Education Content Standards and Benchmark  
All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases. Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies, and activities must not, in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

The district's health and sexuality education will provide information on menstrual health and will be inclusive and affirming of transgender, non-binary, intersex, and two spirit/indigiqueer students;

be positive and not fear- or shame-based; be age-appropriate; be medically-accurate; be culturally responsive; and be accessible for students with disabilities.

END OF POLICY

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Legal Reference(s):

- |                                       |                                  |                                  |
|---------------------------------------|----------------------------------|----------------------------------|
| <a href="#">ORS 336.035</a>           | <a href="#">ORS 339.370</a>      | <a href="#">OAR 581-022-2030</a> |
| <a href="#">ORS 336.059</a>           |                                  | <a href="#">OAR 581-022-2050</a> |
| <a href="#">ORS 336.107</a>           | <a href="#">OAR 581-021-0009</a> | <a href="#">OAR 581-022-2220</a> |
| <a href="#">ORS 336.455 - 336.474</a> | <a href="#">OAR 581-021-0593</a> |                                  |

**Cross Reference(s):**

IGBHD - State-Required Program/Activity Exemptions

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**[1]The North Clackamas K-12 Comprehensive Sexuality Education Plan of Instruction will be published on the district’s website.**

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# NCS D HEALTH

## COURSE DESCRIPTIONS with

# ODE HEALTH SEXUALITY STANDARDS

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[KINDERGARTEN](#)

[1ST GRADE](#)

[2ND GRADE](#)

[3RD GRADE](#)

[4TH GRADE](#)

[5TH GRADE](#)

[6TH GRADE](#)

[7TH & 8TH GRADE](#)

[HIGH SCHOOL HEALTH](#)

# ELEMENTARY COURSE DESCRIPTION and SEXUALITY EDUCATION STANDARDS

The North Clackamas School District Comprehensive Sexuality Education Plan (CSEP) reflects the growing body of science-based research emphasizing the teaching of functional health knowledge that supports students in developing the essential health skills necessary to adopt, practice, and maintain a lifetime of good health and wellness.

Copies of the CSEP standards, the curriculum for each grade level, and student materials are available for public review and have gone through a review process before the approval from the school board for purchasing. Materials are available at your student's school or online, so please check with your principal and/or student's teacher.

The standards that all students in grades K-5 will address from the CSEP include:

- Prevention and Control of Disease,
- Promotion of Mental, Social and Emotional Health,
- Violence Prevention, and
- Promotion of Sexual Health.

Teachers provide age-appropriate lessons on these topics. NCSD uses adopted materials from [The Great Body Shop](#) (The Children's Health Market publishing) and grade specific lessons from *Ready, Set, Respect!* ([GLSEN](#)) and *Rights, Respect, Responsibilities* ([Advocates for Youth](#)) are used to provide content. In addition, all classrooms will receive yearly instruction by licensed school counselors or student development specialists to address SB-856.

These lessons, from [Second Steps: student Protection Unit](#), support the following standards for grades K-3:

- Describe consent as it relates to personal boundaries.
- Identify parents, and other trusted adults they can tell if they are feeling uncomfortable about being touched.
- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is touching them in an uncomfortable way.
- Discuss effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Practice and use refusal skills if someone is touching you inappropriately.

These lessons, from [Second Steps: student Protection Unit](#), support the following standards for grades 4-5:

- Describe consent as it relates to personal boundaries.
- Recognize sexual harassment and sexual abuse.
- Identify trusted adult(s) to report sexual harassment or sexual abuse.
- Discuss effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to report a situation to a trusted adult.
- Practice and use refusal skills.

For more information about curriculum standards and associated materials, please visit the [elementary curriculum webpage](#) and our [NCSD Comprehensive Sexuality Education Plan webpage](#).

Each school year, parents and guardians are encouraged to review the NCSD Comprehensive Sexuality Education Plan, become familiar with the state standards, and ask their student's teacher about Health education and the teacher/school's method for sharing information about lessons and content with families.

Although the CSEP is designed to assist and support parents and guardians as they educate their children, some parents and guardians may choose to have their children opt-out from some or all of the CSEP related content. Before making this decision, please carefully consider the educational opportunities your student may be missing by choosing to opt-out. If you choose to opt-out from any Comprehensive Sexuality Education lesson(s), your student will spend that time outside the classroom in a designated area (i.e. the media center or where there is extra room available in the school). Your student will not be penalized if you choose to opt them out.

NCSD believes that positive Health education is important for your student. We look forward to working with parents and guardians to help provide this program to our students.

**If you have any questions, please contact your student's teacher or principal.**

## **KINDERGARTEN SEXUALITY EDUCATION STANDARDS**

### **KINDERGARTEN STANDARDS and PERFORMANCE INDICATORS**

(Note: this only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco and drug prevention are not included. To see the full Health Standards, please visit the ODE website at: <https://www.oregon.gov/ode/educator-resources/standards/health/pages/default.aspx>)

#### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.K.4 Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people.

HE.1.K.5 List potentially unsafe body fluids and objects to avoid.

HE.1.K.6 Identify ways to prevent communicable and non-communicable disease and understand the difference (including HIV/AIDS, and Hepatitis B and C).

HE.1.K.7 Recognize that there are many ways to express gender.

HE.1.K.8 Recognize the importance of treating others with respect including gender expression.

HE.1.K.10 Recognize everyone has the right to say who touches their body, when and how.

HE.1.K.11 Recognize that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.K.15 Define consent as it relates to personal boundaries.

#### **Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HE.2.K.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender.

#### **Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

HE.3.K.2 Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.

HE.3.K.3 Identify sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.

HE.3.K.4 Identify sources of support if someone is touching them in a way that makes them feel uncomfortable.

**Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

HE.4.K.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.K.6 Discuss effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.K.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.

**Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.K.3 Recognize how to clearly say no, and or leave an uncomfortable situation.

## **GRADE 1 SEXUALITY EDUCATION STANDARDS**

### **GRADE 1 STANDARDS and PERFORMANCE INDICATORS**

(Note: this only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco and drug prevention are not included. To see the full Health Standards, please visit the ODE website at: <https://www.oregon.gov/ode/educator-resources/standards/health/pages/default.aspx>)

**Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.1.4 Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people.

HE.1.1.5 Describe ways to prevent communicable and non-communicable disease and understand the difference (including HIV/AIDS, and Hepatitis B and C).

HE.1.1.6 Explain that it is important to stay away from potentially unsafe body fluids and objects.

HE.1.1.7 Explain that there are many ways to express gender.

HE.1.1.8 Recognize the importance of treating others with respect including gender expression.

HE.1.1.10 Explain that everyone has the right to say who touches their body, when and how.

HE.1.1.11 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.1.15 Describe consent as it relates to personal boundaries.

**Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HE.2.1.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender.

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

HE.3.1.2 List sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.

HE.3.1.3 Identify sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse including if someone is touching them in a way that makes them feel uncomfortable.

HE.3.1.4 List who to report to at home, school and in the community if they see unsafe objects or situations.

**Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

HE.4.1.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.1.6 Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.

**Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.1.3 Describe how to clearly say no and how to leave an uncomfortable situation.

## **GRADE 2 SEXUALITY EDUCATION STANDARDS**

### **GRADE 2 STANDARDS and PERFORMANCE INDICATORS**

(Note: this only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco and drug prevention are not included. To see the full Health Standards, please visit the ODE website at: <https://www.oregon.gov/ode/educator-resources/standards/health/pages/default.aspx>)

**Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.1.4 Identify reproductive body parts, using proper anatomical terms and stages in the basic growth processes of all people.

HE.1.2.5 Demonstrate ways to prevent communicable and non-communicable disease and understand the difference (including HIV/AIDS, and Hepatitis B and C).

HE.1.2.6 Explain why it is important to stay away from potentially unsafe body fluids and objects.

HE.1.2.7 Recognize differences and similarities of how individuals identify regarding gender.

HE.1.2.8 Recognize the importance of treating others with respect including gender expression.

HE.1.2.10 Explain that everyone has the right to say who touches their body, when and how.

HE.1.2.11 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.2.16 Practice consent as it relates to personal boundaries.

**Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HE.2.2.4 Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender.

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

HE.3.2.2 Describe the qualities of reliable sources of support, such as parents or other trusted adults, when seeking information about sexual and reproductive health, including pregnancy and birth.

HE.3.2.3 Describe sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.

HE.3.2.4 List sources of support if someone is touching them in a way that makes them feel uncomfortable.

**Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

HE.4.2.5 List ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.2.6 List effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.2.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.

**Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.2.3 Demonstrate how to clearly say “no” and/or how to leave an unsafe/uncomfortable situation.

## GRADE 3 SEXUALITY EDUCATION STANDARDS

### GRADE 3 STANDARDS and PERFORMANCE INDICATORS

(Note: this only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco and drug prevention are not included. To see the full Health Standards, please visit the ODE website at: <https://www.oregon.gov/ode/educator-resources/standards/health/pages/default.aspx>)

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.3.6 Identify human reproductive systems including reproductive anatomy and function.

HE.1.3.7 Explain why it is important to stay away from potentially unsafe body fluids and objects.

HE.1.3.8 Identify practices that prevent the spread of communicable diseases (including HIV/AIDS, and Hepatitis B and C).

HE.1.3.9 Recognize how puberty prepares human bodies for the potential to reproduce.

HE.1.3.10 Define sexual orientation.

HE.1.3.11 Recognize differences and similarities of how individuals identify regarding gender or sexual orientation.

HE.1.3.12 Recognize the importance of treating others with respect regarding gender expression and sexual orientation.

HE.1.3.14 Explain that everyone has the right to say who touches their body, when and how.

HE.1.3.15 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.3.19 Define consent as it relates to personal boundaries.

**Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HE.2.3.6 Recognize how friends, family, media, society and culture influence how people think they should act on the basis of their gender.

HE.2.3.9 Identify potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

HE.3.3.3 Recognize sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.

HE.3.3.4 Recognize sources of medically-accurate information about human sexual and reproductive anatomy, puberty and personal hygiene.

HE.3.3.5 Recognize people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.

HE.3.3.6 Recognize sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.

HE.3.3.7 Recognize sources of support, such as parents or other trusted adults, including school staff; they can tell if they are experiencing sexual abuse.

HE.3.3.8 Recognize sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.

HE.3.3.9 Recognize sources of support such as parents or other trusted adults they can tell if they are feeling uncomfortable about being touched.

**Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

HE.4.3.5 Describe ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.3.7 Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.3.8 Identify ways to ask for help and support, if they or someone they know is being hurt or feels unsafe.

**Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.3.4 List ways to treat yourself and others with dignity and respect, with regard to race, ability, other identities, gender, gender identity, and sexual orientation.

## GRADE 4 SEXUALITY EDUCATION STANDARDS

### GRADE 4 STANDARDS and PERFORMANCE INDICATORS

(Note: this only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco and drug prevention are not included. To see the full Health Standards, please visit the ODE website at: <https://www.oregon.gov/ode/educator-resources/standards/health/pages/default.aspx>

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- HE.1.4.6 Identify human reproductive systems including reproductive anatomy and function.
- HE.1.4.7 Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.
- HE.1.4.8 Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.
- HE.1.4.9 Define sexual orientation.
- HE.1.4.10 Describe differences and similarities of how individuals identify regarding gender or sexual orientation.
- HE.1.4.11 Understand importance of treating others with respect regarding gender expression and sexual orientation.
- HE.1.4.13 Explain that everyone has the right to say who touches their body, when and how.
- HE.1.4.14 Describe why it is never ok to touch someone, or make someone touch you if they don't want to.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

- HE.2.4.6 Describe how friends, family, media, society and culture influence how people think they should act on the basis of their gender.
- HE.2.4.9 Describe potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

- HE.3.4.3 Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.
- HE.3.4.4 Describe sources of medically-accurate information about human sexual and reproductive anatomy.
- HE.3.4.5 Identify people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.
- HE.3.4.6 Identify people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.
- HE.3.4.7 Identify sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.
- HE.3.4.8 Identify sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.
- HE.3.4.9 Identify sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.
- HE.3.4.10 Identify sources of support such as parents or other trusted adults they can tell if they are being sexually harassed or abused.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- HE.4.4.5 Practice ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.4.7 Describe effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.4.8 Describe how to ask for help and support, if they or someone they know is being hurt or feels unsafe.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.4.4 List ways to manage the physical and emotional changes associated with puberty, including personal health care practices.

## GRADE 5 SEXUALITY EDUCATION STANDARDS

### GRADE 5 STANDARDS and PERFORMANCE INDICATORS

(Note: this only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco and drug prevention are not included. To see the full Health Standards, please visit the ODE website at: <https://www.oregon.gov/ode/educator-resources/standards/health/pages/default.aspx>)

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.5.6 Discuss human reproductive systems including reproductive anatomy and function.

HE.1.5.7 Discuss how abstinence is the most effective method of protection from STD/HIV and pregnancy.

HE.1.5.8 Discuss that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

HE.1.5.9 Identify health care practices related to physical changes during puberty.

HE.1.5.10 Explain differences and similarities of how individuals identify regarding gender or sexual orientation.

HE.1.5.11 Identify the physical, social and emotional changes that occur during puberty and adolescence.

HE.1.5.12 Discuss ways of expressing gender.

HE.1.5.13 Describe the importance of treating others with respect regarding gender expression and sexual orientation.

HE.1.5.15 Explain that everyone has the right to say who touches their body, when and how.

HE.1.5.16 Discuss why it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.5.21 Practice how consent relates to personal boundaries.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HE.2.5.6 Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender.

HE.2.5.9 Discuss potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

HE.3.5.3 Discuss the sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.

HE.3.5.4 Demonstrate how to access sources of medically-accurate information about human sexual and reproductive anatomy.

HE.3.5.5 Demonstrate how to access resources, including people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.

HE.3.5.6 Discuss the qualities of people at home, school or in communities who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.

HE.3.5.7 Discuss the sources of support, such as parents or other trusted adults, they can talk to about healthy and unhealthy relationships.

HE.3.5.8 Discuss the sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.

HE.3.5.9 Discuss sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.

HE.3.5.10 Discuss sources of support such as parents or other trusted adults they can tell if they are being sexually harassed or abused.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

HE.4.5.5 Demonstrate ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.5.7 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

HE.4.5.8 Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

HE.6.5.3 Define sexual violence including but not limited to interpersonal violence (physical, verbal, emotional and sexual violence).

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.5.4 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.

HE.7.5.5 Explain ways to manage the physical and emotional changes associated with puberty, including personal health care practices.

## GRADE 6 COURSE DESCRIPTION with SEXUALITY EDUCATION STANDARDS

The North Clackamas School District Comprehensive Sexuality Education Plan (CSEP) reflects the growing body of science-based research emphasizing the teaching of functional health knowledge that supports students in developing the essential health skills necessary to adopt, practice, and maintain a lifetime of good health and wellness.

In accordance with the requirements of the State of Oregon, the North Clackamas School District School Board has adopted a Comprehensive Sexuality Education Program. In grade 6, there is not a dedicated health class. To be in compliance with SB-856, the four student Sexual Abuse Prevention academic sessions will be taught in 6th grade science classes across the district. Topics will focus on content and skills related to the following:

- Social and Mental/Emotional Wellness (throughout the unit)
- Healthy Relationships
- Identity and Sexuality
- Consent
- STIs and HIV/AIDS
- Understanding Violence
- Abuse Prevention

NCSD recommends curriculum and instruction from the adopted textbook McGraw Hill Glencoe Teen Health with Healthy Relationships and Sexuality and specific lessons developed by the 6th grade science team aligned to the standards. Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for public review and have gone through a review process before the approval from the school board for purchasing. Some of these materials are available at your student's school or through your student's teacher, so please check with your principal and/or student's science teacher.

At the beginning of each school year, parents and guardians will be invited to review the CSEP. At that time, you will learn when the materials will be taught and how you as a parent or guardian can reinforce the materials. You will receive a letter reminding you of the opportunity to review curriculum materials.

Although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents/guardians may choose to have their children participate in an individualized learning experience as an alternative to instruction of certain standards. Please carefully consider the educational opportunities your student may be missing before substituting an individualized learning experience for your student.

If you choose to opt out from any Comprehensive Sexuality Education lessons, your student will spend that time outside the classroom in a designated area (e.g. the media center). Your student will not be penalized if you choose to opt them out. Your student will be expected to work independently during that time.

NCSD believes that positive Health education is important for your student. We look forward to working with parents and guardians to help provide this program to our students.

**If you have any questions, please contact your student's teacher or principal.**

## **GRADE 6 STANDARDS and PERFORMANCE INDICATORS**

(Note: this only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco and drug prevention are not included. To see the full Health Standards, please visit the ODE website at: <https://www.oregon.gov/ode/educator-resources/standards/health/pages/default.aspx>)

### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.6.16 Identify the human sexual and reproductive systems including body parts and their functions.

HE.1.6.18 Define sexual abstinence as it relates to pregnancy prevention.

HE.1.6.19 Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

HE.1.6.20 Describe health care practices related to physical changes during puberty.

HE.1.6.21 Identify the differences between biological sex, sexual orientation, and gender identity and expression.

HE.1.6.22 Describe the physical, social, cognitive and emotional changes of adolescence.

HE.1.6.23 Define gender roles, gender identity and sexual orientation across cultures.

HE.1.6.24 Identify diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.

HE.1.6.25 Define sexual intercourse and its relationship to human reproduction.

HE.1.6.27 Identify everyone has the right to say who touches their body and how.

HE.1.6.30 Identify situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.

HE.1.6.31 List the differences between physical, verbal, relational, sexual, and dating violence.

HE.1.6.34 Identify various methods of contraception, including abstinence, condoms, and emergency contraception.

HE.1.6.35 Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.

HE.1.6.36 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.

HE.1.6.37 Identify myths and facts of how STDs are transmitted and not transmitted.

HE.1.6.38 Identify ways to prevent HIV and other STDs.

HE.1.6.39 Recognize the importance of getting tested for HIV and other STDs when people are sexually active.

HE.1.6.40 Identify the potential impacts of power differences such as age, status or position within relationships, including friendships.

HE.1.6.41 Identify consent as a freely given yes.

HE.1.6.42 Describe how consent is a foundational principle in healthy sexuality and in violence prevention.

HE.1.6.43 Identify that no one has the right to touch anyone else without giving and receiving consent.

HE.1.6.44 Identify why a person who has been raped or sexually assaulted is not at fault.

### **Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HE.2.6.11 Consider potential impacts of power differences (e.g., age, status or position) within friendships, on self and others.

HE.2.6.19 Investigate external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.

HE.2.6.20 Examine factors that may influence condom use and other safer sex decisions.  
HE.2.6.22 Investigate external influences and societal messages that impact attitudes about interpersonal violence.

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

HE.3.6.7 Identify sources of medically-accurate information about human sexual and reproductive anatomy.  
HE.3.6.8 Identify resources, including people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.  
HE.3.6.9 Identify resources, including people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.  
HE.3.6.11 Identify sources of support, such as parents or other trusted adults, including school staff they can tell if they are experiencing sexual abuse.  
HE.3.6.12 Identify sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.  
HE.3.6.13 Identify school and community resources for reporting student abuse.  
HE.3.6.14 Identify medically-accurate information about STDs and HIV transmission and prevention.  
HE.3.6.15 Identify medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.  
HE.3.6.16 Identify medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

HE.4.6.5 Identify how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.  
HE.4.6.9 Explain effective communication skills about the use of contraception including abstinence, condoms, and other safer sex practices.  
HE.4.6.10 Explain effective communication skills to ensure affirmative consent in all sexual relationships.  
HE.4.6.11 Explain the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

HE.5.6.10 Practice a decision making process to make healthy choices around sexual health.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

HE.6.6.9 Set a personal goal to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).  
HE.6.6.10 Identify a personal goal to treat your partners with dignity and respect.  
HE.6.6.11 Identify a personal goal to be treated with dignity and respect.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.6.12 Describe ways to manage the physical and emotional changes associated with puberty, including personal health care practices.  
HE.7.6.13 Identify the steps to correctly use a condom.  
HE.7.6.14 List criteria for evaluating the health of a relationship.

HE 7.6.15 List ways to treat your friends, family and partner with dignity and respect.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

HE.8.6.8 Describe personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

## **GRADES 7 & 8 COURSE DESCRIPTION and SEXUALITY EDUCATION STANDARDS**

The North Clackamas School District Comprehensive Sexuality Education Plan (CSEP) reflects science-based research emphasizing the teaching of functional health knowledge that supports students in developing the essential health skills necessary to adopt, practice, and maintain a lifetime of good health and wellness.

In accordance with the requirements of the State of Oregon, the North Clackamas School District School Board has adopted a Comprehensive Sexuality Education Program. Topics covered in Comprehensive Sexuality Education are based on the strands with standards related to:

- Social and Mental/Emotional Wellness (throughout the unit)
- STIs and HIV/AIDS Prevention
- Sexual Abuse Prevention
- Abstinence, Contraceptives, and Pregnancy Prevention
- Healthy Sexuality
- Affirming Identities
- Anatomy, Puberty, Menstruation

NCSD recommends curriculum and instruction from the adopted textbook McGraw Hill Glencoe Teen Health with Human Sexuality and specific lessons from My Future, My Choice shared by the Oregon Department of Human Services. Teachers may also use lessons from Rights, Respect, and Responsibility (Advocates for Youth Publishing) and Clackamas Women's Services. Guest speakers and community partners are an option in health classes. Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for public review and have gone through a review process before the approval from the school board for purchasing. Some of these materials are available at your student's school or through your student's teacher, so please check with your principal and/or student's health teacher.

Although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents/guardians may choose to have their children participate in an individualized learning experience as an alternative to instruction of certain standards. Please carefully consider the educational opportunities your student may be missing before substituting an individualized learning experience for your student.

If you choose to opt out from any Comprehensive Sexuality Education lessons, your student will spend that time outside the classroom in a designated area (e.g. the media center). Your student will not be penalized if you choose to opt them out. Your student will be expected to work independently during that time.

NCSD believes that positive Health education is important for your student. We look forward to working with parents and guardians to help provide this program to our students.

**If you have any questions, please contact your student's teacher or principal.**

## **GRADE 7 STANDARDS and PERFORMANCE INDICATORS**

(Note: this only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco and drug prevention are not included. To see the full Health Standards, please visit the ODE website at: <https://www.oregon.gov/ode/educator-resources/standards/health/pages/default.aspx>)

### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.7.17 Describe the human sexual and reproductive systems including body parts and their functions.

HE.1.7.19 Describe how sexual abstinence relates to pregnancy prevention.

HE.1.7.20 Define how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

HE.1.7.21 Explain health care practices related to physical changes during puberty.

HE.1.7.22 Define the differences between biological sex, sexual orientation, and gender identity and expression.

HE.1.7.23 Describe the physical, social, cognitive and emotional changes of adolescence.

HE.1.7.24 Define gender roles, gender identity and sexual orientation across cultures.

HE.1.7.25 Recognize diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.

HE.1.7.26 Describe sexual intercourse and its relationship to human reproduction.

HE.1.7.28 Discuss why everyone has the right to say who touches their body and how.

HE.1.7.32 Define situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.

HE.1.7.33 Describe the differences between physical, verbal, relational, sexual, and dating violence.

HE.1.7.36 Define various methods of contraception, including abstinence, condoms, and emergency contraception.

HE.1.7.37 Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.

HE.1.7.38 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.

HE.1.7.39 Define the myths and facts of how STDs are transmitted and not transmitted.

HE.1.7.40 Define ways to prevent HIV and other STDs.

HE.1.7.41 Describe the importance of getting tested for HIV and other STDs when people are sexually active.

HE.1.7.44 Discuss how affirmative consent mitigates confusion within a sexual relationship.

HE.1.7.45 Describe why no one has the right to touch anyone else without giving and receiving consent.

HE.1.7.46 Explain why a person who has been raped or sexually assaulted is not at fault.

HE.1.7.47 Recognize the signs and symptoms of a pregnancy.

### **Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HE.2.7.11 Compare potential impacts of power differences (e.g., age, status or position) within friendships and intimate relationships, of self and others.

HE.2.7.19 Compare multiple external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.

HE.2.7.20 Compare factors that may influence condom use and other safer sex decisions.

HE.2.7.22 Compare external influences and societal messages that impact attitudes about sexual, dating, and domestic violence.

HE.2.7.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.

HE.2.7.24 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.

HE.2.7.25 Describe how our values impact our sexual health-related decisions.

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

HE.3.7.7 Describe sources of medically-accurate information about human sexual and reproductive anatomy.

HE.3.7.8 Describe medically accurate sources of information about puberty, development and sexuality.

HE.3.7.9 Describe accurate information about healthy sexuality, including sexual orientation and gender identity.

HE.3.7.11 Describe sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.

HE.3.7.12 Describe sources of support, such as parents, other trusted adults, and community resources, which they can go to if they are or someone they know is being sexually harassed, bullied, abused, assaulted, or stalked.

HE.3.7.13 Review school and community resources for reporting student abuse.

HE.3.7.14 Describe medically-accurate information about STDs and HIV transmission and prevention.

HE.3.7.15 Describe medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.

HE.3.7.16 Describe medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

HE.4.7.5 Practice how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.7.9 Practice the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.

HE.4.7.10 Practice effective communication skills to ensure affirmative consent in all sexual relationships.

HE.4.7.11 Practice the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

HE.5.7.10 Practice a decision making process to make healthy choices around sexual health.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

HE.6.7.9 Through the goal setting process, create and analyze ways to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).

HE.6.7.10 Set a personal goal to treat your partners with dignity and respect.

HE.6.7.11 Set a personal goal to be treated with dignity and respect.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.7.10 Describe ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.

HE.7.7.13 Describe the steps to correctly use a condom.

HE.7.7.14 Assess the criteria for evaluating the health of a relationship.

HE 7.7.15 Practice ways to treat your friends, family and partner with dignity and respect.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

HE.8.7.9 Discuss personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

HE.8.7.10 Identify how informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STD/STI's.

**GRADE 8 STANDARDS and PERFORMANCE INDICATORS**

(Note: this only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco and drug prevention are not included. To see the full Health Standards, please visit the ODE website at: <https://www.oregon.gov/ode/educator-resources/standards/health/pages/default.aspx>)

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.8.17 Explain the human sexual and reproductive systems including body parts and their functions.

HE.1.8.19 Explain how sexual abstinence relates to pregnancy prevention.

HE.1.8.20 Explain how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

HE.1.8.21 Explain the health care practices related to physical changes during puberty.

HE.1.8.22 Explain the differences biological sex, sexual orientation, and gender identity and expression.

HE.1.8.23 Explain the physical, social, cognitive and emotional changes of adolescence.

HE.1.8.24 Explain gender roles, gender identity and sexual orientation across cultures.

HE.1.8.25 Examine diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.

HE.1.8.26 Explain sexual intercourse and its relationship to human reproduction.

HE.1.8.28 Explain why everyone has the right to say who touches their body and how.

HE.1.8.32 Discuss situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.

HE.1.8.33 Compare and contrast the differences between physical, verbal, relational, sexual, and dating violence.

HE.1.8.36 Explain various methods of contraception, including abstinence, condoms, and emergency contraception.

HE.1.8.37 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.

HE.1.8.38 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.

HE.1.8.39 Explain the differences between the myths and facts of how STDs are transmitted and not transmitted.

HE.1.8.40 Explain ways to prevent HIV and other STDs.

HE.1.8.41 List the reasons why it is important to get tested for HIV and other STDs when people are sexually active.

HE.1.8.44 Discuss consent as a freely given yes.

HE.1.8.45 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.

HE.1.8.46 Discuss that no one has the right to touch anyone else without giving and receiving consent.

HE.1.8.47 Discuss why a person who has been raped or sexually assaulted is not at fault.

HE.1.8.48 Describe the signs, symptoms, and stages of pregnancy.

HE.1.8.49 Identify physical, emotional, and social effects of sexual activity.

HE.1.8.50 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HE.2.8.11 Assess potential impacts of power differences (e.g., age, status or position) within intimate relationships, of self and others.

HE.2.8.19 Assess external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.

HE.2.8.20 Assess factors that may influence condom use and other safer sex decisions.

HE.2.8.21 Analyze how family and friends can influence one's decisions within a healthy intimate relationship.

HE.2.8.22 Assess external influences and societal messages that impact attitudes about sexual, dating, and domestic violence.

HE.2.8.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.

HE.2.8.24 Assess influences that may have an impact on deciding whether or when to engage in sexual behaviors.

HE.2.8.25 Analyze how our values impact our sexual health-related decisions.

HE.2.8.26 Assess internal and external influences on decisions about pregnancy options and parenthood.

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

HE.3.8.7 Access sources of medically-accurate information about human sexual and reproductive anatomy.

HE.3.8.8 Access medically accurate sources of information about puberty, development and sexuality.

HE.3.8.9 Access accurate information about healthy sexuality, including sexual orientation and gender identity.

HE.3.8.11 Assess sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.

HE.3.8.12 Assess sources of support, such as parents, other trusted adults, and community resources, which they can go to if they are or someone they know is being sexually harassed, bullied, abused, assaulted, or stalked.

HE.3.8.13 Select school and community resources for reporting student abuse.

HE.3.8.14 Access medically-accurate information about STDs and HIV transmission and prevention.

HE.3.8.15 Access medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.

HE.3.8.16 Access medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

HE.4.8.5 Demonstrate how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.

HE.4.8.9 Demonstrate the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.

HE.4.8.10 Demonstrate effective communication skills to ensure affirmative consent in all sexual relationships.

HE.4.8.11 Demonstrate skills to communicate with a partner about STD and HIV prevention, testing and disclosure of status.

HE.4.8.13 Demonstrate asking for help and support if they or someone they know is in an abusive relationship.

HE.4.8.14 Demonstrate effective strategies to avoid or end an unhealthy relationship.

HE.4.8.15 Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and to practice safer sex.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

HE.5.8.10 Assess a decision making process to make healthy choices around sexual health.

HE.5.8.11 Assess a decision making process to give or receive consent for consensual sexual activity.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

HE.6.8.9 Develop a goal and practice methods to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).

HE.6.8.10 Establish a personal goal to not have sex until you're ready.

HE.6.8.11 Establish a personal goal to use protection when sexually active.

HE.6.8.12 Discuss a personal goal to be treated with dignity and respect.

HE.6.8.13 Develop a plan to eliminate or reduce risk for STDs, including HIV.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HE.7.8.10 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.

HE.7.8.13 Demonstrate the steps to correctly use a condom.

HE.7.8.15 Assess ways to treat your partner with dignity and respect.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

HE.8.8.8 Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

HE.8.8.9 Advocate for informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STD/STI's.

## HIGH SCHOOL HEALTH COURSE DESCRIPTION

The North Clackamas School District Comprehensive Sexuality Education Plan (CSEP) reflects the growing body of science-based research emphasizing the teaching of functional health knowledge that supports students in developing the essential health skills necessary to adopt, practice, and maintain a lifetime of good health and wellness.

In accordance with the requirements of the State of Oregon, the North Clackamas School District School Board has adopted a Comprehensive Sexuality Education Program. Topics covered in Comprehensive Sexuality Education are based on the strands with standards related to:

- Growth and Development
- Anatomy, Puberty, Menstruation
- Healthy Sexuality
- STIs and HIV/AIDS Prevention
- Sexual Abuse Prevention
- Abstinence, Contraceptives, and Pregnancy Prevention

NCSD recommends curriculum and instruction from the adopted textbook [McGraw Hill Glencoe Health and Healthy Sexuality](#). High School teachers may provide specific lessons from [Learning for Justice](#) (formerly Teaching for Tolerance). Guest speakers and community partners are an option in health classes. NCSD schools frequently connect with staff from school-based Health Clinics and community organizations like [Clackamas Women's Services](#). Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials are available for public review and have gone through a review process before the approval from the school board for purchasing. Some of these materials are available at your student's school or through your student's teacher, so please check with your principal and/or student's health teacher.

Although Comprehensive Sexuality Education Programs are designed to assist and support parents and guardians as they educate their children, some parents/guardians may choose to have their children participate in an individualized learning experience as an alternative to instruction of certain standards. Please carefully consider the educational opportunities your student may be missing before substituting an individualized learning experience for your student.

If you choose to opt out from any Comprehensive Sexuality Education lessons, your student will spend that time outside the classroom in a designated area (e.g. the media center). Your student will not be penalized if you choose to opt them out. Your student will be expected to work independently during that time.

NCSD believes that positive Health education is important for your student. We look forward to working with parents and guardians to help provide this program to our students.

**If you have any questions, please contact your student's teacher.**

## HIGH SCHOOL STANDARDS and PERFORMANCE INDICATORS

(Note: this only includes standards related to the Comprehensive Sexuality Education Plan. For instance, strands related to alcohol, tobacco and drug prevention are not included. To see the full Health Standards, please visit the ODE website at: <https://www.oregon.gov/ode/educator-resources/standards/health/pages/default.aspx>

### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

HE.1.12.13 Compare and contrast human sexual and reproductive systems including body parts and their functions.

HE.1.12.14 Define contraceptive methods including emergency contraception and describe their mechanism of action.

HE.1.12.15 Identify health care practices related to physical changes during adolescent development and early adulthood.

HE.1.12.16 Differentiate between biological sex, sexual orientation, sexual identity and sexual behavior, gender identity and gender expression.

HE. 1.12.18 Describe the intersection of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.

HE.1.12.19 Discuss the importance of treating people with HIV or other STDs with respect.

HE.1.12.20 Describe the human sexual response cycle, including the role hormones play.

HE.1.12.21 Describe the laws related to sexual health care services, including confidential testing and treatment; and disclosure of STD status.

HE.1.12.22 Describe the characteristics of healthy and unhealthy romantic and/or sexual relationships.

HE.1.12.23 Explain the characteristics of a healthy relationship that is free from threats, coercion or abuse.

HE.1.12.24 Express that everyone has the right to say who touches their body and how.

HE.1.12.25 Express that it is never ok to touch someone, or make someone touch you if they don't want to.

HE.1.12.26 Describe a range of ways to express affection within healthy relationships.

HE.1.12.27 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, and dating violence.

HE.1.12.28 Define sexual consent and explain its implications for sexual decision-making.

HE.1.12.30 Explain Oregon's laws related to bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.

HE.1.12.31 Identify the laws related to reproductive and sexual health care service (i.e., confidentiality, contraception, pregnancy options, safe surrender policies, prenatal care).

HE.1.12.32 Explain Oregon laws relating to minors' rights around contraception pregnancy, adoption, abortion and parenting.

HE.1.12.33 Describe the importance of getting tested for HIV and other STDs when people are sexually active.

HE.1.12.34 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.

HE.1.12.35 Describe prenatal practices that can contribute to a healthy pregnancy and possible risk factors. (i.e. healthy nutrition, behaviors, etc.)

HE.1.12.36 Define affirmative consent as a freely given enthusiastic yes.

HE.1.12.37 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.

HE.1.12.38 Recognize that many teens successfully use condoms.

HE.1.12.39 Discuss laws related to sex and sexual health.

HE.1.12.40 Explain how fertilization occurs, the stages of pregnancy, and responsibility of parenting.

HE.1.12.41 Explain the ovulation cycle and its relationship to fertilization and pregnancy.

HE.1.12.42 Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HE.2.12.7 Analyze the influence of friends, family, media, society, and culture on the intersections of gender, sexual orientation, race, ethnicity and other identities.

HE.2.12.9 Analyze how the family influences health beliefs, behaviors and outcomes.

HE.2.12.10 Analyze potential impacts of power differences (e.g., age, status or position) within sexual relationships.

HE.2.12.11 Analyze how the perception of norms influences healthy and unhealthy behaviors.

HE.2.12.12 Analyze how personal values and beliefs influence individual health practices and behaviors.

HE.2.12.13 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

HE.2.12.14 Analyze the relationship between health risk factors and the likelihood of engaging in unhealthy behaviors.

HE.2.12.15 Analyze factors that may influence condom use and other safer sex decisions.

HE.2.12.16 Analyze external influences that can impact one's decisions within a healthy intimate relationship.

HE.2.12.17 Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.

HE.2.12.18 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.

HE.2.12.19 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.

HE.2.12.20 Analyze how our values impact our sexual health-related decisions.

HE.2.12.21 Analyze internal and external influences on decisions about pregnancy options and parenthood.

**Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.**

HE.3.12.5 Access community resources that provide medically-accurate information about adolescent sexual anatomy and reproductive health..

HE.3.12.6 Access medically-accurate information and resources about pregnancy, pregnancy options, including parenting, abortion, and adoption, prenatal care and services.

HE.3.12.7 Access accurate information about healthy sexuality, including sexual orientation and gender identity.

HE.3.12.8 Access reliable information and resources about healthy and unhealthy relationships, and healthy boundaries as they relate to intimacy and sexual behavior.

HE.3.12.9 Access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

HE.3.12.10 Access resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted or otherwise feel unsafe.

HE.3.12.11 Access medically-accurate information about STDs and HIV transmission and prevention, including local STD and HIV testing and treatment services with support for disclosure of STD status.

HE.3.12.12 Access medically-accurate information and resources about contraceptive methods, including abstinence, emergency contraception, and condoms. 158

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- HE.4.12.1 Practice effective and appropriate verbal and nonverbal communication skills with peers and adults to enhance health.
- HE.4.12.3 Demonstrate and/or assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- HE.4.12.5 Demonstrate respectful communication with and about people of all gender identities, gender expressions and sexual orientations.
- HE.4.12.6 Demonstrate communication skills that foster healthy intimate and sexual relationships and show personal boundaries and respect for the boundaries of others.
- HE.4.12.7 Demonstrate the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.
- HE.4.12.8 Practice effective communication skills to ensure affirmative consent in all sexual relationships.
- HE.4.12.9 Demonstrate skills to communicate decisions about whether or when to engage in sexual behaviors, and to practice safer sex, including STD and HIV prevention, and STD and HIV testing and disclosure of status.
- HE.4.12.11 Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe in an intimate or sexual relationship.
- HE.4.12.12 Demonstrate effective strategies to avoid or end an unhealthy relationship.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

- HE.5.12.8 Apply a decision-making process to make choices about contraception, including abstinence and condoms.
- HE.5.12.9 Model a decision making process to make healthy choices around sexual health.
- HE.5.12.10 Apply a decision making process to promote consensual sexual activity within healthy relationships.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

- HE.6.12.6 Set a personal goal to not have sex until you're ready.
- HE.6.12.7 Set a personal goal to use protection when sexually active.
- HE.6.12.8 Develop a personal goal to be treated with dignity and respect.
- HE.6.12.9 Develop short and long-term goals to maintain sexual health.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

- HE.7.12.4 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.
- HE.7.12.5 Explain individual responsibility for testing and informing partners about STDs and HIV status.
- HE.7.12.6 Describe how alcohol and other drug use can affect one's ability to perceive or provide consent.
- HE.7.12.7 Demonstrate on anatomical models, or list the steps for how to perform breast, testicular, and genital self-exams.
- HE.7.12.8 Demonstrate the steps to correctly use a condom and/or other barrier methods.
- HE.7.12.9 Analyze the criteria for evaluating the health of a relationship.
- HE.7.12.10 Demonstrate respect for the boundaries of others and practice affirmative consent.
- HE.7.12.11 Demonstrate how to set and respect boundaries around social media and technology use in relationships.

**Standard 8: Students will demonstrate the ability to <sup>159</sup>advocate for personal, family, and community health.**

HE.8.12.9 Advocate for access to products, services and medical care to maintain sexual and reproductive health.

HE.8.12.10 Advocate for use of products, services and medical care to maintain sexual and reproductive health.

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# COMMUNICATION AND GUIDELINES FOR OPT-OUT

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## COMMUNICATION AND GUIDELINES FOR OPT-OUT

Although Comprehensive Sexuality Education is designed to assist and support parents/guardians as they educate their children, some parents/guardians may choose to have their child not participate. Parents/guardians wanting to opt their child out of Comprehensive Sexuality Education instruction should communicate with their student's Health & Wellness Specialist/Health teacher or the building principal. In the event that a parent/guardian opts their student out of sexuality education, it is their responsibility to teach the state standards to their student.

NCSD will communicate in all district supported languages with families as follows:

Elementary
<ul style="list-style-type: none"><li>• <a href="#">Example K-5 beginning of the School Year Parent Letter</a></li><li>• <a href="#">Example quarterly Parent Letter</a></li><li>• <a href="#">Example K-5 Opt-Out Google Form</a></li><li>• <a href="#">Example K-5 Opt-Out paper form</a></li><li>• <a href="#">K-5 Health Curriculum Map</a></li><li>• <a href="#">K-5 Health Quick Reference for CSEP Materials Including The Great Body Shop and Supplemental Lessons</a></li></ul>
Middle School & High School
<ul style="list-style-type: none"><li>• <a href="#">Example Middle School Beginning of the School Year Letter</a></li><li>• <a href="#">Example Middle School Opt Out Google Form</a></li><li>• <a href="#">Example High School Beginning of the Year Letter</a></li><li>• <a href="#">Example High School Opt Out Google Form</a></li><li>• <a href="#">6th Grade Science Curriculum Guide</a> (see Health Unit)</li><li>• <a href="#">7th Grade Health Curriculum Guide</a></li><li>• <a href="#">8th Grade Health Curriculum Guide</a></li><li>• <a href="#">High School Health 1 Curriculum Guide</a></li><li>• <a href="#">High School Health 2 Curriculum Guide</a></li></ul>

## ADDITIONAL INFORMATION AND SCHOOL BASED CONTACTS

Please use the following information to find the appropriate contact for questions or concerns.

- The Health & Wellness Specialist (elementary) or Health teacher (middle/high school) at your student's school
- The Counselor at your student's school
- Principal at your student's school

Guiding questions for families:

- When/how does the communication occur for health and/or human sexuality topics that will

be taught throughout the year?

- When can I review materials and/or discuss the syllabus with my student's teacher?
- How do I work in collaboration with my student's teacher to develop an individualized learning experience?

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# **GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT**

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## **Guidelines for Parent/Community Involvement and Communication**

An important element in the successful implementation of a Comprehensive Sexuality Education Plan (CSEP) is parent, guardian and community input. Parents, guardians, and community members are asked to provide input on any Health/CSEP materials adoption. The district is committed to a planned approach for parent, guardian and community involvement and input.

### **Parent/Guardian/Community Involvement Activities:**

- Oregon Department of Education staff members provide information sessions on Comprehensive Sexuality Education and related topics by request. North Clackamas School District has worked alongside ODE experts in previous years to create this plan.
- NCSD works to provide regular and timely communication to parents/guardians in alignment with the communication outlined in the previous section of this document.
- Each teacher of content aligned to the Comprehensive Sexuality Education Plan is asked to communicate with parents/guardians and students involved in the health program.
- The number of students at each grade level who have opted out of Comprehensive Sexual Education will also be monitored by the school Health & Wellness Specialist/Health teacher and school principal.
- Provisions must be in place for an ongoing review of local curriculum and instructional materials before they are used in the classroom in accordance with the Oregon Department of Education's cycle for the adoption of Health materials.
- Individual schools will provide opportunities to view curriculum and materials related to content in Comprehensive Sexuality Education. For additional opportunities, please contact the school.

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# PROFESSIONAL LEARNING FOR INDIVIDUALS WHO WILL BE TEACHING COMPREHENSIVE SEXUALITY EDUCATION

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## PROFESSIONAL LEARNING FOR INDIVIDUALS WHO WILL BE TEACHING COMPREHENSIVE SEXUALITY EDUCATION

North Clackamas School District provides a Comprehensive Sexuality Education program which includes instruction that:

- is age appropriate, medically accurate, and is not shame or fear based.
- is culturally inclusive and is responsive to diverse students including race, ethnicity, gender identity, and sexual orientation.
- is balanced, meaningful instruction that provides information with the understanding of, and strength of, the preponderance of evidence.
- is provided in a sensitive manner that acknowledges and supports students who have experienced trauma.
- In addition, disease prevention education for HIV/AIDS, sexually transmitted infections, sexually transmitted diseases, and the human sexuality education comprehensive plan **shall** provide adequate instruction at least annually, for all students grades 6-8 and at least twice during grades 9-12.
- And further, sexuality education materials, instructional strategies, and activities **must not, in any way**, use shame or fear based tactics.

In order to best do this, it is important to outline the professional learning for those who will be instructing this content to our children. Below, it is broken down into elementary and secondary school as certifications and trainings may differ.

### ELEMENTARY SCHOOL

To be in compliance with state legislation and aligned to the standards from ODE, NCSD elementary schools will follow the procedure related to our Comprehensive Sexuality Education Plan.

- SB 856 Compliance topics around Sex Abuse Prevention Education K-5 will be taught in four sessions by school counselors.
  - School counselors will use the “student Protection Unit” provided by [Second Step](#).
  - The curriculum contains training materials that provide resources and support for teachers to recognize and respond to reports of abuse by students.
- All other topics will be taught at an age-appropriate level by a designated classroom teacher or Health & Wellness Specialist.
- Current and best practices are to teach everyone together, and not separate by gender for instruction. Learning together means that no students are forced to feel excluded because they have been placed in a space that does not reflect who they are. Please refer to the NCSD course outlines for content expectations for each grade level.
- The adopted curriculum includes [The Great Body Shop](#) . The supplemental lesson(s) are from [Rights, Respect Responsibility](#). Please refer to the NCSD course outlines for content expectations for each grade level.
- Any supplemental materials selected by the teacher to further address the health standards must be approved by the building principal.
- The Teaching, Learning & Professional Development Department will identify professional learning opportunities for teachers.
- All teachers, who are new to Comprehensive Sexuality Education, will be provided with specific training to the content and curriculum.

## SECONDARY SCHOOL

To be in compliance with state legislation and aligned to the standards adopted by ODE, NCSD secondary schools will follow the procedure related to our Comprehensive Sexuality Education Plan.

- All content related to Comprehensive Sexuality Education in grades 6-12 will be taught by a certified health teacher, and other trained professionals including the compliance areas around SB 856 in the four sessions required by law.
- In addition, SB 856 requires we include a parental involvement component to inform parents about student sexual abuse topics, including characteristics of offenders, “grooming” behaviors and how to discuss student sexual abuse prevention with children.
- The adopted curriculum includes Teen Health: McGraw Hill, Glencoe Health. The supplemental resources include ODE/OHA’s [My Future, My Choice](#), [Clackamas Women’s Services](#) and [Learning for Justice](#) (formerly Teaching for Tolerance).
- Any supplemental materials selected by the teacher to further address the health standards must be approved by the building principal.
- The Teaching, Learning & Professional Development Department will identify professional learning opportunities for teachers.
- All teachers, who are new to Comprehensive Sexuality Education, will be provided with specific training to the content and curriculum.

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# APPENDIX A

## ODE FREQUENTLY ASKED QUESTIONS ON SEXUALITY EDUCATION

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# Sexuality Education

## Frequently Asked Questions



### 1. What is comprehensive sexuality education?

- **Comprehensive sexuality education is a curriculum-based process of teaching and learning about the emotional, physical and social aspects of human sexuality and healthy relationships.**
- Sexuality Education aims to equip children and young people with knowledge and skills that will empower them to:
  - Realize their health, well-being and dignity;
  - Develop respectful social and sexual relationships;
  - Consider how their choices affect their own well-being and that of others;
  - Understand and ensure the protection of their rights throughout their lives.

### 2. What does “comprehensive” mean?

- **Comprehensive means complete, medically accurate, and age-appropriate.**
- **Comprehensive does not mean that young people are encouraged (or taught how) to have sex; it teaches that most adults will have sexual relationships in their lives, and the fact that it takes learning throughout life from trusted adults to promote that these relationships are healthy, safe, and happy.**
- Comprehensive sexuality education includes the most important information to prevent sexual violence and promote health.
- These key components of comprehensive sexuality education support young people to choose abstinence as the safest way to prevent STIs and unintended pregnancy, but also provides the skills and knowledge necessary to equip them to make healthy and safe decisions.

### 3. What does sexuality health include?

- **Sexual health is a broad area, and is about so much more than what we usually think of as sexuality.**
- Oregon’s Health Education sexuality education standards address sexual as a lifelong process, linked to the basic human needs of having friendships and relationships, displaying and receiving affection, feeling valued and loved, and sharing thoughts and feelings.
- The standards cover socio-emotional learning concepts including:
  - body image,
  - media literacy,
  - decision-making,
  - gender roles,
  - healthy relationships,
  - communication.
- The standards cover sexual and reproductive health issues, including, but not limited to:
  - sexual and reproductive anatomy and physiology
  - puberty and menstruation
  - reproduction,
  - modern contraception,
  - sexually transmitted infections.
- Although some of these topics may be challenging to teach, they are important to support the safety, health, and well-being of students.

### 4. How can I be sure this content is appropriate for my child?

- **Oregon Laws and education standards require that all content is age-appropriate. Age-appropriate means that curricula are responsive to the changing needs and capabilities of children and young people as they grow.**
- The ‘mechanics’ or ‘technique’ of reproduction is never emphasized—the focus of sexuality education is on healthy sexual behaviors and the importance of healthy and equal relationships.
- Based on the age and development of learners, sexuality education addresses relevant topics when it is most timely for their health and well-being.
- Oregon standards are grade specific and reflect the most current research, as well as the National Health Education Standards.

## 5. Why is sexuality an appropriate topic of learning for young children?

- **‘Sexuality’ can be understood as a core dimension of being human which includes:**
  - understanding the human body,
  - emotional connection and love,
  - gender,
  - intimacy,
  - reproduction.
- Sexuality education teaches that sexuality is a normal part of being human, so that children are not ashamed or embarrassed of asking trusted adults questions or seeking out help when they need it.
- It works! Many research studies have shown that when sexuality education is taught early and consistently, it contributes to young people waiting longer to have sex, having sex less often, having fewer partners, taking fewer risks, and using condoms and contraception more often.
- Abstinence-only education does not work. Studies have also shown that abstinence-only education is ineffective for all above outcomes.

## 6. Why does sexuality education require that gender identity and sexual orientation be taught in the classroom?

- **Teaching these topics supports inclusion and respect, prevents violence, and encourages the learning and overall health and well-being of all students—especially those who may identify as lesbian, gay, bisexual, queer, non-gender binary, or transgender, (LGBTQ)— by affirming that all students are deserving of dignity, respect, and inclusion.**
- Research has shown that students who identify as lesbian, gay, bisexual, queer, non- gender binary, or transgender, (LGBTQ) experience higher rates of bullying, sexual assault, and other traumas. These student populations also experience higher rates of depression, pregnancy, suicidal ideation, and anxiety. This leads many of these young people to drop out or be chronically absent.
- Schools need to eliminate these bias-based threats and make schools safer for everyone.
- Teaching and modeling inclusivity, appreciation of diversity, and respect inside and outside of the classroom, makes schools and all students safer.
- Many children start expressing their gender identity in early childhood and it is the responsibility of public education to provide safe places for all students, regardless of their gender expression or identity, so they can learn and grow.
- ODE’s *Guidance for Creating Safe Environments for Transgender Students* and Oregon’s Equality Act reaffirm this commitment to serving all students.
- All students, no matter their sexual orientation, should be treated with dignity and respect and supported in pursuing learning, health, and academic success.

## 7. Can parents opt their children out of certain sexuality education components?

- Sexually transmitted infections have been increasing dramatically in the past few years in Oregon.
- Adolescents and young adults between 15-24 years of age have the highest infection rates.
- Most sexually transmitted diseases, if not identified and managed appropriately, can cause serious complications. Women and newborns bear an inordinate share of complications.

## 12. Are condom demonstrations required in schools?

- **Condom education is an effective way to help youth use condoms correctly and consistently when they begin to have sex. It has shown to be a best practice in health promotion.**
- Oregon Sexuality Education standards require students to know how to use a condom. In 6th grade, students must “identify” the steps to use a condom. In 7th, they should be able to “describe” the steps. In 8th they must “demonstrate the steps”, and in 12th grade, students should be able to “demonstrate the steps to correctly use a condom and/or other barrier methods”.
- The average Oregonian starts having sex around age 17—but at least 8% start having sex in 8<sup>th</sup> grade. This means that young people need the knowledge and skills to stay safe in middle-school.
- Condom use among adolescents is inconsistent. Adolescents are more likely to experience condom failures, and these failures discourage condom use.
- Evidence shows that educating youth about condoms does not make them more likely to start having sex. In fact, condom education is associated with a lower likelihood of sexual involvement.

## 13. What happens if a school district does not teach Oregon’s Health & Sexuality Education standards?

- **Schools, in order to get public funding, must comply with Oregon Department of Education’s Division 22 Standards.** This includes teaching the Health Standards and performance indicators.
- If a school does not comply with the law, a parent or concerned community member could file a complaint with the school, school district, or ODE. The complaint process for each School District is available on their website, as well as on the ODE website.

### References:

1. Oregon Department of Education; 2016; Oregon Health Education Standards, <http://www.oregon.gov/ode/educator-resources/standards/health/Documents/2016ORHEStandardstable.pdf>
2. Oregon Sexuality Education Policy, ORS 336.455; 2009: [Oregon Human Sexuality Education Law](#), OAR 581-022-1440: [Oregon Human Sexuality Education Administrative Rules](#)
3. Oregon Department of Education; 2016; Guidance to Support School Districts Creating a Safe and Supportive Environment for Transgender Students: <https://bit.ly/2rp0pAM>
4. United Nations Educational, Scientific, and Cultural Organization; 2018; [International technical guidance on sexuality education: an evidence-informed approach](#)
5. Oregon Youth Sexual Health Partnership, Oregon Office of the Governor; 2015; [Oregon Youth Sexual Health Plan, YSH Plan 5-year update](#), <http://www.oregon.gov/oha/PH/HealthyPeopleFamilies/Youth/YouthSexualHealth>
6. Oregon Health Authority; 2017; [Oregon Healthy Teens Survey](#) <http://www.oregon.gov/oha/ph/BirthDeathCertificates/Surveys/OregonHealthyTeens/Pages/index.aspx>
7. Oregon Safe Schools and Communities Coalition; 2017; Oregon Safe Schools Report <https://www.oregonsafeschools.org>

**For more information, please contact:**  
 Sasha Grenier, MPH, CHES  
 Oregon Department of Education  
 Sexuality Education and School Health Specialist  
 sasha.grenier@state.or.us  
 503-947-5689

**Oregon Department of Education Frequently Asked Questions:** Comprehensive Sexuality Education is a powerful tool for promoting health and safety among young people. This FAQ is intended to help anyone learn more about what sexuality education is, what it includes, and why it's important.

<https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/sexedfaq.pdf>

**Oregon Department of Education Online Resources including Grade Level Standards**

<http://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

**CDC National Standards for Health Education**

<https://www.cdc.gov/healthyschools/sher/standards/index.htm>

**Student Sexual Abuse Prevention Law (Erin's Law)**

<http://erinslaw.org/>

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# **APPENDIX B**

## **NCSD FREQUENTLY ASKED QUESTIONS ON SEXUALITY EDUCATION FOR FAMILIES**

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## Health and Comprehensive Sexuality Education Frequently Asked Questions for Families

- 1. Who determines the content of health and comprehensive sexuality education (CSEP) lessons?**

The content of NCSD health lessons is based on the Oregon Department of Education's K-12 Health Education Standards and related Legislation - The Human Sexuality Education Law (2009), the Healthy Teen Relationship Act (2013), and the Child Sexual Abuse Prevention Law (2015). In NCSD, a team of professional educators including teachers, counselors, principals, central office staff, as well as members of the community review and select materials that support the Comprehensive Sexuality Education Plan (CSEP). Materials are reviewed and updated for age-appropriateness, cultural inclusivity, trauma responsiveness, and medical accuracy.
- 2. Which curriculums are used at NCSD?**

NCSD utilizes The Great Body Shop curriculum for grades K-5, Teen Health (McGraw Hill) for grades 6-8, and Glencoe Health (McGraw Hill) for grades 9-12. Supplemental materials are needed to meet certain Oregon health standards which extend beyond national standards covered in the above texts. NCSD uses resources and materials from Clackamas Women's Services, My Future, My Choice, Rights, Respect, Responsibilities, Planned Parenthood, Inside Out, and Clackamas County Fire to cover these lessons.
- 3. How can I review the lessons before they are taught?**

For elementary students, Parents/Guardians can use the online codes provided in the monthly communication to view the student materials. Some of the materials are available on our website and others, due to copyright restrictions, are available upon request in our schools or district office. For students in middle and high school, materials are available during conferences or by request.
- 4. From whom, when, and how will I be notified prior to sexual health topics being taught?**

For elementary students, NCSD schools send out monthly communication regarding topics that will be taught the following month. Principals determine how the monthly communication will be distributed at their school. For secondary students, teachers will send a letter to families at least one month prior to the start of sexuality education instruction.
- 5. How do I opt my student out of a particular lesson or unit?**

At the elementary level, opt out forms will be sent with the monthly communication letters in which sexual health topics are taught. Principals will determine how these are disseminated in their school. Counselors will also notify families when the Child Abuse Prevention lessons (Erin's Law) are taught. If an opt-out form is received, teachers will have a conversation with a Parent/Guardian about which lesson(s) a student will opt out. Families are encouraged to preview the lessons before opting out. At the secondary level, letters are provided at the beginning of the semester.
- 6. What would my student do instead of participating in the lesson or unit?**

An alternate setting would be provided for the child to complete an alternative assignment agreed upon by the school and Parents/Guardians.

**APPENDIX C**  
**SEXUALITY EDUCATION**  
**CONCEPTS AND SKILLS**  
**BY GRADE LEVEL**  
**INFORMATIONAL SHEETS**

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# Oregon Comprehensive Sexuality Education: STDs

Oregon’s Health Education Standards are designed to promote healthy, safe, violence-free communities for all people. This includes promoting concepts and fostering skills for healthy individuals and healthy relationships in age-appropriate ways. By aligning the standards with best-practice and the unique policy infrastructure in Oregon (including OAR Rule 581-0221440, SB 856, and HB 4077) our state is working to address and end violence in our schools and communities.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Explain that it is important to stay away from potentially unsafe body fluids and objects.		✓	✓	✓						
Describe ways to prevent communicable and non-communicable disease (including HIV/AIDS, and Hepatitis B/C).	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.					✓	✓	✓	✓	✓	
Recognize that HIV/STDs can be spread through sexual contact.					✓	✓	✓			
Explain how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.								✓	✓	
Describe the importance of getting tested for HIV and other STDs when people are sexually active.							✓	✓	✓	✓
Identify myths and facts of how STDs are transmitted and not transmitted.							✓	✓	✓	
Describe medically-accurate information about STDs and HIV transmission and prevention.							✓	✓		
Practice effective communication skills about STD and HIV prevention, testing and disclosure of status.							✓	✓	✓	
Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.							✓	✓	✓	
Advocate for informed personal decision-making around sexual activity related to reproduction and preventing STD/STI's.								✓	✓	
Access medically-accurate info. about STDs/HIV transmission and prevention, including local testing and treatment services.									✓	✓
Develop a plan to eliminate or reduce risk for STDs, including HIV.									✓	✓
Discuss the importance of treating people with HIV or other STDs with respect.										✓
Describe laws related to sexual health care services, including confidential testing/treatment; and disclosure of STD status.										✓
Demonstrate skills to communicate decisions about whether or when to engage in sexual behaviors, and to practice safer sex, including STD/HIV prevention, testing, and disclosure of status.										✓
Explain individual responsibility for testing and informing partners about STDs and HIV status.										✓

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# Oregon Comprehensive Sexuality Education: Consent

Oregon’s Health Education Standards are designed to promote healthy, safe, violence-free communities for all people. This includes promoting concepts and fostering skills for healthy individuals and healthy relationships in age-appropriate ways. By aligning the standards with best-practice and the unique policy infrastructure in Oregon (including OAR Rule 581-0221440, SB 856, and HB 4077) our state is working to address and end violence in our schools and communities.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Recognize that everyone has the right to say who touches their body, when and how, and explain why.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Explain that it is never ok to touch someone, or make someone touch you if they don't want to, and describe why.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Define and practice consent as it relates to personal boundaries.	✓	✓	✓	✓	✓					
Identify consent as a freely given yes.							✓	✓	✓	
Describe how consent is a foundational principle in healthy sexuality and in violence prevention.							✓			
Identify that no one has the right to touch anyone else without giving and receiving consent.							✓	✓	✓	
Explain effective communication skills to ensure affirmative consent in all sexual relationships.							✓	✓	✓	
Practice a decision making process to give or receive consent.							✓	✓		
Discuss how affirmative consent mitigates confusion within a sexual relationship.								✓		
Assess a decision making process to give or receive consent for consensual sexual activity.									✓	
Practice effective communication skills to ensure affirmative consent in all sexual relationships.								✓	✓	✓
Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.								✓	✓	✓
Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.									✓	✓
Define sexual consent and explain its implications for sexual decision making.										✓
Define affirmative consent as a freely given enthusiastic yes.										✓
Describe how alcohol and other drug use can affect one’s ability to perceive or provide consent.										✓
Demonstrate respect for the boundaries of others and practice affirmative consent.										✓
Apply a decision making process to promote consensual sexual activity within healthy relationships.										✓

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# Oregon Comprehensive Sexuality Education: Relationships

Oregon’s Health Education Standards are designed to promote healthy, safe, violence-free communities for all people. This includes promoting concepts and fostering skills for healthy individuals and healthy relationships in age-appropriate ways. By aligning the standards with best-practice and the unique policy infrastructure in Oregon (including OAR Rule 581-0221440, SB 856, and HB 4077) our state is working to address and end violence in our schools and communities.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Identify healthy verbal and nonverbal ways to express needs, wants, and feelings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe a range of ways people express affection within various types of relationships.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe the characteristics of healthy and unhealthy relationships.				✓	✓	✓	✓	✓	✓	✓
Discuss potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries in various types of relationships.				✓	✓	✓	✓	✓	✓	✓
Recognize sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.				✓	✓	✓	✓	✓	✓	✓
Practice communication skills that foster healthy relationships.				✓	✓	✓	✓	✓	✓	✓
Investigate and assess school policies and programs that promote healthy relationships and a safe and inclusive environment for all.							✓	✓		
List and practice ways to treat your friends, family and partner with dignity and respect.							✓	✓	✓	
Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.							✓	✓	✓	✓
Analyze how family, friends, and other external influences can impact one’s beliefs about and decisions within a healthy intimate relationship.							✓	✓	✓	✓
Access reliable information and resources about healthy and unhealthy relationships, and healthy boundaries as they relate to intimacy and sexual behavior.							✓	✓	✓	✓
Explain and demonstrate effective skills to negotiate agreements about the use of technology in relationships.							✓	✓	✓	✓
Demonstrate how to set and respect boundaries around social media and technology use in relationships.							✓	✓	✓	✓
List criteria for evaluating the health of a relationship.							✓	✓	✓	✓
Demonstrate effective strategies to avoid or end an unhealthy relationship.									✓	✓
Explain characteristics of a healthy relationship that is free from threats, coercion or abuse.										✓
Demonstrate communication skills that foster healthy intimate and sexual relationships and show personal boundaries and respect for the boundaries of others.										✓

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# Oregon Comprehensive Sexuality Education: Sex and Reproduction

Oregon's Health Education Standards are designed to promote healthy, safe, violence-free communities for all people. This includes promoting concepts and fostering skills for healthy individuals and healthy relationships in age-appropriate ways. By aligning the standards with best-practice and the unique policy infrastructure in Oregon (including OAR Rule 581-0221440, SB 856, and HB 4077) our state is working to address and end violence in our schools and communities.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people.	✓	✓	✓							
Identify sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.	✓	✓	✓	✓	✓	✓				
Recognize sources of medically accurate information about human sexual and reproductive anatomy, puberty and personal hygiene.				✓	✓	✓	✓	✓	✓	✓
Identify human reproductive systems including anatomy and function.				✓	✓	✓	✓	✓	✓	
Describe and analyze how the school and community can support personal health practices and behaviors.					✓	✓	✓	✓	✓	✓
Recognize the importance of assuming responsibility for personal health behaviors.							✓	✓	✓	✓
Define contraceptive methods including abstinence, condoms, and emergency contraception and describe their mechanism of action.							✓	✓	✓	✓
Define sexual intercourse and its relationship to human reproduction.							✓	✓	✓	
Examine factors that may influence condom use and other safer sex decisions.							✓	✓	✓	✓
Demonstrate effective communication skills about the use of contraception including abstinence, condoms, and other safer sex practices.							✓	✓	✓	✓
Identify/describe the steps to correctly use a condom.							✓	✓		
Demonstrate the steps to correctly use a condom and/or other barrier methods.									✓	✓
Establish a personal goal to not have sex until you're ready.									✓	✓
Assess internal and external influences on decisions about pregnancy options and parenthood.									✓	✓
Identify medically-accurate resources that provide assistance around sexual health, pregnancy, emergency contraception, and pregnancy related information and support including pregnancy options, safe surrender policies and prenatal care.							✓	✓	✓	✓
Describe the human sexual response cycle, including the role hormones play, the ovulation cycle, how fertilization occurs, the stages of pregnancy, and responsibility of parenting.										✓
Identify laws related to sex and sexual health, reproductive and sexual health care services, and minors' rights around contraception pregnancy, adoption, abortion and parenting.										✓
Recognize that many teens successfully use condoms.										✓

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# Oregon Comprehensive Sexuality Education: Gender

Oregon’s Health Education Standards are designed to promote healthy, safe, violence-free communities for all people. This includes promoting concepts and fostering skills for healthy individuals and healthy relationships in age-appropriate ways. By aligning the standards with best-practice and the unique policy infrastructure in Oregon (including OAR Rule 581-0221440, SB 856, and HB 4077) our state is working to address and end violence in our schools and communities.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Describe and practice ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize and explain that there are many ways to express gender.	✓	✓								
Recognize differences and similarities of how individuals identify regarding gender.			✓							
Recognize the importance of treating others with respect including their gender expression.	✓	✓	✓							
Describe differences and similarities of how individuals identify regarding gender or sexual orientation.				✓	✓	✓				
Describe the importance of treating others with respect including their gender expression and sexual orientation.				✓	✓	✓				
Describe how friends, family, media, society and culture influence how people think they should act on the basis of their gender.	✓	✓	✓	✓	✓	✓				
Discuss ways of expressing gender.						✓				
Describe and demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.				✓		✓		✓	✓	✓
Identify and describe sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.				✓	✓	✓	✓	✓	✓	
Identify resources, including people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.				✓	✓	✓	✓			
Explain the differences between biological sex, sexual orientation, and gender identity and expression.							✓	✓	✓	
Recognize diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.							✓	✓	✓	
Investigate external influences that have an impact on one’s attitudes about gender, sexual orientation and gender identity.							✓	✓	✓	
Describe and access accurate information about healthy sexuality, including sexual orientation and gender identity.							✓	✓	✓	
Differentiate between biological sex, sexual orientation, sexual identity and sexual behavior, gender identity and gender expression.										✓
Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.										✓
Analyze the influence of friends, family, media, society, and culture on the intersections of gender, sexual orientation, race, ethnicity, and other identities.										✓

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# Oregon Comprehensive Sexuality Education: Violence

Oregon’s Health Education Standards are designed to promote healthy, safe, violence-free communities for all people. This includes promoting concepts and fostering skills for healthy individuals and healthy relationships in age-appropriate ways. By aligning the standards with best-practice and the unique policy infrastructure in Oregon (including OAR Rule 581-0221440, SB 856, and HB 4077) our state is working to address and end violence in our schools and communities.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	HS
Demonstrate effective communication skills to report/access help if they or someone they know is being hurt, feels unsafe, or is in a dangerous situation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Identify sources of support, such as parents or other trusted adults, including school staff, they can tell if they are experiencing sexual abuse.	✓	✓	✓	✓	✓	✓	✓			
Demonstrate and assess strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.				✓	✓	✓	✓	✓	✓	✓
Explain bullying/teasing and why they are inappropriate behaviors.	✓	✓	✓	✓	✓	✓				
Describe, demonstrate, and advocate for ways students can work together to promote dignity and respect for all people.				✓	✓	✓	✓	✓	✓	✓
Describe how others can take action when someone else is being teased, harassed, bullied or cyberbullied.					✓				✓	
Explain how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety.							✓	✓	✓	
Define and discuss the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes.							✓	✓	✓	
Explain why a person who has been raped or sexually assaulted is not at fault.							✓	✓	✓	
Identify school and community resources for reporting child abuse.							✓	✓	✓	
Describe sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.								✓	✓	
Identify situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.							✓	✓	✓	✓
Advocate for school policies and programs that promote healthy relationships with dignity and respect for all in a safe and inclusive environment, free from violence and bullying.							✓	✓	✓	✓
Analyze external influences and societal messages that impact attitudes about interpersonal violence.							✓	✓	✓	✓
Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe in an intimate or sexual relationship.								✓	✓	✓
Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, and dating violence.									✓	✓
Explain Oregon’s laws related to bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.										✓
Access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.										✓

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# APPENDIX D

## NCSD CSEP RENEWAL AND REVISION

### ADVISORY

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**North Clackamas School District points of contact:  
Office of Teaching, Learning and Professional Development**

**Tammy O'Neil**  
Executive Director

**Laurie Meisner**  
Associate Director

**Dianna Ngai**  
Associate Director

**2023 NCS D CSEP Renewal and Revision Advisory**

<b>Tammy O'Neil</b> Executive Director Teaching, Learning & Professional Development	<b>Laurie Meisner</b> Associate Director Teaching, Learning & Professional Development	<b>Dianna Ngai</b> Associate Director Teaching, Learning & Professional Development	<b>Megan Lee</b> NCS D Employee Wellness Coordinator	<b>Amber Mondae-Bozman</b> K-5 Health and Wellness Instructional Coach
<b>Meagan Sternberg</b> 6-12 Health and Wellness Instructional Coach	<b>Karon Webster</b> Principal Bilquist Elementary	<b>Alyssa Engle</b> Assistant Principal Clackamas HS	<b>Jeremy Cohen</b> Associate Director of Secondary Programs	<b>Meghan Winter</b> Health Teacher Putnam HS
<b>Megan Adams</b> Health Teacher Alder Creek MS	<b>Chad Craner</b> Counselor Happy Valley MS	<b>Tina Matheis</b> Health & Wellness Specialist Rock Creek MS	<b>Brittany Lopez</b> Instructional Coach Milwaukie El Puente Elementary	<b>**Community Feedback</b>

*\*\*Parent, Guardian, and Community member feedback about Health content and the CSEP Plan was noted and tracked individually and in teacher/admin summaries.*

**2021 NCS D Health Renewal and Revision Advisory**

<b>Kara Mortimer</b> Associate Director Teaching and Learning	<b>Maureen Callahan</b> Executive Director Teaching and Learning	<b>Brittany Lopez</b> Instructional Coach Teaching and Learning	<b>Megan Lee</b> NCS D Employee Wellness Coordinator	<b>Sara Westersund</b> K-5 Health and Wellness Coordinator
<b>Jennifer Kiltow</b> Associate Director Elementary Programs	<b>Hannah Andrews</b> Health Teacher Clackamas Middle College	<b>Health Team</b> Clackamas HS	<b>Health Team</b> Milwaukie HS	<b>Health Team</b> Putnam HS
<b>Health Team</b> Alder Creek MS	<b>Health Team</b> Happy Valley MS	<b>Health Team</b> Rock Creek MS	<b>Health Team</b> Rowe MS	<b>**</b>

*\*\*Parent, Guardian, and Community member feedback about Health content and the CSEP Plan was noted and tracked individually and in teacher/admin summaries. COVID protocols prohibited school, parent, and district staff from meeting as a group to discuss plan revisions.*

**2019 NCS D Health Renewal and Revision Contributors**

<b>Carissa Albin</b> Teacher Oak Grove Elementary	<b>Deanna Benson</b> Teacher Rock Creek Middle School	<b>Noel Carey</b> Health and Wellness Specialist, Riverside Elem	<b>Freeland Church</b> Counselor Milwaukie High School	<b>Jaime Clarke</b> Instructional Coach Teaching and Learning
<b>Amanda Hopping-Winn</b> Community Member	<b>Dana Johnson</b> Teacher Rowe Middle School	<b>Liz Kobs</b> Community Member	<b>Megan Lee</b> NCS D Employee Wellness Coordinator	<b>Susannah Lightbourne-Maynard</b> Oak Grove Elementary
<b>Mary Masterson</b> NCS D Oral Health Program Community Member	<b>Michael Ralls</b> Director, Social Services NCS D District Office	<b>Whitney Reed</b> Teacher View Acres Elementary	<b>Terri Saunders</b> Health and Wellness Specialist, Ardenwald Elem	<b>Stephanie Schie</b> Teacher Verne Duncan Elementary
<b>Jessica Son</b> Administrator Spring Mtn. Elementary	<b>Ariana Tobin</b> Community Member	<b>Kristi Weathers</b> Administrator Lewelling Elementary	<b>Sara Westersund</b> Health and Wellness Specialist, Bilquist Elem	<b>Natalie Whisler</b> Director NCS D Community Services

**2016 NCS D Health Renewal Advisory Committee Contributors**

<b>Deanna Benson</b> Teacher Rock Creek Middle School	<b>Kyle Bracy</b> Teacher Milwaukie High School	<b>Amy Busch</b> Administrator Linwood and Sojourner	<b>Maureen Callahan</b> Executive Director Teaching and Learning	<b>Claudia Carle</b> Teacher Alder Creek Middle School
<b>Trisha Claxton</b> NCS D School Board Member	<b>Daryl Dixon</b> NCS D School Board Member	<b>K.T. Emerson</b> Administrator Milwaukie High School	<b>Dom Giancola</b> Teacher Clackamas High School	<b>Janna Good</b> DLI Program Specialist El Puente and Riverside
<b>Jaime Guinn</b> Teacher Mt. Scott Elementary	<b>Andrew Hill</b> Teacher Rex Putnam High School	<b>Maureen Hinman</b> Community Member	<b>Johnene Laminak</b> Community Member	<b>Korey Landolt</b> Teacher Clackamas High School
<b>Valorie Larson</b> Teacher Clackamas High School	<b>Richard Lattman</b> Teacher Happy Valley Elementary	<b>Stephanie Leske</b> Teacher Rex Putnam High School	<b>Chris Mauthé</b> Instructional Coach Teaching and Learning	<b>Leslie McGraw</b> Teacher Linwood Elementary
<b>Kristen Paschall</b> Teacher Linwood Elementary	<b>Michael Ralls</b> Director, Social Services NCS D District Office	<b>Danni/y Rosen</b> Community Member	<b>Christine Saulsbury</b> Teacher Rowe Middle School	<b>Stephen Schroedl</b> NCS D School Board Member
<b>Rose Marie Vu</b> Teacher Mt. Scott Elementary	<b>Barb Widmer</b> Community Member	<b>Eddie Wilkins</b> Teacher Clackamas High School		

**Original Consultants and Contributors:**

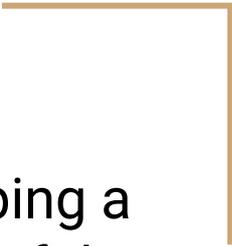
- **Sasha Grenier** *Sexual Health and School Health Specialist, Oregon Department of Education*
- **Ely Sanders-Wilcox** *Education Program Specialist, Oregon Department of Education*
- **Ewan Brawley** *Director of Teaching and Learning, Clackamas County Education Service District*
- **Andrea Lockard** *Former Program Specialist, Teaching and Learning, Clackamas County Education Service District*
- **Jenny Withycombe, PhD** *Health Program Teacher on Special Assignment, Portland Public Schools*



# Comprehensive Sexuality Education Plan

Presented to NCSB School Board  
for Renewal  
June 8, 2023





Each school district in Oregon is responsible for developing a Comprehensive Sexual Education Plan (CSEP) as a part of the Kindergarten through 12th grade Health instructional program. The CSEP is reviewed and approved by each school district's local school board every two years.

The North Clackamas School District Comprehensive Sexual Education Plan (CSEP) has been developed in accordance with a series of Oregon Senate Bills, Oregon Revised Statutes and Oregon Administrative Rules.

# OARs and ODE Guidance that form the basis for the NCSD Comprehensive Sexuality Education Plan

## The Human Sexuality Education Law (2009)

---

This act set the stage for Comprehensive Sexuality Education in Oregon.

## The Healthy Teen Relationship Act (2013)

---

This act includes teen relationships and violence in teen relationships into health education and asks districts to include this violence as a part of any harassment and bullying policy.

## The Child Sexual Abuse Prevention Law /Current Sexuality Education Law (2015)

---

Requires comprehensive, age-appropriate, medically accurate sexuality education. This includes instruction related to child abuse prevention, healthy relationships, gender identity, and goal setting.

## Erin's Law

July of 2015 from SB 856

---

The focus of Erin's Law includes healthy relationships and consent. Requires every board to adopt child sexual abuse prevention instruction K-12.



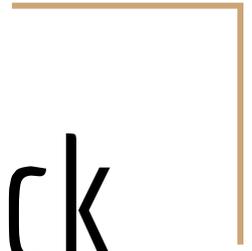
# Timeline and Process for Revision



# Timeline for CSEP Revision and Approval



# Communication & Feedback



# Elementary

- Beginning of school year letter explaining our Comprehensive Sexuality Education Plan
- Monthly letter outlining the next unit of instruction and the process to opt out
- Health & Wellness Specialists were assigned as the a point person responsible for this process.
- Each school provided opportunities for parents/guardians to view the materials and ask questions (e.g. back to school night, parent teacher conferences, school website)

# Middle/High

- Beginning of semester letter explaining our Comprehensive Sexuality Education Plan
- Letter outlining the process to opt out
- Health teachers were assigned as the a point person responsible for this process.
- Each school provided opportunities for parents/guardians to view the materials and ask questions (e.g. back to school night, parent teacher conferences, school website)

# District

- Created new webpages for the [CSEP](#) and [health curriculum](#)
- Published the full curriculum guides for each course K-12
- Created a K-5 [quick reference document](#) for supplemental materials
- Provided families access codes to the Great Body Shop
- Monitored requests to opt out of CSEP instruction
- Provided [communication](#) in all district supported languages
- Provided Training for health teachers



CSEP 2023-2025

Proposed  
Revisions

# Course Descriptions

- REVISED: Language and formatting in this section was revised for clarity and consistency across grade levels.

# CSEP Lesson Opt Out Process & Communication

- REVISED: Based on parent and community feedback, NCSD refined the process of communicating with families K-12 about the Comprehensive Sexuality Education Plan and the process for Opting Out of CSEP instruction.

# FAQ for Parents

- ADDED: NCSD Frequently Asked Questions document with parent and community questions unique to NCSD. This is in addition to the existing FAQ provided by ODE

ANY  
QUESTIONS



**WORLD LANGUAGE ADOPTION:**  
**FRENCH GRADES 9-12/SPANISH GRADES 6-12**

**ACTION**  
Agenda Item #8  
June 8, 2023

**SUPERINTENDENT'S RECOMMENDATION:**

The adoption of the World Language: French curriculum for grades 9-12 and Spanish curriculum for grades 6-12. The recommendation for French and Spanish world languages are:

Entre Culture & APprenons - French  
Voces Digital & Temas - Spanish

**REASON FOR BOARD CONSIDERATION:**

The World Language Adoption: French (grades 9-12) and Spanish (grades 6-12) recommendation is a direct response to:

- Our Vision: We build relationships with students to honor their cultural heritage, foster their physical, social, and emotional well-being, cultivate joy in learning, and engage each student to reach their full potential. We create environments where students are inspired to be creative and critical thinkers as they prepare for success in life, college, and career.
- Strategic Point: Student Experience & Success - Strengthen and improve instructional and assessment practices that lead to meaningful academic and experiential learning for each student.
- State Standards: Curriculum materials that are aligned to state world language standards.

North Clackamas School District last adopted World Language: Spanish and French materials in 2007-2008. (Japanese materials adopted 2022-2023). Spanish Heritage Language materials were last adopted in 2016-2017 with the creation of this course.

**BUDGET IMPACT/SOURCE OF FUNDS:**

The total budget for the purchase of French grades 9-12 materials is \$31,333.71, and the total budget for Spanish grade 6-12 materials is \$104,767.00. These totals are included in the 2022-2023 budget. Pending board approval, resources will be purchased and anticipated delivery by June 30, 2023. Resources will be implemented beginning fall 2023.

**BACKGROUND:**

The world language adoption team consisted of 15 staff members: a French world language teacher, 11 Spanish world language teachers, one building administrator, one world language instructional coach, and one district office administrator. Curriculum resources evaluated were selected based on Oregon state adoption criteria, NCSDE Equity Lens and the Oregon World Language standards revised in 2019-2020.

This process, led by Teaching, Learning & Professional Development, began in 2021-2022. During the 2021-2022 school years the French and Spanish World Language Adoption Team:

- Examined NCSD district mission and strategic direction, NCSD equity lens, the world language standards, our current world language instructional practices, and student achievement data.
- Engaged in professional development on current trends in world language instruction and methods.
- Crosswalked current course scope and sequence of instructional units with professional learning.
- Piloted new methodologies in world language courses and collected feedback from parents and students.
- Community members reviewed materials and provided feedback through various in person dates and modes.

We are recommending the Board adopt the listed basal and supplemental materials which:

- Engages each student in using language in contextual and authentic interactions.
- Integrates cultural learning daily and interwoven in all proficiency levels of language.
- Equips teachers to design rigorous, relevant, and responsive whole-language, literacy-based learning experiences.
- Facilitates prioritization of world language standards.
- Honors teacher knowledge and expertise.

**PRESENTER / STAFF CONTACT:**

Tammy O’Neill, Executive Director of Teaching, Learning and Professional Development  
 Laurie Meisner, Associate Director of Teaching, Learning and Professional Development

**LOCAL OPTION LEVY**

**ACTION**  
Agenda Item #9  
June 8, 2023

**SUPERINTENDENT’S RECOMMENDATION:**

Adopt the proposed resolution directing North Clackamas School District staff to place a continuation of the local option levy on the November 7, 2023 ballot.

**REASON FOR BOARD CONSIDERATION:**

The current local option levy ends at the conclusion of the 2023-2024 fiscal year.

**BACKGROUND:**

A local option tax levy is a special tax levy, subject to many conditions, that can provide money for general operating expenses (eg. teaching positions, school days).

In November 2018, voters in North Clackamas School District approved a five-year local option levy at the rate of \$1.63 per \$1,000 of assessed valuation. This revenue funds approximately 180, or one-in five, teaching positions in the school district annually.

Time is set aside for staff to provide an update on the impact of the current local option levy and the next steps for placing a continuation of the levy on the November 7, 2023 ballot.

Should the Board place a continuation of the levy on the November 7, 2023 ballot and should it pass, revenue from the five-year continuation of the levy would be available to support the school district operating budgets from the 2024-2025 fiscal year through the 2028-2029 fiscal year.

**ATTACHMENTS:**

- A. Proposed resolution calling for a measure election regarding a continuation of the five-year local option levy measure election
- B. Draft Ballot Language

**PRESENTER / STAFF CONTACT:**

- Shay James, Superintendent
- Curtis Long, Community Relations Director
- Tiffany Shireman, Chief of Staff

**A RESOLUTION OF THE BOARD OF DIRECTORS OF NORTH CLACKAMAS SCHOOL DISTRICT, IN CLACKAMAS COUNTY, OREGON, CALLING A MEASURE ELECTION TO SUBMIT TO THE ELECTORS OF THE DISTRICT THE QUESTION OF A FIVE-YEAR LOCAL OPTION LEVY AT THE RATE OF \$1.63 PER \$1,000 OF ASSESSED VALUATION TO FINANCE DISTRICT OPERATIONS.**

**WHEREAS**, Oregon Revised Statutes (ORS) Sections 280.040 through 280.090 authorizes North Clackamas School District, Clackamas County, Oregon (“the District”) to submit a measure to District voters which, if approved, would allow the District to collect a local option levy for operating purposes; and

**WHEREAS**, voters in the District last approved a local option levy in 2018 at the rate of \$1.63 per \$1,000 of assessed valuation to finance District operations and related incidental costs; and

**WHEREAS**, the current local option levy will expire June 30, 2024; and

**WHEREAS**, the Board of Directors of the District has determined there is a need to renew this level of funding of \$1.63 per \$1,000 of assessed valuation beginning in the 2024-2025 fiscal year and therefore it is desirable to seek voter approval to renew the local option tax rate.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF NORTH CLACKAMAS SCHOOL DISTRICT, CLACKAMAS COUNTY, OREGON AS FOLLOWS:**

- 1) That an election is hereby called for the purpose of submitting to the qualified voters of the District the question of authorizing a renewal of the local option levy for operating purposes for a period of five years commencing fiscal year 2024–2025 and ending fiscal year 2028–2029, at a fixed rate of \$1.63 per \$1,000 of assessed value.

Such a rate is estimated to raise approximately \$23,757,196 in 2024–2025, \$24,469,912 in 2025–2026, \$25,204,009 in 2026–2027, \$25,960,130 in 2027–2028, and \$26,738,934 in 2028–2029, for a total of \$126,130,181 over five years. The amount raised may be different than estimated, depending on changes to the assessed and real market value of each property within the District.

- 2) That the election hereby called shall be held on the 7th day of November 2023.
- 3) The District authorizes the Superintendent or their designee, as the authorized representative (the “Authorized Representative”) to act on behalf of the District, to submit the final ballot title and explanatory statement, if any, and to take such further action as is necessary or desirable to carry out the intent and purposes herein in compliance with the applicable provisions of law.
- 4) That the District directs that there shall be delivered to the election officer of Clackamas County, Oregon the Notice of Measure Election (the “Notice”) in substantially the form attached hereto as Exhibit A, with such changes as are approved and filed by the Authorized Representative as follows:
  - a) Not later than August 18, 2023 (80 days prior to the election date) for publication of notice by Clackamas County on Form SEL 805; and
  - b) Not sooner than after completion of the ballot title challenge process provided in the Secretary of State’s Referral Manual and not later than September 7, 2023 (61 days

prior to the election date) on Form SEL 803.

- 5) Pursuant to ORS Section 310.145, the five-year local option tax for operating purposes in the amount of a fixed rate of \$1.63 per \$1,000 of assessed value shall be classified as being subject to the limits of Section 11b, Article XI of the Oregon Constitution and that the revenues will be used to fund the public school system.

ADOPTED by the Board of Directors of North Clackamas School District, Clackamas County, Oregon, this 8th day of June 2023.

**NORTH CLACKAMAS SCHOOL DISTRICT  
CLACKAMAS COUNTY, OREGON**

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Chair

**ATTEST:**

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Superintendent/Clerk

**NOTICE OF MEASURE ELECTION  
NORTH CLACKAMAS SCHOOL DISTRICT  
CLACKAMAS COUNTY**

**NOTICE**

<b>Date of Notice</b>	<b>Name of District</b>	<b>Name of County</b>	<b>Date of Election</b>
<hr/>	<b>North Clackamas School District</b>	<b>Clackamas</b>	<b>November 7, 2023</b>

**Ballot Title**

**Caption** *(10 words which reasonably identifies the subject of the measure)*

Local option levy renewal to maintain teaching positions, classroom programs

**Question** *(20 words which plainly phrases the chief purpose of the measure)*

Shall District renew levy to retain teachers, classroom programs at \$1.63 per \$1,000 assessed value for five years beginning 2024? This measure renews current local option taxes.

**Summary** *(175 words which concisely and impartially summarizes the measure and its major effect)*

This measure renews the levy at its current rate and would not increase property taxes.

North Clackamas School District’s current local option levy was approved by voters in 2018. The levy currently funds 180 teaching positions which is one-fifth of educator positions in the District.

Every school in the district has teaching positions funded by the levy.

Levy resources would preserve and continue to fund:

- 180 Teacher positions to preserve class sizes
- Instructional time to keep the current number of school days
- Elective programming such as vocational career technical education, music, art, and physical education

Funds subject to accountability measures, including annual audits and School Board oversight.

If approved, this measure would continue the current local option levy of \$1.63 per \$1,000 of assessed value and is estimated to raise approximately \$23,757,196 in 2024-2025, \$24,469,912 in 2025-2026, \$25,204,009 in 2026-2027, \$25,960,130 in 2027-2028, and \$26,738,934 in 2028-2029, for a total of \$126,130,181 over five years.

**CONTRACT AMENDMENT:**  
**MAXIM HEALTHCARE STAFFING SERVICES**

**DISCUSSION/ACTION**  
Agenda Item #10  
June 8, 2023

**SUPERINTENDENT’S RECOMMENDATION:**

Increase the contract amount to \$500,000 for Maxim Healthcare Staffing Services to provide special education paraeducators to temporarily fill current vacancies.

**BACKGROUND:**

In October, at the annual Human Resources report to the Board, staff shared the challenges of hiring classified staff, specifically special education paraeducators. At that time, NCS D partnered with Maxim Healthcare Staffing Agency to fill current special education paraeducator vacancies while continuing to recruit and hire. At the same time, NCS D, like other school districts, has struggled to have enough classified substitutes to fill current vacancies and callouts. Partnering with Maxim has allowed NCS D to temporarily fill special education vacancies with qualified staff, decreasing the disruption to students and classrooms and allowing learning to continue.

To date, the District has spent approximately \$365,000 with Maxim, and we anticipate spending an additional \$125,000 this fiscal year.

**PRESENTER / STAFF CONTACT:**

Michelle Riddell, Executive Director, Human Resources