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

# Agenda

North Clackamas School Board
Thursday, February 27, 2025 6:30 PM
Board Room/YouTube
12400 SE Freeman Way
Milwaukie, OR 97222

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

## OPEN SESSION

| | | |
|---|---|---|
| **8:30** | **7. Policy Revisions - Discussion**<br>Presenter: Tiffany Shireman | **158** |
| **8:35** | **8. Contract Award: Copier Contract - Discussion/Action**<br>Presenter: Matt Makara | **182** |
| **8:40** | **9. Capital Bond Refinance Authorization - Action**<br>Presenter: Matt Makara | **183** |
| **8:45** | **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.



Adopted 6/4/2020

# 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
February 13, 2025
Zoom/YouTube

*Open Session*

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

| | | |
|---|---|---|
| Kathy Wai | - | Chair |
| Mitzi Bauer | - | Director |
| April Dobson | - | Director |
| Paul Kemp | - | Director |
| Tory McVay | - | Director |
| Glenn Wachter | - | Director |
| Shay James | - | Superintendent |
| Donna Collingwood | - | Board Secretary |

Also present were Ivonne Dibblee, Khaliyah Williams-Rodriguez, Michelle Riddell, Teresa Neff-Webster, Patricia Ahrens, Petra Callin, and Matt Makara.

**Community Comments** -

- Nate Sorensen, Happy Valley, spoke about Yondr cell phone pouches.
- Noemi Sarabia-Feria, Milwaukie, spoke about sustainability.

Mitzi Bauer read the Native Land Acknowledgement. April Dobson led the Pledge of Allegiance.

R24/25-41

**Minutes** - Glenn Wachter moved, Tory McVay seconded the motion to approve the minutes of the regular Board Meeting held January 16, 2025.

Motion passed unanimously, 6-0.

R24/25-42

**Minutes** - Tory McVay moved, Mitzi Bauer seconded the motion to approve the minutes of the regular Board Meeting held January 30, 2025.

Motion passed unanimously, 6-0.

R24/25-43

**Consent Agenda** – Mitzi Bauer moved, Glenn Wachter 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 Chief of Human Resources & Business Services:

- Licensed appointment, additional assignment, and terminations

**Clackamas Education Service District Local Service Plan** -

- Approve the Clackamas Education Service District Local Service Plan, authorizing services for 2025-2026.

**Charter School Renewal Requests** -

- Approval of the request for renewal of charter school sponsorship from Clackamas Middle College.
- Approval of the request for renewal of charter school sponsorship from Clackamas Web Academy.

Motion passed unanimously, 6-0.

**Youth Equity Advisory Committee Report** – Chief of Student and Family Services Khaliyah Williams-Rodriguez and College and Career Teacher on Special Assignment Kim Amador introduced students from the Youth Equity Advisory Committee. The students shared their experiences with the School Board. Questions and comments from the Board were addressed.

**North Clackamas Education Association (NCEA) Featured Educator** – NCEA Representative Erin Treece recognized Clackamas High School teacher Taylor Gibson as NCEA Featured Educator for February.

R24/25-44 **Public Schools Week - Proclamation** - Tory McVay moved, Glenn Wachter seconded the motion to adopt the proclamation recognizing February 24-28, 2025 as Public Schools Week in North Clackamas School District.

Motion passed unanimously, 6-0.

**2025-2027 Integrated Grant Application for Student Success - Discussion** – Chief of Student and Family Services Khaliyah Williams-Rodriguez and Director of Integrated Programs Jennifer Dove-Kiltow discussed the 2025-2027 Biennium Integrated Application for submission to the Oregon Department of Education. Questions and comments from the Board were addressed.

**2025-2026 School Calendars - Discussion** – Assistant Superintendent of Education Ivonne Dibblee discussed the 2025-2026 calendar for elementary

and middle/high school levels, including approval to use recess, parent/teacher conferences and staff professional development hours toward the annual instructional hours calculation as allowed by Oregon Administrative Rule (OAR) 581-022-2320.

R24/25-45 **Revision to 2024-25 Organizational Resolution - Discussion/Action** - Tory McVay moved, Mitzi Bauer seconded the motion to approve the revision to the district auditor portion of the 2024-25 Organizational Resolution.

Motion passed unanimously, 6-0.

R24/25-46 **Dedicate Right of Way Property to City of Happy Valley - Discussion/Action** - Mitzi Bauer moved, Glenn Wachter seconded the motion to adopt resolution to dedicate to the City of Happy Valley Right of Way for 162nd Avenue at Scouters Mountain Elementary School.

Motion passed unanimously, 6-0.

R24/25-47 **Dedicate Utility Easement Property to Happy Valley - Discussion/Action** - Mitzi Bauer moved, April Dobson seconded the motion to adopt resolution to dedicate to the City of Happy Valley a Utility Easement for 162nd Avenue at Scouters Mountain Elementary School.

Motion passed unanimously, 6-0.

R24/25-48 **Construction Bid Award: Rex Putnam High School Chiller Replacement Project - Discussion/Action** - Tory McVay moved, Glenn Wachter seconded the motion to approve awarding the the Rex Putnam Chiller Replacement Project to Heinz Mechanical Industries, Inc. for a sum not to exceed $476,326.00.

Motion passed unanimously, 6-0.

R24/25-49 **Construction Bid Award: Rex Putnam High School Roof Repair Project - Discussion/Action** - Mitzi Bauer moved, Tory McVay seconded the motion to approve awarding the the Rex Putnam Roof Repair Project to McDonald & Wetle, Inc. for a sum not to exceed $488,125.00.

Motion passed unanimously, 6-0.

There being no further business, the meeting adjourned at 8:28 p.m.

**Unapproved**

**NORTH CLACKAMAS SCHOOL DISTRICT 12**
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS MEETING
February 22, 2025
Board Room/YouTube

*Work Session*

With due notice having been given and a quorum present, Chair Kathy Wai convened work session at 9:03 a.m. with the following members present:

| | | |
|---|---|---|
| Kathy Wai | - | Chair |
| Jena Benologa | - | Vice Chair |
| Mitzi Bauer | - | Director |
| April Dobson | - | Director (arrived at 10:08 a.m.) |
| Paul Kemp | - | Director (virtual) |
| Tory McVay | - | Director |
| Shay James | - | Superintendent |
| Donna Colingwood | - | Board Secretary |

Also present were Tiffany Shireman, Ivonne Dibblee, Michelle Riddell, Teresa Neff-Webster, Patricia Ahrens, Matt Makara, and Tammy O'Neill.

Special Projects Administrator Cindy Detchon and Senior Director of Capital Projects Ron Stewart were available to answer questions.

**Current and Future Space Utilization** - Special Projects Administrator Cindy Detchon presented information on current and future space utilization. Questions and comments from the Board were addressed.

**Future Capitol Construction Bond Refinancing** – Chief of Operations Teresa Neff- Webster presented information on future capitol construction bond considerations. Questions and comments from the Board were addressed.

**Capitol Construction Bond Refinancing** - Executive Director of Finance and Business Services Matt Makara presented information on capitol construction bond refinancing. Questions and comments from the Board were addressed.

Work Session adjourned at 10:17 a.m.

*Open Session*

Chair Kathy Wai convened open session at 10:18 a.m.

R24/25-50 **<u>Consent Agenda</u>** – Jena Benologa moved, Tory McVay seconded the motion to adopt the consent agenda as recommended:

**Travel Permission Request -**

- Grant permission for 12 students from Sabin-Schellenberg Professional Technical Center to travel to Camp Westwind, February 27-March 2, 2025.

Motion passed unanimously, 6-0.

There being no further business to come before the Board, the meeting adjourned at 10:19 a.m.

**Unapproved**

**2025-2026 SCHOOL CALENDARS** **CONSENT B**

February 27, 2025

**SUPERINTENDENT'S RECOMMENDATION:**
Approval of the 2025-2026 calendar for elementary and middle/high school levels, including approval to use recess, parent/teacher conferences and staff professional development hours toward the annual instructional hours calculation as allowed by Oregon Administrative Rule (OAR) 581-022-2320.

**ORIGINATED BY:**
Per Board Policy IC/ICA, the Board must approve the school year calendar. Under OAR 581-022-2320, each school district shall implement a school calendar which provides its students with a minimum number of instructional hours.

**BUDGET IMPACT:**
These proposed 2025-2026 calendars reflect a full school year, including 193 contract days for members of the North Clackamas Education Association.

**BACKGROUND:**
These proposed 2025-2026 calendars include the following number of days:

| Level | Student Days | Conference Days | Inservice Days | Teacher Work Days | | NCEA Contract Designated Holidays | Total Days |
|---|---|---|---|---|---|---|---|
| | | | | Report Prep Days | General Work Days | | |
| Elementary | 169 | 2 | 4 | 4 | 8 | 6 | 193 |
| Middle School | 174 | 2 | 3 | 4 | 4 | 6 | 193 |
| High School | 174 | 2 | 4 | 4 | 3 | 6 | 193 |

**ATTACHMENTS:**
- Attachment A: 2025-2026 Proposed Licensed Elementary Calendar
- Attachment B: 2025-2026 Proposed Licensed Middle School and High School Calendar
- NCSD Policy IC/ICA

**ANALYSIS:**
The following considerations were applied when developing these calendars and served as filters through which options were developed:

- The calendar is designed to align with District Goals and Objectives related to quality educational services for all students.
- Whenever possible, there is a K-12 alignment of non-contact days for students. Therefore, whenever possible, a family will have children from all levels out of school at the same time and district transportation/nutritional services will be maximized by a minimal number of days with only one or two levels attending school.
- Apply NCSD Equity Lens and consider perspectives of all stakeholders.
- Awareness of other school districts' and higher educational institutions' vacations.
- Consider information regarding cultural and religious holidays and observances that individual schools will use when establishing specific events and communicating.
- Whenever possible, maintain as many full, 5-day weeks of instruction as possible.
- At high school and middle school levels, each grading period includes as close to the same number of days as possible.
- Whenever possible, middle school and high school aligns day 1 and day 2.
- Whenever possible, the placement of teacher work days and in-service days align to the end of grading periods.
- Whenever possible, elementary non-student days will stagger throughout the week to ensure students are not routinely missing the same area of instruction (e.g. PE, music, media/library or wellness).
- Provision of instructional hours that meet or exceed state requirements and are compliant with labor association agreements.

Prior to the presentation of these proposed calendars to the Board, representatives from each employee group (North Clackamas Education Association, Oregon School Employee Association, North Clackamas Administrators' Associations and North Clackamas Confidential Employees) provided feedback on a draft. This feedback meeting also included a review of the considerations above, neighboring school districts' 2025-2026 school calendars, university 2025-2026 calendars, and a multicultural holiday/observances calendar.

Additionally, the proposed calendars were reviewed for alignment to the licensed employee collective bargaining agreement.

Additionally, as a product of previous collective bargaining, a cross-employee group team met throughout the 2023-2024 school year to review multiple calendar models (e.g. four-day instructional week, monthly early release at all levels, year-round/balanced school year). The team studied various models and discussed the advantages/disadvantages of each. This work resulted in a broader understanding of commonly discussed models, identified complexities and tensions that arise when making changes to the school calendar, and provided an opportunity to discuss in depth calendaring ideas that often surface in public schools.

Upon approval by the school district Board of Directors, the 2025-2026 calendars will be shared broadly with the North Clackamas School District community in multiple languages.  School leadership teams will be provided with a comprehensive calendar of multicultural holidays and observances to be mindful of when planning for events at each school and a link to that comprehensive observances calendar will be noted on the published licensed 2025-2026 calendars.

**PRESENTER / STAFF CONTACT:**
Ivonne Dibblee, Assistant Superintendent
Patricia Ahrens, Executive Director of Elementary Programs
Petra Callin, Executive Director of High School Programs

# Elementary Schools
## 2025-26 Licensed Calendar

North Clackamas Schools

First Day of School - September 2
Last Day of School - June 11

6 Holidays
4 Report Preparation Days
12 Teacher Inservice/Work Days
2 Conference Days

169 Student Days
193 Contract Days

### AUGUST

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | ~~T~~ | T | T | T | T | 30 |
| 31 | | | | | | |

Student/Contract Days: 0/5

### SEPTEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | H | △ 2 | 3 | 4 | 5 | 6 |
| 7 | **8** | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

Student/Contract Days: 21/22

### OCTOBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | SC | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | T | |

Student/Contract Days: 21/22

### NOVEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | RP | 4 | 5 | **6** | 7 | 8 |
| 9 | 10 | H | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | **20** | T | 22 |
| 23 | CD | CD | SC | H | SC | 29 |
| 30 | | | | | | |

Student/Contract Days: 12/18

### DECEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | SC | SC | SC | SC | SC | 27 |
| 28 | SC | SC | SC | | | |

Student/Contract Days: 15/15

### JANUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | SC | SC | 3 |
| 4 | T | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | H | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | RP | 31 |

Student/Contract Days: 17/20

### FEBRUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | H | 17 | 18 | 19 | 20 | 21 |
| 22 | T | 24 | 25 | 26 | 27 | 28 |

Student/Contract Days: 18/20

### MARCH

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | SC | SC | SC | SC | SC | 28 |
| 29 | 30 | 31 | | | | |

Student/Contract Days: 17/17

### APRIL

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | RP | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | T | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

Student/Contract Days: 20/22

### MAY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | T | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | H | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

Student/Contract Days: 19/21

### JUNE

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | △ 11 | RP | 13 |
| 14 | ~~T~~ | 16* | 17* | 18* | SC | 20 |
| 21 | 22* | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

Student/Contract Days: 9/11

| | |
|---|---|
| SC | School Closed - Not in Session |
| CD | Conference Day - School Not in Session |
| T | Teacher Inservice/Work Day - School Not in Session |
| RP | Report Preparation - School Not in Session |
| [ ] | End of Grading Period |
| H | Holiday - School Not in Session |
| | Certified First/Last Report Day |
| △ | Student First/Last Day |

**Notes:**

- * = Emergency day in the event of school closure.
- The final calendar is subject to change, due to multiple factors, including bargaining and resources available.
- When planning school, classroom, or community events, be mindful of religious and cultural holidays and observances: https://shorturl.at/crEFY



Board Proposed: 2/13/25

# Middle Schools/High Schools
## 2025-26 Licensed Calendar

North Clackamas Schools

First Day of School - September 2
Last Day of School - June 12

6 Holidays
4 Report Preparation Days
7 Teacher Inservice/Work Days
2 Conference Days

174 Student Days
193 Contract Days

### AUGUST

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | ~~T~~ | T | T | T | T | 30 |
| 31 | | | | | | |

Student/Contract Days: 0/5

### SEPTEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | H | 2 | 3 | 4 | 5 | 6 |
| 7 | **8** | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

Student/Contract Days: 21/22

### OCTOBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | sc | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | [31] | |

Student/Contract Days: 22/22

### NOVEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | RP | 4 | 5 | **6** | 7 | 8 |
| 9 | 10 | H | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | **20** | T | 22 |
| 23 | CD | CD | SC | H | SC | 29 |
| 30 | | | | | | |

Student/Contract Days: 12/18

### DECEMBER

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | SC | SC | SC | SC | SC | 27 |
| 28 | SC | SC | SC | | | |

Student/Contract Days: 15/15

### JANUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | SC | SC | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | H | 20 | 21 | 22 | 23 | 24 |
| 25 | F | F | F | [F] | RP | 31 |

Student/Contract Days: 18/20

### FEBRUARY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | H | 17 | 18 | 19 | 20 | 21 |
| 22 | T | 24 | 25 | 26 | 27 | 28 |

Student/Contract Days: 18/20

### MARCH

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | SC | SC | SC | SC | SC | 28 |
| 29 | 30 | 31 | | | | |

Student/Contract Days: 17/17

### APRIL

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | [10] | 11 |
| 12 | RP | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

Student/Contract Days: 21/22

### MAY

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | H | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

Student/Contract Days: 20/21

### JUNE

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | F | F | F | [F] | 13 |
| 14 | ~~RP~~ | 16* | 17* | 18* | SC | 20 |
| 21 | 22* | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

Student/Contract Days: 10/11

| | |
|---|---|
| SC | School Closed - Not in Session |
| CD | Conference Day - School Not in Session |
| T | Teacher Inservice/Work Day - School Not in Session |
| RP | Report Preparation - School Not in Session |
| [ ] | End of Grading Period |
| H | Holiday - School Not in Session |
| | Certified First/Last Report Day |
| ◯ | College & Career Day |
| F | Finals |
| △ | Student First/Last Day |

**Notes:**

- * = Emergency day in the event of school closure.
- The final calendar is subject to change, due to multiple factors, including bargaining and resources available.
- When planning school, classroom, or community events, be mindful of religious and cultural holidays and observances: https://shorturl.at/crEFY



Board Proposed: 2/13/25

# School Year/School Calendar

The Board will approve the school year calendar for the following year. After Board approval, any modification of the calendar will require Board action.

The calendar will include the number of student days, number of work days for licensed staff and holidays. It will meet state requirements for instructional hours.

Days/hours lost may be made up to insure that the required number of days/hours are met by the district.

END OF POLICY

---

**Legal Reference(s):**

ORS 187.010
ORS 243.650
ORS 332.075(1)(a)
ORS 336.010

OAR 581-022-1620

**Cross Reference(s):**

ID - School Day

**2025-2027 INTEGRATED GRANT APPLICATION FOR STUDENT SUCCESS**

**CONSENT C**
February 27, 2025

**SUPERINTENDENT'S RECOMMENDATION:**
Board Approval of the 2025-2027 Biennium Integrated Application for submission to the Oregon Department of Education.

**ORIGINATED BY:**
Per the Oregon Department of Education, Grant recipients must share and get board approval for their 2025-2027 Integrated Plan at an open public meeting with the opportunity for public comment.

**BUDGET IMPACT/SOURCE OF FUNDS:**
Preliminary allocations* to the North Clackamas School District are:

| **Student Investment Account** | **High School Success** | **Early Literacy Success** | **Early Indicator & Intervention System** | **Federal School Improvement** |
|---|---|---|---|---|
| 2025-26<br>$16,428,293.45 | 2025-26<br>$4,858,552.84 | 2025-2026<br>$1,196,193.99 | 2025-26<br>$47,146.95 | 2025-26<br>$232,617.47 |
| 2026-27<br>$16,428,293.45 | 2026-27<br>$4,858,552.84 | 2026-2027<br>$1,196,193.99 | 2026-27<br>$47,146.95 | 2026-27<br>$232,617.47 |

*Per the Oregon Department of Education: 2025-26 and 2026-27 preliminary allocations have not yet been calculated. Budgets currently hold the 2024-25 allocation amount as a placeholder and rough estimate of future allocations. Allocation amounts within budgets will be updated as they are available.

**BACKGROUND:**
In order to more fully realize the full value and impact of the Student Success Act passed in 2019, the Oregon Department of Education has put together guidance to align nine programs to improve outcomes for students and staff. These nine programs include, Continuous Improvement Planning, Career Connected Learning, High School Success, Student Investment Account, Early Literacy Success, Career Technical Education, Every Day Matters, Federal School Improvement, and Early Indicators and Intervention Systems.

The North Clackamas School District participated in an extensive needs assessment which included a data review and community, staff, student engagement processes. Key themes that emerged from the district's need assessment identified as priorities:

- Class size and caseload reduction
- Providing a well rounded, equitable education, where students see themselves reflected in the staff, curriculum, and instructional practices
- Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups
- Supporting the behavioral and mental health needs of students and families
- Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics

These themes informed the development of the four-year proposal with two-year planning and budgeting for the above-mentioned funds.

The North Clackamas School District four-year Integrated Plan established the following proposed outcomes:

**Class size and caseload reduction**

- Targeted reduced class size and caseload reduction will allow teachers to more readily scaffold for all students while employing more culturally relevant and responsive instruction strategies resulting in improved proficiency in English Language Arts, Math, Science, and increase the number of students in 9th grade on-track.

**Providing a well rounded, equitable education, where students see themselves reflected in the staff, curriculum, and instructional practices.**

- Provide professional development and job embedded coaching in effective reading and culturally relevant practices to increase outcomes for 3rd grade English Language Arts.

- Increase recruitment and retention of a diverse staff that represents our student demographics by providing professional development to administrators to more deeply understand and remove biases and systemic barriers in the hiring process.

**Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups.**

- Providing  extended learning opportunities to close the achievement gap and reduce barriers for focal students we will increase the number of students meeting 3rd grade English Language Arts, 9th Grade On-track, and 4-year graduation rates.

**Supporting the behavioral and mental health needs of students and families.**

- Ensure students' mental health needs are addressed, social emotional, and behavioral needs are met by qualified professionals in schools so as to increase students' sense of belonging, and  increase graduation and attendance rates.

**Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics.**

- Providing ongoing community engagement with opportunities for two-way communication, will create a higher sense of trust and belonging between families, students, and the district.

**ATTACHMENTS:**

- Integrated Planning Narrative Application, 2023-2027

**PRESENTER / STAFF CONTACT:**
Khaliyah Williams-Rodriguez, Chief of Student and Family Services
Jennifer Dove-Kiltow, Director of Integrated Programs

**North Clackamas School District**
**Integrated Grant Application Narrative**
**2023-2027**

## General Information

---

**School District Name:** North Clackamas School District
**Institution ID:** 1924
**Webpage:** **https://www.nclack.k12.or.us/about-ncsd/ode-integrated-grant-application**

**Contact Person**
**Name:** Jennifer Dove-Kiltow
**Email:** kiltowj@nclack.k12.or.us
**Phone Number:** 503-353-5362

***A brief description of your school district***
The North Clackamas School District comprises 32 schools, including traditional, charter, magnet, and bilingual schools, as well as the state's largest professional technical center. The district spans more than 40 square miles serving the communities of Milwaukie, Happy Valley, and many unincorporated parts of Clackamas County.

Featuring close to 17,000 students and more than 2,000 employees, North Clackamas is the 6th largest school district in Oregon and educates a diverse group of students:
25% student's experiencing poverty,
46% students of color,
18% students with disabilities,
24% Ever English Learners,
Over 80 languages are spoken.

North Clackamas' overall High School 4 year graduation rate consistently exceeds the state average by 5%, reaching nearly 87% for the 2023-2024 school year. These results reflect the district's K-12 commitment to educating the whole child, fostering an inclusive learning environment, providing a wide range of career-technical education opportunities, maintaining high academic standards, and offering a variety of educational pathways in the district.

Our mission is “Inspiring graduates who are empowered to act with courage in life and to strengthen local and global communities.” Building on the core values of equity, relationships, integrity, empowerment, and care, North Clackamas School District cultivates an environment where all students and staff members are able to develop and share their gifts, express themselves authentically, and contribute to our diverse community. Every day NCSD works hard on behalf of every student in our care. Every. Single. One.

**Application Narrative**

---

**Plan Summary**

The contents of this application outline the four-year plan for the North Clackamas School District to be submitted to the Oregon Department of Education to operationally align the following state and federal programs:

- High School Success (HSS)
- Student Investment Account within the Student Success Act (SIA)
- Continuous Improvement Planning (CIP)
- Career Connected Learning (CCL)
- Career and Technical Education- Perkins V (CTE)
- Every Day Matters (EDM)
- Early Indicator Intervention Systems (EIIS)
- Early Literacy Success School District Grants (ELSSDG)
- Federal School Improvement (FSI)

Although each of these nine initiatives has historically existed individually, this integration allows planning which better supports the well-being and outcomes of all North Clackamas students with specific attention to our focal student groups. The outcomes and strategies outlined in this plan support the four ODE goals of Equity Advanced, Engaged Community, Well-Rounded Education, and Strengthened Systems and Capacity. In addition, the Oregon Department of Education has identified ten of our schools as Comprehensive School Improvement (CSI) or Targeted School Improvement (TSI). These schools will receive Federal School Improvement Funds. Per ODE, this grant will be included in the Integrated Plan and Budget Template.

The investments outlined in this plan will specifically address the following needs as stated in law for each of the programs. Those needs include:

1. Maintaining class size and caseload reduction.
2. Providing a well-rounded, equitable education where students see themselves reflected in the staff, curriculum, and instructional practices.

3. Increasing students' academic achievement while reducing barriers and academic disparities for focal student groups.
4. Supporting the behavioral and mental health needs of students.
5. Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics.

The North Clackamas School District has had district-wide formative assessments for the last two years. In addition, we are continuing to refine an assessment roadmap which, amongst other things, will determine how often throughout the year we analyze our local metrics. All data will be disaggregated to analyze the progress of focal groups and make adjustments as needed. As of now, our local metrics include:

- YouthTruth (students/family/staff)
- Fastbridge (K-8 Math and Literacy)
- STAR (K-8 Spanish Literacy & Math)
- Curriculum based measures and common assessments
- Oregon State Assessment

In addition to local metrics, we will develop, in partnership with ODE, Longitudinal Growth Performance Targets (LGPTs) for the 5 Common Metrics, which we will look at annually.

- Third-grade reading proficiency rates measured by English Language Arts
- Ninth-grade on-track rates
- Four-year on-time graduation rates
- Five-year completion rates
- Regular Attenders

Throughout this process, it has been extremely important for us to be mindful of the work we have been doing these past three years involving these grant funds. Our data analysis and needs assessment have focused on what is currently working for our students, what we believe to be working but still needs more time to show growth (especially since the pandemic interruption), **and** thinking critically about needs for the future.

**Needs Assessment Summary**

The comprehensive needs assessment process that the North Clackamas School District engaged in was multifaceted and is ongoing. Starting in the fall of 2021 and continuing into the fall of 2022, we invited our community to engage in various opportunities to express their thoughts on what is working and what areas of improvement for the district. Using this information, we dug deeper to find themes and ask questions about identified priority areas. Throughout this process, we paid close attention to our focal groups, providing a variety of different opportunities and ways for them to engage with the district in giving feedback.

Community input was key in our needs assessment process, and we paired that with student outcome data to determine areas of success, need, and gaps. These data sources were analyzed at the school levels, district level, and with a variety of community groups. We looked back at the past seven years to get a more expansive view of the outcomes and to identify trends in the data. This was especially important to us, knowing the huge impact that the pandemic has had on our students. In addition, at the district level and the elementary and secondary levels, we used the SWIFT Fidelity Integrity Assessment (SWIFT-FIA), to examine the current status of district-wide and schoolwide practices.

We took our data to a diverse team of K-12 licensed staff, high school students, community partners, and administrators and led them through a process of analyzing that data for areas of strength to build upon and areas of need, ultimately prioritizing those strengths/needs using our district equity lens as a guide.

Data sources included in different aspects of our Needs Assessment included:

- Student Outcome Metrics (State testing results for ELA/Math/Science, 9th Grade On-Track rates, 4 Year Graduation rates, and Regular Attender rates)
- Percentage of Special Education students and time spent in General Education settings
- Rates of Special Education Identification
- YouthTruth (student/parent/staff)
- Surveys (student/parent/staff)
- ThoughtExchange (parents)
- Listening Sessions (community)
- Interviews (students/parents)
- Focus Groups (parent focal groups)
- Equity Briefs provided by Clackamas ESD
- CTE Student Performance Data
- Regional Community Engagement Reports provided by Clackamas ESD

The combination of qualitative and quantitative data allowed the team to gain a deeper understanding of district needs, with the quantitative data telling us **what** our needs are and the qualitative data helping us understand the **why** behind a need.

Throughout this process, all data was disaggregated as appropriate to ensure the safety of certain focal group members. The use of disaggregated data sets throughout the process allowed participants to make equity-based decisions.

**Application Questions**

(The answers to these questions specifically address the four integrated goals of the Oregon Department of Education.) (250 Words or less per question).

## Equity Advanced

▪ ***What strengths do you see in your district or school in terms of equity and access?***

The North Clackamas School District is a community of learners committed to equity and the success of each student. This commitment means that student success will not be predicted nor predetermined by race, ethnicity, family economics, mobility, language, marital status, gender, sexual orientation, gender identity, disability, initial proficiencies, or religion. The following is a list of the many strengths we see in the North Clackamas School District related to equity and access:

- Translation of documents
- Access to staff who speak languages other than English, bilingual hiring, family liaisons, engagement specialists and/or using interpreters,
- Multiple methods of outreach
- Parent Nights in native languages
- Outreach Coordinators who represent our different focal groups to support parent involvement and access to the schools
- Partnerships with programs that fill a need that our community has voiced, examples include Clackamas Service Center food distribution, Backpack Buddies (weekly food program), and school supply donations
- CARE Programs, providing before and after-school daycare-type programs, available to families at below-market pricing
- Variety of student unions in our high schools, including but not limited to: Black Student Union, Asian American Pacific Islander, Latinx, and LGBTQIA+ Affinity groups
- Equitable grading practices through middle and high school are being established,
- Professional development on race, equity, and inclusion for staff
- Heritage months are recognized and celebrated
- One-to-one technology is provided to all students
- All-staff training and implementation of *Every Student Belongs* for reporting and responding to bias incidents
- Increasing use of restorative justice practices

▪ ***What needs were identified in your district or school in terms of equity and access?***

The following needs were identified in terms of equity and access:

- More tribal-specific events
- Mental health support delivered by providers who are reflective of the focal student populations
- Increased diversity of staff in schools to reflect students and families
- Black Indigenous Person of Color teacher retention
- Equitable grading, specifically the desire for strengths-based feedback and a balance between teacher autonomy and systematic equitable grading systems

- Continue to support staff in equity work so that they can address polarizing issues and engage in culturally relevant and responsive teaching
- Ongoing culturally relevant and responsive professional development and coaching
- Access to high-quality core programming for each student
- Multi-tiered systems of support utilizing data in decision-making to target each student's needs.

▪ ***Upload the equity lens or tool you used to inform and/or clarify your plan & budget. Describe how you used this tool in your planning.***

We used our equity lens in multiple ways throughout the process to plan and inform decision-making. The reflective questions are designed to open conversations where issues can be considered from multiple perspectives and help to check assumptions, biases, and barriers. While planning for our community engagement, we used it to ensure focal groups had opportunities to have their voices heard in inclusive ways. Outreach liaisons were involved in reaching out to families of certain focal groups, and translation and interpretation were available.

Another way we incorporated our equity lens was during our Needs Assessment. We worked to ensure the group was diverse and that focal groups of parents and students could participate. We used the questions to help us identify our areas of strength to build on, as well as our areas of need and potential factors/barriers linked to those areas.

Throughout this process, we asked who we have authentically engaged and how we could engage better, and what systems of oppression might exist within a given situation.
The use of our equity lens helped guide individuals and groups to confront assumptions and biases to eliminate actions, behaviors, and decisions that perpetuate disproportionate outcomes and injustices for students based on their identifying characteristics, especially for those whom the system has historically marginalized or excluded.

We view the use of our equity lens as a continuous reflection of practices and decisions, not a one-time use.

▪ ***Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.***

We expect to see steady academic growth for our students based on the use of funds in our plan. The Outcomes we have identified and are funding are designed to close academic disparities between different groups of students and raise overall academic achievement. Those funds will also support strategies to improve social-emotional health and increase the sense of belonging for students, which we know are critical components that need to be in place so that academic growth can happen. These outcomes are important and will support all students but they are **vital** to the success of our focal student groups.

▪ ***What barriers, risks, or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?***

Barriers that could affect the potential for focal student to meet LPGTs may include:

- Students who continue to feel a lack of engagement based on the fact that we have not provided the appropriate level of culturally relevant academics/support.
- Not meeting the cultural and linguistic needs of our families in key communications regarding their child and their academic progress.
- Lack of use of our equity lens in decision-making processes results in barriers not being removed or new barriers occurring.
- Erosion of the local economy results in housing and food insecurity which increases student mobility rates.
- Societal trends that perpetuate targeted hate, harassment, and discrimination.
- Lack of adaptability within public education and a lack of local decision-making about how to provide an education that responds directly to the interests and needs of today's students.
- Staffing shortages in key areas of public education.
- State guidance regarding the LPGT system changing before the strategies taking hold and evidence of the efficacy.

▪ ***What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?***

The North Clackamas School Board Policies JECBD and JECBD-AR outline the expectations with which we ensure students navigating homelessness rights are being met under Title X. In addition, North Clackamas has a McKinney-Vento (MV) team that works directly with our houseless youth to make sure they have their needs met to stay in school. The MV team collaborates with school social workers and staff to ensure students and their families know of the services available to them as well as their rights. At the beginning of every school year, the MV team provides an information session about McKinney-Vento laws and procedures to school administrators and district staff. The team also keeps information available on the McKinney-Vento information webpage.

**CTE Focus**

▪ ***What strengths do you see in your CTE Programs of Study in terms of equity and access?***

North Clackamas proudly hosts Oregon's largest Career Technical School, Sabin Schellenberg, which offers 18 career and technical pathways. The enrollment at the Sabin-Schellenberg Center reflects the demographics of the North Clackamas School District. All of our high school students can access courses at Sabin Schellenberg, and all students exceeded the CTE target performance overall and for every student group in the 2020-21 school year.

▪ ***What needs were identified in your CTE Programs of Study in terms of equity and access?***

A review of 9th-grade distribution shows that students in Special Education, who are English language learners and historically underserved groups, receive lower grades than the overall group. This is an area for us to examine more to determine what needs there may be for these focal groups of students so that we can close the gap.

▪ ***What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?***

We incorporate multiple strategies to recruit students to our CTE Programs of Study.
Our website hosts SSC Program Tours & Information that includes

- 360° Virtual Tour that has read-aloud, picture dictionary, and translation functionality for over 60 world languages
- Sabin-Schellenberg Course Catalog that is translated into Spanish, Russian, and Vietnamese
- The SSC Promotional Video
- Current School Newsletter and archived editions
- New Student Information
- Current 8th-grade students participate in, in-person tours with a HS student leader as a tour guide.
- Each October, middle school students participate in specific CTE activities, and students learn about CTE options.

In addition, parents of 8th and 9th-grade students in North Clackamas receive an invitation in their preferred language of correspondence using ParentSquare to view the SSC Program Tours & Information page. Our district communications team hosts a "Did you know?" social media campaign for SSC programs. Finally, NCSD counseling teams meet with 8th-grade students during High School Forecasting in February to provide guidance on enrolling in CTE programs.

▪ ***How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?***

Our CTE Programs of Study use the following to ensure equal access and participation:

- Small, focused group tours for Newcomer students
- Pre Scheduling in the student information system for groups such as Structured Learning Center-Academics, Newcomers, and summer camp recruitment groups
- Cohort scheduling for female-identifying students to increase access to Computer Programming & Coding, and Automotive Service Technology programs

## Well-Rounded Education

▪ ***Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).***

All students receive core content and intentional instruction at their level. Some students may also access interventions, special education services, Talented and Gifted, and/or English Language Development.

Elementary students have access to a guaranteed and viable curriculum with a common distribution of time for all Elementary Schools. Everyday Matters Attendance Teams work towards strong daily attendance. Students have the opportunity to learn the academic and social-emotional skills needed to be successful in our changing world. Our dual language schools are designed to increase the academic achievement of English learners while promoting multilingualism and affirming the identities, races, and heritages of students and families.

All Middle School students receive core content instruction daily, with Social studies and Health/PE classes every other day. Math classes use Habits of Mind and Interaction to ensure students understand math concepts, not just procedures. ELA classes use Oregon Writing Project lessons to develop reading and writing skills. Weekly advisory classes teach study skills (AVID-focus) and social skills. Teachers use collaborative talk structures, effective questioning strategies, and meaningful tasks in all subject areas.

High School has a commitment to focus on Equitable Grading and detracking. We offer Advanced Placement in three of our neighborhood high schools and International Baccalaureate in the other. We continue to focus on ensuring equitable participation in our advanced programming and have partnered with Equal Opportunity Schools to ensure access for our historically underserved students. Finally, we provide post-secondary planning in College and Career Readiness 1 and 2 classes at 9th and 11th grade.

▪ ***Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?***

**Elementary**
Elementary-age students, in grades Kindergarten to 5th grade participate in 60 minutes of music instruction per week. Art is integrated into classroom lessons. Partnerships are formed between individual schools and arts-focused organizations, such as Right Brain Initiative Art Partners and/or artists in residence.

**Middle**
All middle school students have elective options in Band, Orchestra, and Choir (BOC) as well as have access to AVID, Engineering, and consumer science. In addition, elective options in the visual arts including, sculpture, drawing, multimedia arts, painting, photography, and media arts are available.

**High**
High school students have the opportunity to engage in advanced and beginning levels of elective courses such as Band, Orchestra, Choir, Digital Photography, Drama/Theater, Drawing/Painting, Ceramics, and Yearbook. In addition, North Clackamas sponsors the Milwaukie Academy of the Arts charter school, which is embedded within Milwaukie High School with classes focused on visual and performing arts.

▪ ***How do you ensure students have access to strong library programs?***

North Clackamas has a K-12 library program that includes research, digital literacy skills and reading engagement strategies. To that end, we ensure students have access to a strong library program in the following ways based on grade level:

**Elementary**
Elementary libraries are staffed by specially trained Media Technicians who develop and maintain collections designed to promote literacy through weekly scheduled library times. These sessions help students learn to effectively use library services and give students the skills needed to integrate information, develop digital literacies, and understand emerging technologies to be safe, ethical, and responsible digital citizens.

**Middle**
Middle school libraries are staffed by trained Media Technicians who develop and maintain collections designed to promote literacy. They collaborate with teachers through scheduled library times to help students learn to effectively use library services and give students the skills needed to integrate information, develop digital literacies, and understand emerging technologies to be safe, ethical, and responsible digital citizens.

**High**
High school libraries are staffed by licensed Teacher Librarians who collaborate with administration and building staff to design and implement lessons and units of study, develop and maintain collections designed to promote literacy and advocate for the school literacy program and its role in the instructional program. Their lessons give students the skills needed to integrate information, develop digital literacies, and understand emerging technologies to be safe, ethical, and responsible digital citizens.

▪ ***How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?***

Research shows that children with healthy eating habits and regular physical activity are more likely to have better academic performance, attendance, self-esteem, and classroom behavior and

lower obesity rates. Time for play, especially in the elementary years, is critical to developing imagination, peer relationships, problem-solving skills, and healthy brain development. We ensure students have adequate time for nutrition, movement, and play according to each level below.

**Elementary**

Students are offered breakfast, regardless of when they arrive at school. Breakfast time is in conjunction with a "soft start" giving students time to settle in before starting academics, allowing students to eat, knowing they won't start their day missing critical academic time. A 20-minute lunch period with 20 minutes of recess is built into the school schedule. Schools incorporate an additional 15 minutes of playtime, which may be structured or unstructured. Additionally, teacher-led movement breaks occur in the classroom throughout the day. Elementary schools in North Clackamas meet the state required 150 minutes of physical education (PE).

**Middle**

Middle school students are offered breakfast and a 30-minute lunch with optional recess at the 15-minute mark. In addition, movement breaks occur in classrooms. Students receive PE every other day (6th grade - full year and 7th/8th - semester).

**High**

Students at the high school level have a 30-minute lunch period and a 7-minute passing time in between each class to provide a movement break. PE classes and other courses that are kinesthetic/hands-on are offered.

▪ ***Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.***

The Habits of Mind and Habits of Interaction and the 7 Next Generation Science Standards (NGSS) Crosscutting Concepts are taught to promote critical thinking and inquiry across all disciplines. We use an Integrated Science & Social Studies model in our elementary schools, where our Academic Language Development is taught and supported during core content for all Kindergarten -5th-grade students. The science curriculum we use has art and engineering connections embedded within each module. Makerspaces are available at some elementary schools.

Students in middle school have opportunities to engage in Engineering electives. Engineering tasks are embedded in NGSS-aligned FOSS, and SEPUP modules and 6th-grade Science and Math are blocked in some schools. There is a district focus on professional development around collaboration, and The Habits of Mind and Habits of Interaction are taught to promote critical thinking and inquiry across all disciplines.

High school students have the opportunity to access a wide range of STEAM electives at both the comprehensive high schools as well as at the Career Technical campus (SSC). SSC has an extensive Maker Space, and after-school clubs and activities, such as the robotics team, are offered. Engineering tasks are embedded in NGSS Physics, NGSS Chemistry, and NGSS Biology courses.

Across our system, NCSD has integrated Oregon's Tribal history/Shared history lessons in all core subject areas that encompass the 9 Essential Understandings, which serve as an introduction to the vast diversity of the Oregon Native American experience, including STEAM concepts.

▪ ***Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.***

The first part of the alignment process focuses on ensuring a guaranteed and viable curriculum by engaging in standards development work. The work includes prioritizing the adopted state standards, identifying success criteria for each standard, developing assessment examples for each standard, and creating a standards map that shows when the prioritized standards are introduced and where students are expected to be proficient. In addition to the standards development process, instructional coaches and teacher leaders have developed instructional models that guide the implementation of the curriculum.

For example, for Kindergarten-12th grade math instruction, teachers use the Math Habits of Mind and Interaction framework to challenge students to deepen their learning towards conceptual understanding, going beyond the lower cognitive demand of procedural fluency. In addition, an assessment framework was developed and is being implemented to guide how student data and assessment are used to inform systems and structures. The framework provides a clear definition of a universal screener and what it is and is not to be used for - this work offers an opportunity to strengthen assessment and data literacy in the district.

▪ ***Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.***

In North Clackamas, we have established the High 5 Instructional Practices to engage and challenge students. The High 5 Instructional Practices include Collaborative Learning, Feedback, Metacognitive Strategies, Setting Goals, and Student Expectations. Across our schools, collaborative talk structures, effective questioning, and meaningful tasks are used across subject areas. In addition, all core subject area teachers receive training on shelter instruction for English learners.

Professional Learning Communities allow teachers to look critically at assessment data which allows teachers to be intentional with instruction and instructional groups. Classroom observations by peers and administrators, focusing on listening to student thinking, support teachers in assessing and developing their students' cognitive routines and intellectual capacity.

▪ ***How will you support, coordinate, and integrate early childhood education programs?***

North Clackamas employs an Early Learning Coordinator who works with early childhood partners and focuses on Kindergarten transitions, early literacy professional development and support, and program alignment with Pre-K providers. Examples of this work:

- NCSD hosts a Preschool -3rd-grade alignment monthly meeting to connect, coordinate and collaborate with early childhood providers and partners within our district catchment area.
- The Early Learning Coordinator participates in the Clackamas County Early Learning Hub and is currently on the Clackamas County Early Learning Hub Governing Council as the Co-Chair.
- Professional development opportunities to support collaborative learning and alignment between our K-2 classroom teachers and community early learning/care providers within the NCSD catchment area.
- A PreK Advisory team composed of district administrators, classroom teachers, specialists, community providers, and partners meet to review early learning research and best practices and inform guidance for developing our own NCSD preschool program.
- Early learning care and preschool programming are aligned with our Kindergarten-2nd grade classroom practices, essential to the successful integration of early childhood education within our system. Professional learning opportunities to better align with early childhood research and best practices include purposeful play, playful inquiry, early literacy, inclusive social-emotional learning, classroom environment, culturally relevant and responsive practices, anti-bias education, and developmentally appropriate practices.
- NCSD continues to support and align practices with our Clackamas Education Service District's Head Start to Success programs within the NCSD buildings.
- Coordinate, support, and align practices through our collaboration with Metropolitan Family Services' Ready, Set, Go program.

▪ **What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?**

**Middle to High:**

- Instituted and continue to build **9th Grade Success Teams**. Core teachers share common students and meet to look at current data to determine who needs support to stay on track.
- **Middle School College & Career Readiness (CCR)**: Lessons taught at each grade level that introduce students to CCR, interest surveys that direct them to optional career paths, etc., with 8th-grade tours to Sabin-Schellenberg, (CTE school) districtwide.
- **College & Career Readiness 1**: Required 9th-grade CCR class. It provides a sense of community for students transitioning to high school, prepares students to succeed in high school, and beyond.
- **Naviance:** CCR Platform for 7-12th grade students; interest surveys that connect them with career and postsecondary pathways, research and apply for college, write SMART goals, and fulfill the requirements of the ODE Plan and Profile.

**High to Postsecondary:**

- **College & Career Readiness 2**: 11th-grade students take CCR 2, which prepares them for postsecondary education and jobs. Students participate in mock interviews with industry professionals, attend a Portland Career Expo, and learn about financial literacy.
- **College & Career Day**: Students attend sessions where they are exposed to different career paths and meet with professionals in different industries. 10th-grade students take PreACT.
- **Portland Workforce Alliance:** Career Days, Careers Expo, Mentorship Programs, mock interviews, and other opportunities for future planning.
- **Other opportunities:** FAFSA and scholarship support; ASPIRE; College and Career Coordinators; college and university campus and visits from representatives.
- Student IEPs contain specific and intentional transition planning and goal setting for students 16 or older.

▪ ***How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards, particularly for focal student groups?***

At elementary, we use an MTSS model to support students. **Tier I** ensures each classroom has access to the core curriculum and focuses on instruction within an evidence-based, scientifically researched core program using high-level engagement strategies. We work in partnership with families and communicate on students' performance. **Tier II and Tier III** small group interventions occur regularly based on a student's specific needs. Tiers are addressed in the classroom and intensifying support with other staff/professionals.

In middle schools, teams primarily focus on behavioral issues. In part, because they are "multi-disciplinary," they look at consistent behaviors across subjects. There isn't a consistent approach to academic intervention (identification, services, monitoring) in our MS program. We need to address this area to create a systemized approach.

Freshmen Success Teams are set up at the high school level to identify and support students who are not on track (using Early Warning Systems data). Students are supported through their teams with skill building during core classes and in after-school study hall. All 9th graders have access to a study hall and College and Career class, and counselors track credits and plan interventions with students, families, and staff focusing on focal students.

Finally, we have a variety of technologies we can use to support students; Dreambox, RazKids, Phonics Program (Sadlier), and Imagine Learning, which specifically support English learners.

▪ **What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?**

At all levels, students exceeding standards may receive accommodations to include inclusively designed, whole group instruction, flexible class grouping, curriculum differentiation,

compacting, teacher facilitation of independent contract work, or other modifications. NCSD identifies Talented and Gifted students using a portfolio of strength-based evidence which examines the student's academic needs. When an **elementary or middle school student** is identified as Talented and Gifted, an Individualized Classroom Plan (ICP) is created. The ICP is written by the classroom teacher, and families have the opportunity to provide input into the differentiated instructional supports outlined in their student's ICP. The ICP outlines any instructional modifications/differentiation necessary to meet the student's documented rate and level of learning in reading and/or math. The ICP is reviewed annually at a minimum and modified as needed to meet the instructional needs of students.

At the high school level, students have opportunities to access a variety of high-quality, rigorous coursework options that support their interests, skills, and passions. We offer AP/IB courses, Dual credit courses, CTE classes; Seal of Biliteracy; after school clubs: i.e, National Honor Societies, Robotics, and Advanced Leadership. AP/IB and dual credit courses are available for 11th and 12th-grade students.

**CTE Focus**

▪ ***How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?***

The College & Career Readiness Scope & Sequence (6-12) helps guide our CTE Program of Study. In addition, we provide the following opportunities to our students to help guide them throughout their time at SSC:

- 6,217 Career Related Learning Experiences (CRLEs) awarded through SSC courses toward meeting the graduation requirement
- College & career day (October 12)
- Portland Workforce Alliance (PWA) Career Days and guest speakers, for example, KGW Studio tour, School of MakeUp, ZGF Architects
- PWA Career Expo - All 11th-grade NCSD students attend
- PWA ACE Mentorship program provides mentorship in Architecture, Construction, and Engineering

▪ ***How are you providing equitable work-based learning experiences for students?***

To reduce the biggest barriers to accessing Work-Based Learning (WBL), time, and transportation, programs offer on-site WBL opportunities during the school day. Examples include:

- School-Based Enterprises in Culinary Arts, Cosmetology and Business & Management,
- Onsite internships in Graphic Design and Agriculture,
- School-day internships in Health Sciences,
- School-day practicum placements and transportation provided in Education,
- Onsite, school-day workplace simulation/technology in Manufacturing & Engineering, Law Enforcement, Broadcasting & Social Media, Architecture & Design, Programming & Coding

- Transportation provided during school day community service at WBL in Forestry
- Transportation, meals, and lodging provided for community service at WBL in Building Construction

▪ ***Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.***

Currently, 12 of our 18 CTE programs have community college articulation agreements. Those agreements are with Clackamas CC, Mt. Hood CC, Lane CC, Portland CC, and Linn-Benton CC. All 18 programs are aligned with a community college as part of the ODE Program of Study approval process. A point of pride for us was in 2021-22 when 1311 High School Students earned 2038 Community College credits through Sabin-Schellenberg Center courses.

▪ ***What activities will you offer to students that will lead to self-sufficiency in identified careers?***

There are Career and Technical Student Organizations and/or student leadership opportunities in each CTE program, such as FFA, DECA, Scrub Club, and Culinary Club. In addition, although not specific to CTE, students can earn the State Seal of Biliteracy at graduation via multiple pathways. These opportunities further students' knowledge in a given field, help to build leadership skills and provide opportunities to participate in competitive events, many of which our students are award winners.

▪ ***How will you prepare CTE participants for non-traditional fields?***

Students have the opportunity to participate in a variety of Career Related Learning Experiences (CRLEs) as well as onsite internships and practicum placements. We offer industry-related field trips and students attend the annual Career Expo. Finally, our Advisory groups provide input and opportunities to students in non-traditional fields.

▪ ***Describe any new CTE Programs of Study to be developed.***

There are no new CTE Programs of Study currently being developed.

***How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?***

We ensure students and families from focal groups learn about CTE offerings in the following ways:

- Information is sent to families using their preferred language via ParentSquare about our Showcase Night event, as well as information regarding individual programs of study.

- There is a virtual tour using Thinglink, available on the Sabin-Schellenberg Professional Technical Center's (SSC) webpage that has the functionality to read aloud text in approximately 80 languages, including English, Russian, Spanish, Vietnamese.
- Course catalogs are available online in English, Russian, Spanish, and Vietnamese languages.
- Every 8th-grade student in NCSD tours SSC during the forecasting season before submitting their course requests.

**Engaged Community**

▪ ***If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?***

Engaging communities is so much more than just informing the public; it requires a level of uncertainty, risk, and an openness to divergent ideas that can make many of us uneasy as educators. Regarding this application process, we began engaging our community in 2021-2022 when we were seeking feedback to use in creating our new strategic plan. The feedback we received helped us narrow our lens when we began seeking feedback as part of this application process.

We find that the best strategies have been face-to-face interaction where dialogue happens in a safe environment established through community agreements and led by a person that reflects the group's demographic. There is so much power in listening. Listening requires protocols and well-trained facilitators to gather feedback to improve our district. We are diligent in ensuring we provide interpreters, food, and childcare to be inclusive and reduce barriers families may have.

As a district, it is imperative that we continue to build trust with our diverse communities. Our actions need to demonstrate that we are actively listening and following through. Virtual platforms for meetings have been a useful tool that came out of the pandemic. We found that hosting both in-person and virtual options helped engage a wider audience, and we can see ourselves continuing to use this to engage families.

▪ ***What relationships and/or partnerships will you cultivate to improve future engagement?***

It should come as no surprise that the Pandemic created barriers that we continue to work towards overcoming when building ongoing and meaningful relationships with families. We believe it is critical to continue seeking new ways to build/strengthen relationships and partnerships. The relationships and/or partnerships we will continue to cultivate to improve future engagement are that of our focal groups; Hispanic/Latino, Native American/Native Alaskan, Native Hawaiian/Pacific Islander, and our Black/African American communities. These focal groups emphasized the need for opportunities to meet regularly. We will continue to work on the following:

- Continue engaging our student groups, such as our Youth Equity Team, and focal group student unions
- Continue to increase the level of trust to engage with all families
- Partner with community culturally specific organizations

To accomplish this, we have district Community Liaisons, Outreach Facilitators, and Engagement Specialists to support and engage the focal groups mentioned above. Their purpose is to be an integral part of the North Clackamas School District by strengthening the connection between families and schools.

Outside of our district efforts, a partnership in our ongoing engagement work that was critical throughout this process was with the Clackamas ESD. They were very supportive in assisting us with data collection/analysis, providing equity briefs and regional data on adjudicated youth and migrant education families. This is an area of support and partnerships that we hope to continue to foster.

▪ ***What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?***

The resources that ODE provided in terms of survey questions and outlines of what community engagement could look like were appreciated. As a district we have worked diligently to engage our community in meaningful and authentic ways. We recognize that while surveys are useful, they often do not provide the deeper, more meaningful insight that we are looking for. ODE can support continuous improvement through ongoing technical assistance and continuing to provide resources that support meaningful and authentic engagement. Funding by ODE to support these efforts is necessary, as is translation/interpretation support for the multiple languages that are not as prevalent in our community but just as critical and relevant.

▪ ***How do you ensure community members and partners experience a safe and welcoming educational environment?***

The North Clackamas School District Strategic Plan helps guide our way in creating a safe, welcoming, **and** affirming educational environment. First and foremost, we work on building trusting relationships with students, families, and the community. While a safe and welcoming educational environment includes the actual facilities, it also speaks to the social and emotional well-being of our staff, students, and families. To do this, we have the following established:

- Social-Emotional curriculum and instruction for students
- Interpretation and Translation services
- Affinity and alliance groups for students at the middle and high school levels
- Cultural and linguistically specific parent groups
- YouthTruth survey for all 3rd-12th grade students, families, and staff

Regarding the safety of facilities, we have made physical improvements over the past several years, installing cameras, a buzzer system at front entrances, staff badges across all departments and levels, and a reunification plan for all schools.

▪ ***If you sponsor a public charter school, describe their participation in the planning and development of your plan.***

District leadership met with charter school administrators to review feedback from community engagement sessions and identify student performance gaps. Charter school students, as a majority, are pulled from within district boundaries. However, charter school students do not mirror the student demographics of the district as a whole. Charter school families and community members were invited to participate in the district-sponsored surveys and sessions. The charter school applications are aligned with the district priorities that emerged from the survey/sessions during the engagement process.

We have signed charter agreements included in the application from: Cascade Heights Public Charter School, Clackamas Middle College, and Milwaukie Academy of the Arts.

▪ ***Who was engaged in any aspect of your planning processes under this guidance?***

▪ Students of color
▪ Students with disabilities
▪ Students who are emerging bilinguals
▪ Students who identify as LGBTQIA+
▪ Students navigating poverty, homelessness, and foster care
▪ Families of students of color
▪ Families of students with disabilities
▪ Families of students who are emerging bilinguals
▪ Families of students who identify as LGBTQIA+
▪ Families of students navigating poverty, homelessness, and foster care
▪ Licensed staff (administrators, teachers, counselors, etc.)
▪ Classified staff
▪ Community-Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
▪ Tribal members (adults and youth)
▪ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
▪ Business community
▪ Regional Educator Networks (RENs)
▪ Migrant Education and McKinney-Vento Coordinators
▪ CTE Regional Coordinators
▪ Early Learning Hubs
▪ Justice Involved Youth
▪ Community leaders

▪ ***How were they engaged?***

▪ Survey(s) or other engagement applications (i.e., Thought Exchange)
▪ Focus group(s)
▪ Community group meeting
▪ Website

▪ Email messages
▪ School board meeting
▪ Partnering with unions
▪ Partnering with community-based partners
▪ Partnering with faith-based organizations
▪ Partnering with business

**Evidence of Engagement**

***You will be asked to upload your top five artifacts of engagement.***

***Top 5 Artifacts***

1. Focal Student Surveys, Listening Sessions & Interviews
    a. Summary of feedback received from our focal students..
2. Environmental Scan Summary (Student/Family/Staff/Focal Groups)
    a. Summary of feedback from strategic planning.
3. Community Surveys, Listening Sessions & Interviews (Parents)
    a. Summary of feedback from parents with specific focal group input.
4. NCEA Survey (Licensed Staff)
    a. Summary of feedback from licensed staff.
5. Community Forum (Students/Families/Community Partners/Staff)
    a. Presentation slides of the community forum when we determined needs and priorities.

▪ ***Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community?***

These artifacts were selected as they show the range of ways we reached out to engage the community. It was important to get feedback district-wide and then narrow down our focus with interviews and survey feedback from specific focal groups. Our students showed interest in engaging in conversation. For example, representatives from our Student Equity Advisory group were a part of the process from beginning to end. Their passion for wanting to make a difference in their school and community at large was evident.

Individual artifacts were chosen for the following reasons:

1. Student Equity Advisory Survey/Interviews
    a. Representative of our focal student groups. Opportunities with this group are ongoing and support two-way communication between the district and students.
2. Environmental Scan Summary
    a. A summary of all of the responses to a district survey completed in partnership with Studer Education to find out what NCSD is doing well and what NCSD can do better.
3. Community Surveys, Listening Sessions, & Interviews (Parents)

    a. These sessions were in-person and/or via electronic input after listening sessions. Interviews were done with interpreters based on linguistic needs.
4. NCEA Survey (Licensed Staff)
    a. This survey went out to our Licensed staff members to identify their priorities specifically in regard to the spending of SIA dollars.
5. Community Forum (Students/Families/Community Partners/Staff)
    a. A group of 50 members included staff, students, parents, community partners, and a school board member who represented our focal groups to determine our areas of strength to grow and our areas of need.

▪ ***Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.***

1. Listening Sessions/Interviews
    a. Listening sessions and interviews were held for parents and students in focal group communities. At those meetings, we discussed what NCSD was doing well and what areas need attention/improvement. We had opportunities for both in-person and virtual meetings based on what communities already had scheduled. For example, our Native American/Native Alaskan parent group met online, while one of our Latinx parent groups met in person at one of our schools. We met with our student groups in a similar fashion. For example, while our Student Equity Advisory group met online, one of our BSU groups met in person at their school. This strategy was used to solicit information as a conversation rather than just a question-and-answer session. The information that we gathered was done on a much more personal level, which allowed students and families to connect and expand on shared topics.
    b. Level-2 Consult
2. Community Forum
    a. This group of 50 people represented different groups from across the NCSD community, including our focal groups, which met on two different occasions as part of our needs assessment. We reviewed both qualitative and quantitative data and determined areas of strength and areas for improvement to make recommendations for funding some of the outcomes and strategies are seen in this plan. Having the voices of such a diverse group, analyzing and discussing data, and then giving input from their lens was an invaluable piece to our planning process.
    b. Level-3 Involve

▪ ***Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.***

1. Survey
    a. Getting staff feedback on the impacts of SIA funding in the classroom was important. We surveyed our licensed staff using specific questions on current

areas of focus in our SIA plan to understand better where they saw the most positive impact on student learning and achievement and where they saw the least impact.

b. Level-2 Consult

2. Community Forum
    a. Staff was an integral part of the Community Forum for our Needs Assessment. We invited licensed staff from across the district representing classroom teachers, special education teachers, music specialists, and Deans of Students, to name just a few groups, to be a part of our Community Forum. This group of approximately 50 people represented different groups from across the NCSD community, including our focal groups met on two occasions as part of our needs assessment. During that time, we reviewed both qualitative and quantitative data and determined areas of strength and areas for improvement to make recommendations for funding some of the outcomes and strategies are seen in this plan. Having the voices of such a diverse group sitting at the same table, analyzing and discussing data, and then giving input, from their lens, about what they wanted for students in North Clackamas was invaluable to our planning process.
    b. Level-3 Involve

▪ ***Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?***

Our community and staff were very clear about the importance of our previous SIA commitment to a focus on class size and caseloads reduction. In both staff and community surveys, they rated this as the #1 need, an area we will continue to keep as part of our overall plan.

At each opportunity to engage with our community and staff, the need for both academic and mental health support post-pandemic was brought to the forefront. Adults are worried about the impacts that the pandemic has had on the children of this community, **and** students interviewed expressed this as a concern for themselves and their peers.

Finally, families want to be engaged in what is going on in their child's classroom/school. They expressed a desire for ongoing, clear communication. Our focal groups of families made it clear that they want the district to engage them in ways that are both culturally and linguistically relevant.

We used this information to create areas of priority in which we grouped our outcomes and strategies under.
Those focus areas are:

- Class size and caseload reduction
- Providing a well-rounded, equitable education where students see themselves reflected in the staff, curriculum, and instructional practices
- Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups

- Supporting the behavioral and mental health needs of students and families
- Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics

**CTE Focus**

▪ ***How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?***

Each CTE program has an advisory whose membership includes representatives from related industries, community colleges, and program alumni. The role of the advisory is to inform the program of new technologies, and industry practices, help prioritize essential content and skills, as well as share and provide pathways from North Clackamas CTE programs into industry.

**Strengthened Systems and Capacity**

▪ **How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?**

Like many other districts, especially post-pandemic, North Clackamas has been challenged by staffing shortages, recruiting, and staff retention.

Recruitment is an ongoing effort. NCSD has a "Grow Your Own Pathways" program which targets and supports our current classified employees who want to further their education to become licensed teachers. We host a Meet and Greet reception with invitations to current NCSD interns, practicum students, and student teachers to introduce prospective employees to the district and provide tips in preparation for interviews. Our Discover North Clackamas Job Fair will be a time for recruitment for all district positions with invitations to college/university partners and community organizations.

To retain teachers, we are conducting culturally specific focus groups to gather narrative information regarding their experiences in North Clackamas. We are also closely looking at EXIT survey data to find trends of areas of strength and growth.

We have heard from our focal groups of students and families how important it is to have staff who are representative of them, and we understand this is a priority. We incorporate culturally responsive interviewing strategies and Bias Awareness training for hiring managers and interview teams. Reviewing historical cohort data by year helps determine if hiring reflects the

demographics of students in the district. Recent data shows that there has been a slight increase in new hire staff of color over last year and although we see this growth, we recognize that we still have much work to do.

▪ ***What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?***

Our continued commitment to our community is to hire staff representative of the students we serve. The Human Resources department can run a staffing report that will tell us which licensed staff are within their first three years of teaching and who is teaching outside of their endorsement area. This is useful when it comes time to hire for open positions as it allows administrators to understand the demographics of their staff better and hire accordingly.

In addition, Title One schools are required each year to notify families of any staff that is not Highly Qualified. Administrators ensure that evaluations are completed annually on either a formal or informal cycle with a probationary staff period of 3 years.

Finally, in conjunction with our teacher's union, we have agreed to language regarding the movement of teachers if an involuntary transfer needs to occur. The intent of this language is to maintain the percentage of staff to students relative to the school's linguistic, racial, or gender demographics.

Even though those efforts exist, this is still an area where North Clackamas will need to continue to focus on and grow.

▪ ***How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?***

Across the district, work is being done to reduce the overuse of discipline practices, which may remove students from the classroom. Instead, we focus on proactive approaches with support services such as mental health therapy, SUD services, social workers, engagement specialists, and community liaisons. The goal is to keep students engaged in school and to develop and utilize effective coping skills that decrease challenging behaviors. The manifestation determination process is utilized for students with disabilities identified through an IEP or 504 plan.

Equity work being done at the elementary level uses a specific lens on disaggregated office discipline referral data for focal groups. Our expulsion process provides opportunities for students to re-integrate/re-engage in learning as an alternative to expulsion.

A secondary-level team meets regularly to align our system better to reduce exclusionary discipline practices. The expulsion process has been adjusted to align with state law and district policy, and with the pilot of restorative practices model for discipline, we anticipate fewer exclusionary practices. School administrators analyze discipline data by student groups, including focal student groups, with ongoing professional development to access that data and act on it.

In addition to many of the interventions listed above, behavior data is part of our Early Warning Systems and is analyzed at all levels by a variety of groups, including whole staff, administrative staff, 9th-grade teams, PLCs, etc. One outcome is that we can identify groups of students who may be disproportionately referred to special education.

▪ ***How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?***

As a district, there is a focus on the district "HI5" High Impact strategies to align our practices from Kindergarten-12th grade. Building administrators deliver district-aligned professional development to teachers on these highly effective instructional practices. Calibrated observers have observed classroom instruction to measure the implementation of High-Impact Instructional Practices based on the research of John Hattie. Collaborative learning was chosen to focus on first because it focuses on student engagement which has been a large need post-pandemic.

In addition to the High-5 practices, data is used to guide professional learning, such as level and school-specific PD sessions. PD at individual school sites is aligned to meet SIP goals and focus on student-aligned data and district goals.

NCSD offers a new teacher mentoring program centered around retaining and supporting new teachers to our district. This allows newly hired teachers to receive strategic support throughout the year. Through our new hire support sessions, teachers attend sessions that match their needs and participate in a Plan-Do-Study-Act cycle focused on identifying and addressing potential classroom inequities. An additional layer of support is provided to our new-to-profession educators. These teachers are assigned a site-based job-alike mentor. The pair works together throughout the school year through weekly mentoring and quarterly observation cycles. Site-based mentors work collaboratively to learn about and continually support our mentees around transformational coaching. This allows the educator to find their voice within their practice as well as receive support to achieve district strategic initiatives.

▪ ***How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?***

Feedback and coaching are multifaceted in North Clackamas. Teacher evaluations use a model of pre-observation meetings, observation with look-fors, and post-observation meetings with feedback from supervisors. New teachers engage in a mentoring program that pairs them with a site-based job-alike mentor. The pair works together throughout the school year through weekly mentoring and quarterly observation cycles. Through a PLC structure, our site-based mentors

work collaboratively to learn about and continually support our mentees around transformational coaching (coaching from beliefs, ways of being, and practice). This type of coaching allows for the educator to find their own voice (internal and external) within their practice as well as receive support to achieve district strategic initiatives.

In addition, to support for new staff, district-level coaches provide content-specific support to teachers district-wide. All instructional coaching embraces the intersectionality of content, standards, and strong instructional practices. In addition, our highest-poverty elementary schools also engage site-based instructional coaching, focusing on model teaching, lesson study, lesson planning, and how to use data to inform instruction.

▪ ***What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?***

NCSD continues to work on creating a consistent and systematic approach for Multi-Tiered Systems of Support across our system. Although we have systems of support in many of our schools, it can look different from building to building and team to team. We recognize that this continues to be an area of need for us.

Many of our teams use a collaborative, evidence-based approach to identify which students are not meeting benchmark expectations based on multiple data sources, including universal screening and diagnostic data. Teams identify student strengths, including their linguistic assets, and match skill needs with targeted interventions. Students are progress monitored to provide accurate, relevant, and timely information to determine if adequate progress is being made. Adjustments are made to ensure each student is receiving the instruction that best matches their needs.

A team approach is very important in supporting students, and parents/caregivers are critical members. Families are invited to be a part of the planning process for supporting students, as well as other specialists such as school counselors, social workers, nurses, and/or engagement specialists.

Our goal is to, first and foremost, ensure students have access to Core instruction with Universal Designed Learning, AVID, and Cooperative Learning strategies. We recognize that some students need additional support through intervention and some may need Special Education services. At the high school level we are intentional about providing credit recovery opportunities for students that may need it and provide access to online resources during the school day and a robust summer program.

▪ ***How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?***

Early childhood to elementary school:

- Translated communication with families with invitations to learn more about school options registration and Kindergarten Orientation.
- Transitions of students with Early Childhood Special Education services to school-age services and supports.
- “Kindergarten Exploration” session for two weeks before the start of school.
- Gradual Entry of Kindergarten students the first week in small groups.
- Strong partnership with The Clackamas ESD; hosting 5 Head Start to Success, 2 Early Childhood Special Education, and 4 Life Enrichment Education Program classrooms.

Transition to middle school:

- 5th-grade students participate in a middle school visitation day.
- Counseling teams at elementary/middle school meet to discuss students who may need additional support during the transition period.
- Middle school counselors visit elementary schools to share elective options and school information.

Transition to high school:

- 8th-grade students visit our CTE campus and experience guided tours that occur prior to forecasting for high school electives to provide students with informed choices before planning their course selections.
- Information shared with students about their own neighborhood high school as well as option schools such as charters and magnet school opportunities.

Transition beyond high school:

- Students meet with their school counselor regularly to ensure steps are taken for preparation after high school.
- Students complete an Extended Application, which includes a clear post-high school plan and applications to colleges/universities, military branches, the workforce, or trade opportunities.
- Prior to senior year, students complete a College and Career course that is targeted to support them as they prepare for life after high school.
- Students who graduate with a non-standard diploma leave with adult transition IEPs so that they may participate in post-secondary experiences with support.

**<u>TRAVEL PERMISSION REQUEST</u>** **CONSENT D**

Adrienne C. Nelson High School Dance Team February 27, 2025

**SUPERINTENDENT'S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

Adrienne C. Nelson High School is requesting permission for 8 students and 2 chaperones to travel to Long Beach, California to compete in the USA Dance Nationals, March 13-17, 2025. The trip will cost approximately $1,776.78 per person to be funded by Snap Raise, Kids Clinics, and cookie dough fundraisers.

**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

Received 1/25/25 RN

North Clackamas Schools

# 2024-2025 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: Hawks Dance Team

Dates of travel: 3/13/25-3/17/25 Initiator: Coach Meredith Holman

Destination: Long Beach, California Application date: 10/10/24

Number of nights of overnight stay: 4 Time of departure: 7:05am

Number of school days students will miss: 3

Rationale for missed school days:

We need 1 day for travel and practice (Thursday), 1 day for Solo/Duet Competition (Friday), and 1 day for Disney and traveling home (Monday)

Number of students: 0 male 8 female Number of chaperones: 0 male 2 female

Background checks will be completed and verified on all chaperones. Background checks must be submitted every three years. Gender ratio of students should be reflected in chaperones.

***Person verifying background checks will be:*** Melissa Minto ***Initial here when completed:*** MM

Purpose of travel:

Our team will be competing at the West Coast Elite Dance Team Nationals. We have 4 solos, 2 duets, and 3 group routines to compete. This competition allows for us to compete several entries and possibly advance to finals.

What plans have been made for school make-up work when trip requires students miss school?

The student athletes will be informing their teachers at the beginning of the second semester of the dates of this trip. They will be diligent with completing their work in the months and weeks before the trip. Any tests, quizzes, essays, or projects due on the Thursday, Friday, or Monday of our trip will be completed or turned in before we depart.

What specific responsibilities have been assigned to the chaperones?

The 2 chaperones will be Coach Meredith and Coach Makenna. We will be doing head counts throughout the entire trip and make sure we are together as a group. Meredith and Makenna will be supervising the flights, keeping track of expenses, leading practices, adhere to our schedule, make sure the team is getting proper rest, and checking in with families. We will be renting a van and Meredith will be driving the team to our various destinations.

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

**Expenses (per student)**

1. Transportation $ 524
2. Lodging (no home stays) $ 325
3. Meals $ 257.78
4. Fees/Event Expense $ 291.11
5. Other $ 378.89

   Description of other expenses: Disneyland 2 day pass

6. **Total cost per student (total lines 1 through 5: $** 1776.78
7. # of chaperones 2
8. # of students 8
9. **Total # of students + chaperones** 10
10. **Total cost of participation (Line 6 x Line 9: $** 17,767.80
11. Substitute Teachers: (rates are effective 2023-2024)
    a. _# Full-Day Substitute(s) x_ # of Days @ $302.95 = $ -
    b. _# Half-Day Substitute(s) x_ # of Days @ $151.48 = $ -
    c. **Total Sub Cost $-**

**TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.): $** 17,767.80

**Funding**

1. Current school account balance: $20,000
2. Amount of fund balance allocated for this trip: $18,000
3. Projected fundraising income*: 12,400
4. Projected contributions (donations)*: 5,000
5. OUT OF POCKET (per student): $0

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): $ 17,767.80

*Describe projected fund-raising activities and contributions:

Business Sponsors: $5,000, SnapRaise $6,400, Kids Clinics $5,000 ($3,000 completed, $1,000 projected), Cookie Dough $1,000

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

**Section III – Transportation and Lodging Information**

Transportation:

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

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

Name of minibus Driver(s): _____

_____

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

Number of miles round trip: _____

*Drivers of rental vehicles must be approved via the District's driver certification process. Contact Risk Management to complete the certification process (allowing a minimum of two weeks for processing with the State DMV).

Name of rental vehicle Driver(s): Meredith Holman

_____

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

Parents will drop off students at PDX in their own vehicles. We will rent a 12 passenger van in Long Beach from Budget.

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):

Rental house from Booking.com
109 Geneva Walk
Long Beach, CA 90803
4 Bedrooms

**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.

Meredith Holman — 10/10/24

Trip Leader Signature — Date

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

The following attachments must accompany this application:

- [x] 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.
- [x] Copy of Permission Release Forms and Emergency Information
- [x] 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.)

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

**Section VI – Approval**

Principal Level: [x] Approved [ ] Denied — Dana Cappalucci — 1/23/25

Principal — Date

District Level: [x] Approved [ ] Denied — 1/30/25

Executive Director of Elementary/Secondary — Date

Date of Board Approval: _____

# Adrienne C. Nelson High School
# Hawks Dance Team
# West Coast Elite Nationals 2025 Trip Schedule
# Thursday, March 13, 2025 - Monday, March 17, 2025

Competition Address:
Long Beach Convention Center
300 E. Ocean Blvd.
Long Beach, CA 90802

House Address:
109 Geneva Walk
Long Beach, CA

Disneyland Address:
1313 Disneyland Dr.
Anaheim, CA 92802

<u>Thursday, March 13</u>

| | |
|---|---|
| 4:45am | Team and Coaches meet at Portland International Airport (PDX) |
| 7:05 | Southwest Flight 4695/2626 departs, one stop at SJC |
| 12:25pm | Flight lands at Long Beach Airport (LGB) |
| 1:00 | Pick up rental van for 11 passengers |
| 1:00-2:30 | Restaurant lunch in Long Beach |
| 2:30-2:45 | Drive to rental house |
| 2:45-4:00 | Arrive at rental house and get settled |
| 4:00-6:00 | Team practice: warm up, stretch, go over solos, duets, and group routines |
| 6:00-7:00 | Take out dinner delivered |
| 7:00-8:00 | Drive to beach and watch sunset |
| 8:00-8:15 | Team meeting |
| 8:15-8:30 | Get ready for bed |
| 9:00 | Lights out |

<u>Friday, March 14</u>

| | |
|---|---|
| 5:30am | Wake up |
| 5:30-6:30 | Breakfast, pack for competition day |
| 6:30 | Depart for Long Beach Convention Center |
| 6:45 | Arrive at Long Beach Convention Center and park |
| 7:00 | Check in to competition |
| 7:00-8:00 | Hair, makeup, and costumes for solos and duets |
| 8:00 | Competition begins |
| | *Solos*: *Duets*: |

| | |
|---|---|
| 8am-8pm | Competition at Convention Center<br>Warm Up<br>Practice solos and duets Perform<br>solos and duets<br>Watch competition<br>Eat lunch<br>Eat dinner |
| 8:00-8:30 | Pack and return to house |
| 8:30-9:15 | Free time at the house |
| 9:15-9:30 | Team meeting |
| 9:30 | Lights out |

Saturday, March 15

| | |
|---|---|
| 5:30am | Wake up |
| 5:30-6:30 | Breakfast, pack for competition day |
| 6:30 | Depart for Long Beach Convention Center |
| 6:45 | Arrive at Long Beach Convention Center and park |
| 7:00 | Check in to competition |
| 7:00-8:00 | Hair, makeup, and costumes for group routines |
| 8am-5pm | Competition begins for Small Contemporary, Small Pom, and Small Jazz |
| 5:00-5:30 | Pack and return to house |
| 5:30-6:30 | Get ready for dinner |
| 6:30-8:30 | Go out to dinner |
| 8:30-9:15 | Free time at the house |
| 9:15-9:30 | Team meeting |
| 9:30 | Lights out |

Sunday, March 16

| | |
|---|---|
| 6:00 | Wake up |
| 6:00-7:00 | Breakfast, get ready for the day |
| 7:00 | Depart for California Adventure |
| 7:00-8:00 | Drive to California Adventure, park, go through security |
| 8:00-2:00 | Enjoy California Adventure as a team |
| 2:00-2:30 | Drive from California Adventure to house |
| 2:30-3:30 | Get ready and pack for Finals and Gala |
| 3:30 | Depart for Long Beach Convention Center |
| 3:45 | Arrive at Long Beach Convention Center and park |
| 4:00 | Check in at competition |
| 4:00-5:00 | Hair, makeup, and costumes for Finals competition |

| | |
|---|---|
| 5:00-11:00 | Finals Competition and Closing Gala |
| 11:00-11:30 | Pack and return to house |
| 11:30-12:00 | Get ready for bed |
| 12:00 | Lights out |

Monday, March 17

| | |
|---|---|
| 7:00 | Wake up |
| 7:00-8:00 | Breakfast, get ready for the day, check out of house |
| 8:00 | Depart for Disneyland |
| 8:00-9:00 | Drive to Disneyland, park, go through security |
| 9:00-2:30 | Enjoy Disneyland as a team |
| 3:00-3:30 | Drive to airport |
| 3:30 | Return rental van |
| 4:00 | Check in for flight |
| 6:10 | Southwest Flight 4003/3629 departs, one stop in OAK |
| 10:25 | Arrival at PDX |
| 10:30-11:00 | Pick up bags, check out dancer to families at airport |

**PROCLAMATION:** **ACTION**
**CLASSIFIED EMPLOYEE APPRECIATION WEEK** Agenda Item #1
February 27, 2025

**BOARD CONSIDERATION:**
Adopt the proclamation declaring March 3-7, 2025, as “Classified Employee Appreciation Week'' in North Clackamas School District.

**ORIGINATED BY:**
This is the district’s annual recognition and appreciation of classified employees.

**BACKGROUND:**
Classified Employee Appreciation Week in North Clackamas School District has been scheduled to coincide with the week announced by the Oregon School Employees Association. March 3-7, 2025, is this year’s opportunity to honor the essential work that classified school employees do. The focus for this proclamation in the North Clackamas School District is to recognize that fact.

**ATTACHMENTS:**
Proclamation

**PRESENTER:**
Kathy Wai, Board Chair

# Classified Employee Appreciation Week

in

North Clackamas School District

WHEREAS, the education of youth is essential to the future of our community, state, country and world; and

WHEREAS, classified employees are the backbone of our public education system; and

WHEREAS, classified employees work directly with students, educators, parents, volunteers, business partners and community members; and

WHEREAS, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and instructional support of students; and

WHEREAS, our community depends upon and trusts classified employees to serve students; and

WHEREAS, classified employees, with their diverse talents and true dedication, nurture students throughout their school years.

NOW, THEREFORE BE IT RESOLVED that the North Clackamas Board of Directors proclaims the week of March 3-7, 2025, to be Classified Employee Appreciation Week in the North Clackamas School District; and

BE IT FURTHER RESOLVED that the North Clackamas Board of Directors strongly encourages all members of our community to join in this observance recognizing the dedication and hard work of these individuals.

Adopted this 27th day of February, 2025

Signed:

_____

Chair, Kathy Wai, School District Board of Directors

**PROCLAMATION:**
**WOMEN'S HISTORY MONTH**

**ACTION**
Agenda Item #2
February 27, 2025

**BOARD CONSIDERATION:**
Adopt the proclamation recognizing March 2025 as Women's History Month in North Clackamas School District.

**ORIGINATED BY:**
This is an annual agenda item.

**BACKGROUND:**
Women's History Month in March celebrates American women of every race, class, and ethnic background that have made historic contributions to the growth and strength of our Nation. Since 1995, Presidents have issued annual proclamations for Women's History Month.

The National Women's History Alliance has identified this year's Women's History Theme: *Moving Forward Together! Women Educating & Inspiring Generations.*

**ATTACHMENTS:**
Proclamation

**PRESENTER:**
Kathy Wai, Board Chair

# Women's History Month

in

North Clackamas School District

WHEREAS, women of every race, class, and ethnic background have made historic contributions to the growth and strength of our Nation in countless recorded and unrecorded ways;

WHEREAS, women have played and continue to play critical economic, cultural, and social role in every sphere of the life of the Nation;

WHEREAS, women have played a unique role throughout the history of the Nation by providing the majority of the volunteer labor force of the Nation;

WHEREAS, women were particularly important in the establishment of early charitable, philanthropic, and cultural institutions in our Nation;

WHEREAS, women of every race, class, and ethnic background served as early leaders in the forefront of every major progressive social change movement;

WHEREAS, women have served our country courageously in the military;

WHEREAS, women have been leaders, not only in securing their own rights of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the labor movement, the civil rights movement, and other movements; and;

WHEREAS, despite these contributions, the role of women in history has been consistently overlooked and undervalued, in the literature, teaching and study of American history:

NOW, THEREFORE, BE IT RESOLVED that the North Clackamas School District hereby proclaims that March is designated as "Women's History Month."

Adopted this 27th day of February, 2025.

Signed:

_____

Chair, Kathy Wai, School District Board of Directors

**SCHOOL ATTENDANCE** **REPORT**

Agenda Item #4
February 27, 2025

**BOARD PRESENTATION:**
This report will provide an overview of current trends, patterns, and the overall student experience of school attendance within the North Clackamas School District.

**BACKGROUND**:
School attendance is often a powerful predictor of student achievement and success.

Chronic absence — missing 10% or more of school days due to absence for any reason can translate into students having difficulty learning to read by the third-grade, achieving in middle school, and graduating from high school.

Discussing school attendance is vital for ensuring students have the best possible opportunity to succeed academically, socially, and emotionally. It allows for early intervention, fosters a sense of responsibility, and prepares students for future success.

**ATTACHMENTS**:
Attendance.School Board Presentation.February 2025

**PRESENTER / STAFF CONTACT:**
Khaliyah Williams-Rodríguez, Chief · Student and Family Services
Kelli Rhea, Associate Director · Elementary Programs
Jeremy Cohen, Associate Director · Secondary Programs
Ryan Richardson, Associate Director · Secondary Programs

North Clackamas Schools

# School Attendance

February 27, 2025

# NCSD Strategic Points

NCSD

# Core Values

Equity

Relationships

Integrity

Empowerment

Care

# Outcomes for today

- What we know
- Successes
- Opportunities
- Recommendations and Strategies

# School attendance is a powerful predictor of student success

# Removal of Class C Violations for Irregular Attendance

**The 2021 Oregon legislative session passed Senate Bill 817, which changed a statute to end the practice of referring families to the judicial system for irregular attendance in public schools and districts.**

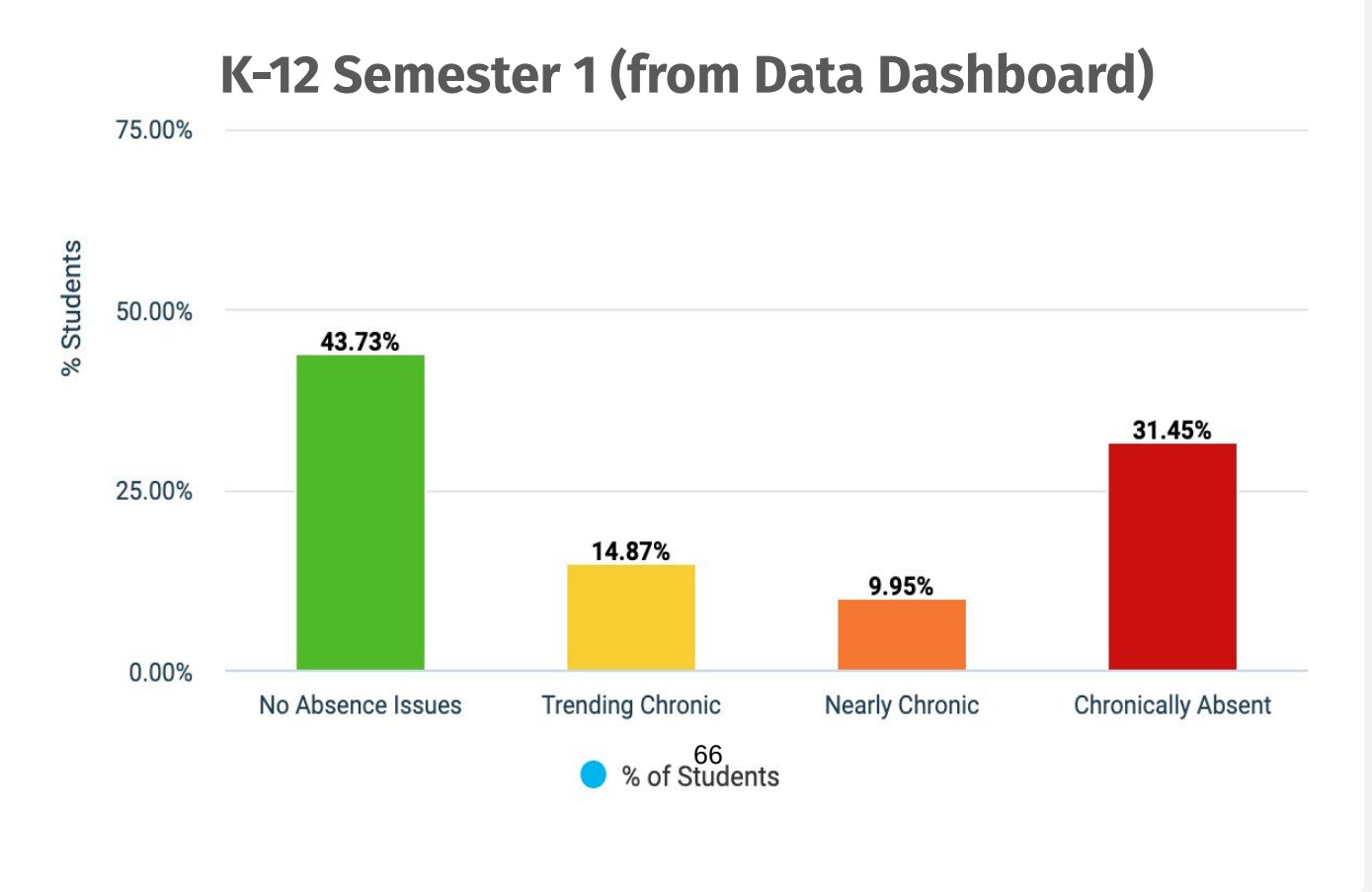
The bill was sponsored by the Committee on Judiciary and Ballot Measure 110 Implementation, and is related to monetary obligations arising out of juvenile delinquency matters. The law went into effect on September 25, 2021. ODE has been working with the Oregon School Boards Association (OSBA) and the Coalition of Oregon School Administrators (COSA) to offer guidance and support to schools and districts to implement this change.

Attendance is about documentation, enrollment, and safety. The tracking of attendance is not intended for discipline. Our ODE reporting requirement is limited to days present and days absent, there is no distinction between excused or not excused.

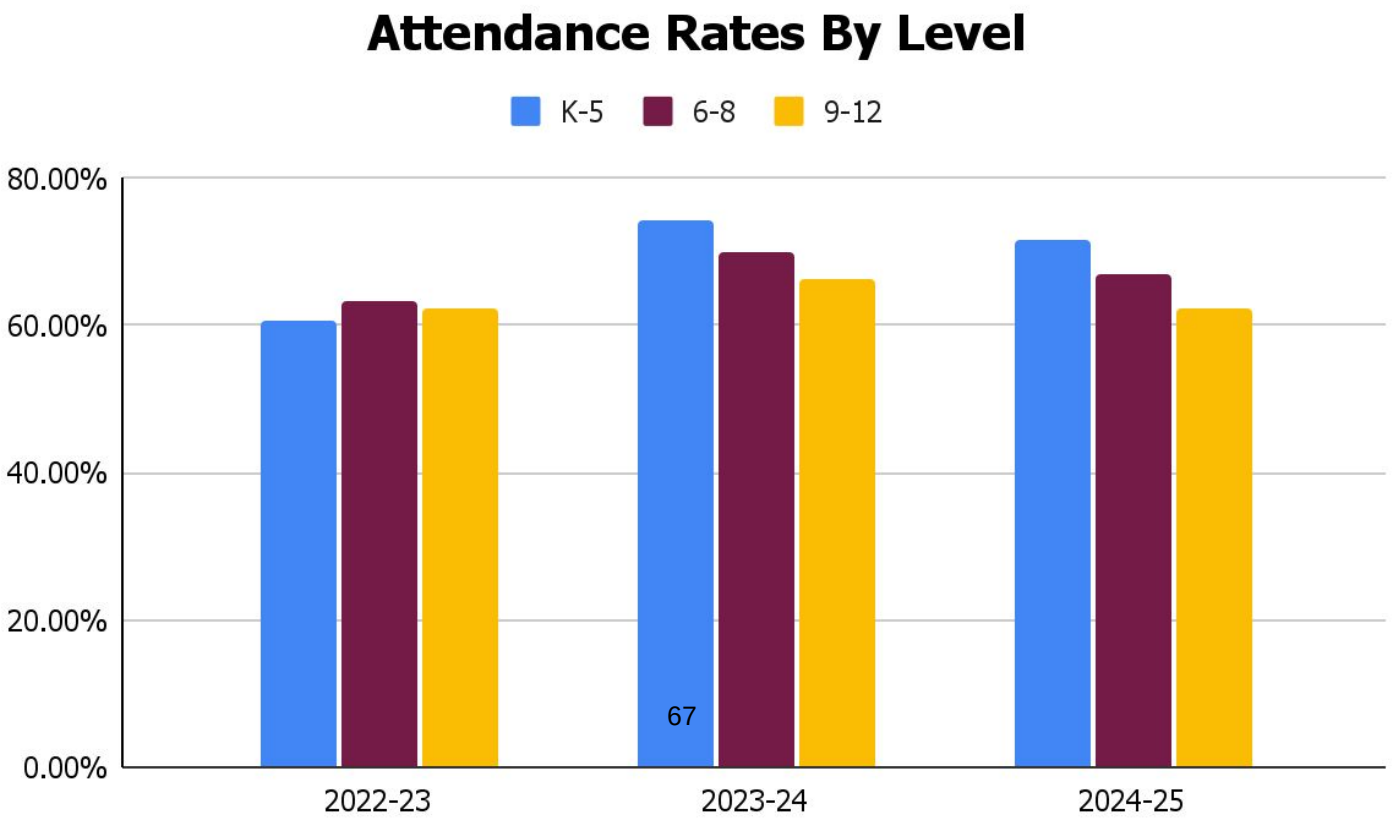
# Attendance Definitions

- ❑ Chronic Absenteeism
- ❑ Verified Absences
- ❑ Unverified Absences
- ❑ Other Reasons
  - Sick
  - Out of school suspension

# What We Know


K-12 Semester 1 (from Data Dashboard)
75.00%
50.00%
25.00%
0.00%
% Students
43.73%
14.87%
9.95%
31.45%
No Absence Issues
Trending Chronic
Nearly Chronic
Chronically Absent
% of Students

# What We Know


Attendance Rates By Level
K-5
6-8
9-12
80.00%
60.00%
40.00%
20.00%
0.00%
67
2022-23
2023-24
2024-25

# Successes

# Elementary Schools

**Warm Welcomes for Every Student** – Staff practice warm welcomes, no matter what time a student arrives, reinforcing that every child is valued and belongs.

**Building Relationships, One Family at a Time** – Focused efforts on individual family partnerships lead to improved attendance and help students develop the habits needed for regular school participation.

**Data-Driven Decision-Making** – School teams have increased their use of the data dashboard to track attendance trends, identify needs, and implement targeted interventions, ensuring better support for students and families.

# Middle Schools

**Team Based Schedules:** Middle schools schedule students into “teams” that share students in the 3 core/daily classes.  This allows the team to problem-solve students that have lagging attendance.

**Data Dashboard:** Because students have 5 teachers each day, the dashboard has allowed us to see students who miss whole days more easily.

**Attendance “button” on ParentVue:** We added an easy-to-use way for families to report absences.

# High Schools

**9th Grade Teams** – Teams of teachers discuss how to support students by name. This measure works towards increasing a sense of belonging.

**Staffing** – Social workers, deans, and school district partners (e.g., Stronger Oregon) collaborate to address chronic absenteeism and solutions that are unique to each situation.

**High School Success Network** - A team of leaders collaborate with other districts in Clackamas County to support best practices through a partnership with our ESD.

# Milwaukie and Gladstone students show increased attendance rates

Gladstone School District and the North Clackamas School District receive annual report cards

**Increase of 6% in regular attenders**
**2022 - 2023 to 2023 - 2024**

# Opportunities

# Multi Tiered Systems of Support

## MTSS depends on a few essential features–

- TIERs (levels)
- SUPPORT (interventions)
- CRITERIA (decision rules)

# Chronic Absence: Root Causes

**Reasons for absences typically fall into four broad categories**

| Barriers "Can't Go" | Aversion "Won't Go" | Myths "Don't Go" | Disengagement "Why Go?" |
|---|---|---|---|
| Lack of access to healthcare | Bullying | Only a problem if unexcused | Lack of engaging instruction |
| Transportation Issues | Institutional racism | Sporadic Absences are ok (vs. consecutive) | Lack of positive relationships at school |
| No safe path to school | Unidentified/ unsupported learning disability | Attendance only matters in older grades | Poor school climate |
| Trauma and mental health | More families working from home, flexibility to allow child to stay home | Parents didn't go and they're fine | Culturally unique priorities |
| Lack of adult support in morning routine | Feel alienated by large institutions | Mental Health days, missing school as self care | Belief that submitting work online is the same as being there |
| Exclusionary discipline | Fear (shootings, immigration, Covid exposure, culture wars) | Confusion around "too sick for school" | Family obligations outweigh the need to be at school |
| Chronic Illness | | | |

# What we are doing - Tier 1

## Universal strategies for all students

| Intervention | Can't | Won't | Don't | Why |
|---|---|---|---|---|
| Creating positive school climate (social emotional learning, warm welcomes, phone free spaces, and class circles) | | x | | |
| Engaging Instruction (High Impact Instructional Strategies) | | | x | x |
| Creating clear expectations and definitions (verified vs. excused) | | | x | x |
| Regular Communication to Family and Community | | | x | x |
| School Teams of educators (grade level teams, professional learning communities, and leadership teams) | x | x | x | x |
| School teams of students (Affinity, Alliance, Clubs, and Student Unions) | | x | | |
| Access to health care (vision and dental screenings) | x | | | |
| Real time attendance data (data dashboard) | x | x | x | x |

# What we are doing - Tier 2

## Targeted Support for Some Students

| Intervention | Can't | Won't | Don't | Why |
|---|---|---|---|---|
| Targeted team structures (Attendance, 9th Grade On Track, Grade Level, CARE, Climate) | | x | x | x |
| High School Success Network (through CESD) | x | x | x | x |
| Communication with individual families | x | x | x | x |
| Goal setting and incentive programs | | x | | x |
| Provide families with resources (Wichita, Backpack Buddies) | x | | | |
| Check-In with trusted adult | | x | x | x |
| Student Based Health Centers and on site Substance Use Disorder support | x | | | |
| Alternatives to exclusionary discipline | x | | | |

# What we are doing - Tier 3

## Individualized Support for a Few Students = Tier 1 and 2 (Intensity + Frequency)

| Intervention | Can't | Won't | Don't | Why |
|---|---|---|---|---|
| Increase additional resources and support | | x | | |
| Goal setting and incentive Programs | | | x | x |
| Home visits | | | x | x |
| Expand school teams to include central office team and county level supports | | | x | x |
| Access to social worker | x | x | x | x |
| Referrals to Mental Health Agencies | x | x | x | x |

# Recommendations and Strategies toward Improvement

# Educational Equity Advisory Committee

## Successes

- There is an attempt to build school-wide systems and structures to support students with attendance (use of a common language, set intentions, campaign of *Everyday matters*, student dashboard).
- Emphasizes the need to adopt proactive and positive behavior management strategies for attendance.
- Identifies ways for educators to implement best practices for student engagement to support attendance.

## Opportunities

- Parent/guardian communication for any missed class time (e.g., personal calls vs. electronic messages).
- How do students see the value in their learning? What are the adult relationships and connections within the schools?
- Passing between classroom periods and distance between classes creates anxiety for some students. This is often how we see somatic complaints during the lesson (e.g., increased need to go to the bathroom, disengagement).

## Recommendations

- How can our discipline procedures include restorative justice and repair?
- Give students the option to step out for a quick mental health break without consequences or a stigma.
- Consider social, emotional, academic, community and familial factors and structures. Identify patterns of attendance early and recognize that all efforts are important.
- Conduct student empathy interviews to understand why students may not be attending school consistently.

# Recommendations and Strategies

- ❑ Coordinate a district-wide informational campaign
- ❑ Conduct empathy interviews with students
- ❑ Increase the use of school-based teams
- ❑ Continue partnership with the High School Success Network through the Clackamas ESD
- ❑ Continue to address barriers to attendance

  (access to child care, family engagement, mental health support, reduce exclusionary discipline practices, use of student voice about school climate)

North Clackamas Schools

# Discussion

**QUARTERLY FINANCIAL REPORT** **REPORT**

Agenda Item #5
February 27, 2025

**SUPERINTENDENT'S RECOMMENDATION:**
Information presented for review and discussion. In accordance with NCSD Policy DFA and DFA-AR Investment of Funds, attached is the quarterly report containing information about the investment portfolio as of December 31, 2024.

**BACKGROUND:**
**Financial Highlights:**
The 2024-25 General Fund ending balance is projected to be approximately $72.5 million, or 20.77% of revenues and $12.6 million less than the prior year. The district is currently in a stable financial position as it continues this fiscal year due to current level of reserves, steady enrollment, and the vital support of our community in maintaining class sizes with the local option levy.

The 2023-24 ending fund balance becomes the 2024-25 beginning fund balance. The beginning fund balance on the attached Quarterly Financial Report has been adjusted to reflect the fund balance changes between the Budget, which was the best estimate during the budget development process in the spring, and the final audited amount. The projected ending fund balance for 2024-25 continues to be above the Board required minimum.

**Notes:**
No adjustments to forecasted revenues or expenses have been made at this at this time. However, some activities that are not yet certain, which may impact the forecast in the next quarterly presentation are:

1) Potential for the routine impact of unfilled positions on Salary and Benefit expenses.
2) Potential for increased Investment Income
3) Possible support for deferred maintenance on facilities, technology infrastructure, and PERS mitigation.
4) Changes in student enrollment and other factors which impact State School Fund support.

**Investment Report:**
Investment of Funds is outlined in NCSD Policy DFA, requiring quarterly investment information reporting to the Board. The Local Government Investment Pool (LGIP) is one of the primary institutions used for district investments, which typically produces the highest interest rate for short-term investments. The current interest rate is .55% as of December 31, 2024.

In accordance with NCSD Policy DFA and DFA-AR Investment of Funds, attached is the quarterly report containing information about the investment portfolio as of December 31, 2024.

The Investment Portfolio Summary report is a summary of all fixed income investments, the LGIP, bank checking accounts and bank "money market" account balances. The combined portfolio contained $235.2 million at a weighted average nominal rate of return of 0.16%. This report recaps the percentage of the portfolio invested in each category (i.e. US Government Treasury investments, US Government Agency investments, Corporate Notes) and compares to policy percentage restrictions. As of December 31, 2024 all categories were in compliance with Board Policy. This report also provides the weighted average yield by issuer.

The Investments by Fund and Maturity Date attachment lists the details on each fixed income investment subtotaled by Fund as required by Board Policy.

**ATTACHMENTS:**
Quarterly Financial Report
Investment Portfolio Summary
Investments by Fund and Maturity Date

**PRESENTER / STAFF CONTACT:**
Matt Makara, Executive Director of Finance and Business Services

# North Clackamas School District No. 12
# Quarterly Financial Report
# General Fund
# For the Period Ended December 31, 2024

| | Budget | 2024 - 2025 Activity | | | |
|---|---|---|---|---|---|
| | Adopted Budget 2024-25 | YTD Actuals Through 12-31-2024 | Encumbrances Through 12-31-2024 | Actuals Including Encumbrances | Forecast Through 6-30-2025 |
| **REVENUES:** | | | | | |
| Beginning Fund Balance (BFB) | $ 58,237,027 | $ 85,057,046 | $ - | $ 85,057,046 | $ 85,057,046 |
| State School Fund: | | | | | |
| State Funds | 139,562,307 | 93,528,749 | - | 93,528,749 | 139,562,307 |
| Property Taxes | 86,040,933 | 76,327,351 | - | 76,327,351 | 86,040,933 |
| Local Option Levy | 24,093,939 | 23,081,097 | - | 23,081,097 | 24,093,939 |
| Common School Fund | 1,951,011 | 1,180,704 | - | 1,180,704 | 1,951,011 |
| High Cost Disability Grant | 1,800,000 | - | - | - | 1,800,000 |
| Investment Earnings | 2,575,000 | 1,179,841 | - | 1,179,841 | 2,575,000 |
| Intermediate Sources-CESD | 2,920,320 | 43,929 | - | 43,929 | 2,920,320 |
| Other Services and Fees | 4,987,073 | 1,603,254 | - | 1,603,254 | 4,987,073 |
| Transfers-in | - | - | - | - | - |
| Subtotal Revenues excluding BFB | $ 263,930,583 | $ 196,944,925 | $ - | $ 196,944,925 | $ 263,930,583 |
| Total Revenues including BFB | $ 322,167,610 | $ 282,001,971 | $ - | $ 282,001,971 | $ 348,987,629 |
| **EXPENDITURES:** | | | | | |
| Salaries | $ 140,915,162 | $ 62,152,057 | $ 71,110,054 | $ 133,262,111 | $ 140,915,162 |
| Benefits | 80,327,765 | 34,790,147 | 41,023,911 | 75,814,058 | 80,327,765 |
| Purchased Services | 37,159,075 | 20,670,809 | 15,110,394 | 35,781,203 | 37,159,075 |
| Supplies & Materials | 9,631,933 | 5,915,913 | 2,110,739 | 8,026,652 | 9,631,933 |
| Capital Outlay | 370,000 | 342,900 | 91,577 | 434,477 | 370,000 |
| Dues and Fees | 2,015,695 | 2,016,865 | 21,409 | 2,038,274 | 2,015,695 |
| Transfers-out | 6,069,922 | - | 6,069,922 | 6,069,922 | 6,069,922 |
| Subtotal Expenditures | $ 276,489,552 | $ 125,888,691 | $ 135,538,006 | $ 261,426,697 | $ 276,489,552 |
| **CONTINGENCY:** | $ 45,678,058 | $ - | $ - | $ - | $ - |
| Total Expenditures | $ 322,167,610 | $ 125,888,691 | $ 135,538,006 | $ 261,426,697 | $ 276,489,552 |
| ***Projected Ending Fund Balance on 6-30-25** | | | | | $ 72,498,077 |
| **Projected Ending Fund Balance as a Percentage of Forecasted Revenue at 6-30-2025** | | | | | **20.77%** |

Investment Portfolio Summary
12/31/2024

| | Issuer | | Book Value | Percentage of Portfolio | Maximum allowed per Policy | Over | Weighted Ave Yield |
|---|---|---|---|---|---|---|---|
| **US Gov't Treasuries** | | | | | | | |
| | US Gov't Treasury | $ | 157,554,122.22 | 66.98% | 100% | | 0.05% |
| Sub Total | | $ | 157,554,122.22 | 66.98% | 100% | | |
| **Municipalities** | | | | | | | |
| | | $ | - | 0.00% | 25% | N/A | |
| Sub Total | | $ | - | 0.00% | 25% | | |
| **US Gov't Agencies** | | | | | | | |
| | Federal Home Loan Mortgage | $ | - | 0.00% | 25% | N/A | 0.00% |
| Sub Total | | $ | - | 0.00% | 100% | N/A | 0.00% |
| **Corporate Notes** | | | | | | | |
| | | $ | - | 0.00% | 5% | N/A | 0.00% |
| Sub Total | | $ | - | 0.00% | 35% | N/A | 0.00% |
| **Total Investment Portfolio** | | $ | 157,554,122.22 | 66.98% | | | 0.05% |
| **Banks/Money Market** | | | | | | | |
| US Bank - Bond Checking | | $ | 1,068,653.68 | 0.45% | | | |
| Washington Federal MMKT - Fund 100 | | $ | 13,836.08 | 0.01% | | | 0.15% |
| US Bank - General Checking | | $ | 24,992,244.28 | 10.63% | | | |
| | Sub Total - banks | $ | 26,074,734.04 | | | | |
| | | | | | **LGIP Limit** | **Under/Over** | |
| LGIP 3581 Bond Fund 420 | | $ | 4,597,428.36 | | | | 0.55% |
| LGIP 4904 General Fund 100 | | $ | 46,992,799.34 | | | | 0.55% |
| | Total Cash and Equivalents | $ | 51,590,227.70 | 21.93% | $ 59,847,000 | 8,256,772 | |
| | **Grand Total** | $ | 235,219,083.96 | | | | 0.16% |

Investment By Fund and Maturity Date
12/31/2024

| Fund | Type | Settlement | Maturity Date | Total days held | Coupon | Purchase Price | Yield | Original Cost | Remaining balance | Par Amount | Amortized Cost |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 | US Treas | 12/18/2024 | 1/21/2025 | 34 | 0.000% | 99.604 | 4.270% | 14,940,641.67 | $ (59,358.33) | 15,000,000.00 | 14,940,641.67 |
| 100 | US Treas | 12/18/2024 | 2/20/2025 | 64 | 0.000% | 99.258 | 4.270% | 14,888,800.00 | $ (111,200.00) | 15,000,000.00 | 14,888,800.00 |
| 100 | US Treas | 12/18/2024 | 3/13/2025 | 85 | 0.000% | 99.013 | 4.280% | 14,851,958.33 | $ (148,041.67) | 15,000,000.00 | 14,851,958.33 |
| 100 | US Treas | 12/18/2024 | 4/15/2025 | 118 | 0.000% | 98.636 | 4.280% | 14,795,466.67 | $ (204,533.33) | 15,000,000.00 | 14,795,466.67 |
| 100 | US Treas | 12/18/2024 | 5/22/2025 | 155 | 0.000% | 98.221 | 4.260% | 39,288,722.22 | $ (711,277.78) | 40,000,000.00 | 39,288,722.22 |
| 100 | US Treas | 12/18/2024 | 6/12/2025 | 176 | 0.000% | 97.980 | 4.270% | 58,788,533.33 | $ (1,211,466.67) | 60,000,000.00 | 58,788,533.33 |
| | | | | | | 0.00 | | | | | |
| | | | | Total General Fund | | | | | | 160,000,000.00 | 157,554,122.22 |
| | | | | Grand Total | | | | | | 160,000,000.00 | 157,554,122.22 |

**COMPREHENSIVE SEXUALITY EDUCATION PLAN** **DISCUSSION**

Agenda Item #6
February 27, 2025

**SUPERINTENDENT'S RECOMMENDATION:**
This data is presented for Board information, discussion and 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 NCSD Comprehensive Sexuality Education Plan (Draft) follows the previously adopted plan in 2023. Minor revisions were made to reflect the input from our community including clarified course descriptions, the opt out process, and frequently asked questions. The curriculum remains unchanged from its most recent board approval.

**ATTACHMENTS:**

A. Presentation Slides
B. NCSD Comprehensive Sexuality Education Plan (2025-27 Draft)
C. Crosswalk

**PRESENTER / STAFF CONTACT:**
Tammy O'Neill, Executive Director of Teaching, Learning & Professional Development
Rob Holloway, Associate Director of Teaching, Learning & Professional Development

# Comprehensive Sexuality Education Plan

Presented to NCSD School Board
for Renewal
February 27, 2025

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 set the stage for Comprehensive Sexuality Education in Oregon.

The Healthy Teen Relationship Act (2013) This 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 realtionships, gender identity, and goal setting.

Erin's Law (July, 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.

2023 Oregon K-12 Health Education Standards (October 19th, 2023) The Oregon State Board of Education adopted new Health K-12 Education Standards. These new standards will come into full effect in Oregon public schools by the 2025-26 school year.

# Timeline and Process for Revision

# Timeline for CSEP Revision and Approval

**Sept 2024 - Jan 2025**

Monthly communication to families. Collecting feedback.

**Dec 4 2024**

CSEP Revision Workshop

**Dec 2024 - Feb 2025**

Revisions made to CSEP based on feedback, ODE webinars, CESD workgroup, and regional open office opportunities.

**Jan - Feb 2025**

All feedback is reviewed and edits are reconciled into one CSEP Draft to be recommended for adoption.

**Feb 27, 2025**

NCSD Board presentation to renew CSEP

# Communication & Feedback

# Elementary

- Beginning of school year letter explaining our Comprehensive Sexuality Education Plan
- Letter outlining the process to opt out
- Quarterly letter outlining the next units of instruction
- Each school provides opportunities for parents/guardians to view the materials and ask questions (e.g. back to school night, parent teacher conferences, links to curriculum materials, website)
- Health & Wellness Specialists serve as key contacts

# Middle/High

- Beginning of semester letter explaining our Comprehensive Sexuality Education Plan
- Letter outlining the process to opt out
- Each school provides opportunities for parents/guardians to view the materials and ask questions (e.g. back to school night, parent teacher conferences, school website)
- Health teachers are key contacts

# Resources and Support

- Updated 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 to the Great Body Shop materials
- Monitored requests to opt out of CSEP instruction
- Provided communication in all district supported languages
- Provided training for Health Teachers and Health and Wellness Teachers
- Facilitated twice a month PLC for Health and Wellness Teachers

# CSEP 2025-2027

# Proposed Revisions

# Summary of Revisions

REVISED: Oregon Health Standards were revised in 2023.

- Course descriptions are aligned to the updated Oregon health standards. There are no changes to curriculum at this time. NCSD will continue to review instructional materials for comprehensive sexuality education standards in alignment with ODE's timeline.
- Language and formatting in this section was revised to remove standards and lessons that are not directly related to the current comprehensive sexuality education standards.

REVISED: The Opt-Out Process description was changed to align with 2023 ODE CSEP standards and updated language.

# Revisions Continued

- REMOVED: The appendix was removed because the standards are included in the course descriptions.
- REVISED: NCSD will continue to review instructional materials for comprehensive sexuality education standards in alignment with the Oregon Department of Education's timeline.
- REVISED: The selection of supplemental materials will follow the NCSD instructional materials policy.
- ADDED: The Parent FAQ refers to the materials selected in the health adoption.

# RENEWAL AND REVISION ADVISORY

- UPDATED: to indicate the people involved in the current revision.

***2025 NCSD CSEP Renewal and Revision Advisory***

| | | | | |
|---|---|---|---|---|
| **Tammy O'Neil**<br>Executive Director<br>Teaching, Learning &<br>Professional Development | **Rob Holloway**<br>Associate Director<br>Teaching, Learning &<br>Professional Development | **Dianna Ngai**<br>Director<br>Teaching, Learning &<br>Professional Development | **Meagan Sternberg**<br>6-12 Health and Wellness<br>Instructional Coach | **Amber Mondae-Bozman**<br>K-5 Health and Wellness<br>Instructional Coach |
| **Kristina Voskes**<br>Assistant Principal<br>Adrienne C Nelson HS | **Rosina Hardy**<br>Principal<br>Ardenwald ES | **Kelli Rhea**<br>Associate Director<br>Elementary Programs | **Jeremy Cohen**<br>Associate Director of<br>Secondary Programs | **Chad Craner**<br>Counselor<br>Cannady ES |
| **Aaron Sleeper**<br>Health Teacher<br>Duncan | **Kathryn Bergsma-Glenn**<br>Health Teacher<br>Sunnyside ES | **Tina Matheis**<br>Health Teacher<br>Ardenwald ES | **Megan Adams**<br>Health Teacher<br>Happy Valley MS | **Theresa Reynolds**<br>Health Teacher<br>Milwaukie HS |
| **Community Feedback**<br>*Parent, Guardian, and Community member feedback about Health content and the CSEP was noted and tracked individually.* | | | | |

# Thank you!

DRAFT

# K-12 Comprehensive Sexuality Education Plan

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

Draft proposal to be presented to NCSD School Board February 27, 2025

# TABLE OF CONTENTS



# APPENDICES

# INTRODUCTION

# 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."[1] 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[2], 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.[3,4]

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),

---

[1] Blum RW." Sexual health contraceptive needs of adolescents with chronic conditions." Arch Pediatric Adolescent Med. 151: 290–297

[2] National Health Education Standards, https://www.cdc.gov/healthyschools/sher/standards/index.htm

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

[4] 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.


| 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[5]

**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.

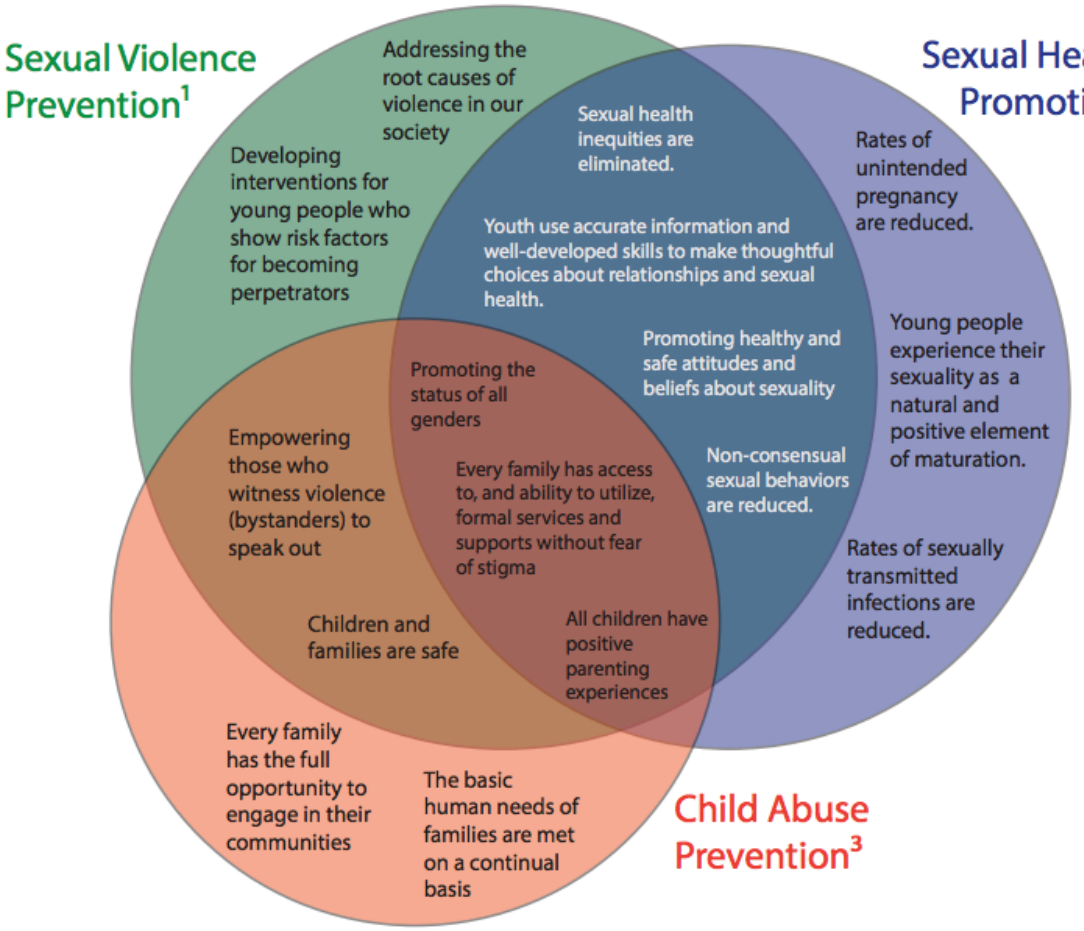
**Culturally Responsive prevention programs** recognize that the diverse cultural characteristics of students, caregivers, and staff enhance the learning experience of all students. These programs empower students intellectually, socially, and emotionally by causing referents to impart knowledge and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



[5] Sex Abuse Prevention Advisory Group 2015-16 ODE 8/1/2016

# 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.




| | |
|---|---|
| Healthy Teen Relationships Act (House Bill 4077) | 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. |
| Erin's Law: Child Sex Abuse Prevention (Senate Bill 856) | 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. |
| Human Sexuality Education (OAR Rule 581-022-1440) | 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. |

3625 River Rd N, Suite 275, Keizer, OR 97303-5985 I Phone: (503) 990-6541 I Email: taskforce@oregonsatf.org I Web: 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

# STATE OF OREGON LEGISLATION REGARDING COMPREHENSIVE SEXUALITY EDUCATION

Oregon Department of Education
Kate Brown, Governor

**Office of the Deputy Superintendent**
255 Capitol St NE, Salem, OR 97310
Voice: 503-947-5600
Fax: 503-378-5156

## 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."[1] 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[2], 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[3][4]. 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[5].

**For additional resources, visit:**
http://www.oregon.gov/ode/
http://www.oregon.gov/oha/PH/HealthyPeopleFamilies/Youth/YouthSexualHealth/
http://oregonsatf.org/

***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*

[1] Blum RW." Sexual health contraceptive needs of adolescents with chronic conditions." Arch Pediatric Adolescent Med. 151: 290 –297
[2] National Health Education Standards, https://www.cdc.gov/healthyschools/sher/standards/index.htm
[3] Kohler et al. "Abstinence-only and Comprehensive Sex Education and the Initiation of Sexual Activity" Journal of Adolescent Health, 42(4): 344-351.
[4] http://www.advocatesforyouth.org/publications/publications-a-z/1487-publications
[5] Santelli, JS; 2017 "Abstinence Only Until Marriage: an updated review of US policies and programs"

**Sasha Grenier, MPH, CHES**
Sexual Health and School Health Specialist
Oregon Department of Education
503-947-5689
sasha.grenier@state.or.us

# 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.

<u>Comprehensive Sexuality Education and Healthy Teen Relationship Act</u>

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[6]. 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*[7]. School districts can meet new student sex abuse prevention instructional

[6] Sexual Health benchmarks are part of the ODE Health Education Standards.
[7] ORS 336.455 and OAR 581-022-1440

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**[8], 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[9]).

**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.

---

[8] 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.
[9] Images taken from http://www.preventioninstitute.org/component/jlibrary/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.[10] 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."[11]

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.

---

[10] Oregon Chief Education Office, Equity lens. https://www.oregon.gov/highered/about/Documents/State-Goals/HECC-Equity-Lens-2017-reformat.pdf

[11] 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

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

Code: IGAI
Adopted: 9/20/1
2 Revised/Readopted: 8/28/14; 11/17/16; 2/09/23

# 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

---

Legal Reference(s):

| | | |
|---|---|---|
| ORS 336.035 | ORS 339.370 | OAR 581-022-2030 |
| ORS 336.059 | | OAR 581-022-2050 |
| ORS 336.107 | OAR 581-021-0009 | OAR 581-022-2220 |
| ORS 336.455 - 336.474 | OAR 581-021-0593 | |

**Cross Reference(s):**

IGBHD - State-Required Program/Activity Exemptions

---

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

# NCSD HEALTH
# COURSE DESCRIPTIONS with
# ODE HEALTH SEXUALITY STANDARDS



*BACK TO TABLE OF CONTENT*

# 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.

NCSD will continue to review instructional materials for comprehensive sexuality education standards in alignment with the Oregon Department of Education's timeline. Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials will be available at your student's school or through your 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.**

**Link to 2023 Oregon Health Standards**

## KINDERGARTEN SEXUALITY EDUCATION STANDARDS

### KINDERGARTEN STANDARDS

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.

**Safety and First Aid (SFA)**

**K.SFA.2** Understand how to identify trusted adults that can help keep people safe at home, at school, and in the community.

**K.SFA.3** Practice how to ask trusted adults for help when feeling uncomfortable, scared, confused, or unsafe.

**Social, Emotional, and Mental Health (SEM)**

**K.SEM.1** ***TSEL Practice 4B*** Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.

**K.SEM.3** Identify a trusted parent, caregiver, or adult to talk with about feelings.

**Healthy Relationships and Violence Prevention (HRVP)**

**K.HRVP.2** Understand that all people have the right to feel safe and free from bullying and violence.

**K.HRVP.3** Recognize that everyone has different interests, likes, and ways to express identities.

**K.HRVP.4** Define what a personal boundary is and recognize that personal boundaries differ in different kinds of relationships and for different people.

**K.HRVP.5** Discuss how to use words to communicate needs and boundaries, and how to listen to the needs of others.

**K.HRVP.6** Describe the characteristics of a trusted adult.
**K.HRVP.7** Identify that bullying and teasing are harmful.
**K.HRVP.8** Understand that it is never okay to touch someone without their permission.
**K.HRVP.9** Identify that abuse is never a child's fault and discuss how to communicate personal boundaries and report unsafe or unwanted touch.

**Growth and Development (GD)**
**K.GD.2** Identify ways in which human bodies are the same and different from each other, and how bodies change over time.
**K.GD.3** Name reproductive body parts, using medically accurate terminology.

## GRADE 1 SEXUALITY EDUCATION STANDARDS

### GRADE 1 STANDARDS

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.

**Wellness and Health Promotion (WHP)**
**1.WHP.4** Identify where to locate trusted adults who can help with health related questions.

**Healthy Relationships and Violence/Abuse Prevention (HRVP)**
**1.HRVP.1** ***TSEL Practice 4A*** Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.
**1.HRVP.2** Demonstrate healthy ways for friends to express feelings, both physically and verbally.
**1.HRVP.3** Discuss the ways that all people are unique and valuable and have a right to be treated with dignity and respect and be free from bullying and violence.
**1.HRVP.4** Define consent and discuss how it is important in all types of relationships.
**1.HRVP.5** Demonstrate how to communicate wants, needs, and boundaries and how to listen to the needs of others.
**1.HRVP.6** Explain that everyone has the right to decide who can touch one's own body, where, and in what way to prevent violence and abuse.

**Growth and Development (GD)**
**1.GD.1** Discuss and affirm different physical characteristics that people may have, including differences in body size, shape, ability, skin color, and hair texture.
**1.GD.2** Identify medically accurate names for sexual and reproductive anatomy.
**1.GD.3** Discuss that there are many ways that people can express love and attraction.

## GRADE 2 SEXUALITY EDUCATION STANDARDS

### GRADE 2 STANDARDS

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.

**Safety and First Aid (SFA)**
**2.SFA.3** Identify trusted adults that help keep people safe at home, at school, and in the community.
**2.SEM.2** ***TSEL Practice 1C*** Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.

**2.SEM.3** Describe the different ways that people can experience or exhibit stress, anxiety, social isolation, and sadness.

**Healthy Relationships and Violence/Abuse Prevention (HRVP)**
**2.HRVP.1** ***TSEL Practice 4C*** Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.
**2.HRVP.4** Define bodily autonomy, personal boundaries, and consent.
**2.HRVP.6** Recognize bullying, cyberbullying, and teasing in multiple types of relationships and the need to tell a trusted source that can help.
**2.HRVP.7** Define and identify different forms of violence and abuse, including physical, verbal, sexual, and emotional.
**2.HRVP.8** Identify that abuse is never a child's fault and describe how to communicate personal boundaries and report unsafe or or unwanted touch.

## GRADE 3 SEXUALITY EDUCATION STANDARDS

### GRADE 3 STANDARDS

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.

**Wellness and Health Promotion (WHP)**
**3.WHP.1** Discuss what it means to be healthy, considering five dimensions of health (physical, social, emotional, mental, and environmental).
**3.WHP.3** Explain the benefits of personal health care practices.
**3.WHP.6** Identify ways in which media, social media, and technology influence self-perception, feelings, decisions, and behaviors.

**Healthy Relationships and Violence/Abuse Prevention (HRVP)**
**3.HRVP.1** ***TSEL Practice 3B*** Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.
**3.HRVP.2** Describe characteristics of a healthy and safe relationship.
**3.HRVP.3** Discuss the importance of using affirming language around protected classes of people including people of all genders, race and ethnicities, sexual orientations, and abilities.
**3.HRVP.4** Demonstrate effective ways to verbally and nonverbally communicate personal boundaries and show respect for the boundaries of others.
**3.HRVP.5** Identify trusted support people and help

**Growth and Development (GD)**
**3.GD.1** Discuss attributes and characteristics that make every person unique and valued, including physical diversity and neurodiversity.
**3.GD.2** Identify the medically accurate names for body parts, including external and internal sexual and reproductive anatomy.
**3.GD.3** Recognize that puberty is a time of physical, emotional, and social changes that is a part of human development.
**3.GD.4** Recognize that menstrual pads and tampons are medical products some people use to take care of their bodies.
**3.GD.5** Recognize that there are different kinds of families that have unique characteristics and identities.

**Sexual and Reproductive Health (SRH)**
**3.SRH.1** Explain that many people enjoy consensual affection and physical closeness throughout their lives and every individual gets to decide what they are comfortable with.

## GRADE 4 SEXUALITY EDUCATION STANDARDS

### GRADE 4 STANDARDS

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.

**Wellness and Health Promotion (WHP)**
**4.WHP.3** Understand why sleep is necessary for the brain and body and describe how sleep works

**Social, Emotional, and Mental Health (SEM)**
**4.SEM.1** ***TSEL Practice 5C*** Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.
**4.SEM.2** Identify ways of dealing with stress, anxiety, social isolation, and depression that contribute to the well-being and mental health of self and others.

**Healthy Relationships and Violence/Abuse Prevention (HRVP)**
**4.HRVP.1** ***TSEL Practice 4D*** Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.
**4.HRVP.2** Describe a variety of healthy ways to show and express liking or loving someone.
**4.HRVP.3** Discuss how power and inequality influence different types of relationships and boundaries.
**4.HRVP.4** Demonstrate ways to treat all people with dignity and respect, including people of all genders, gender expressions, and gender identities.
**4.HRVP.5** Identify the different personal boundaries and privacy needs of self and others at school, with friends, and at home.
**4.HRVP.6** Discuss communication skills to build healthy relationships and manage conflict.
**4.HRVP.7** Identify situations when someone is being abused or harassed and identify people or resources to get help from.
**4.HRVP.8** Demonstrate how to be an upstander to respond to bullying or teasing based on physical characteristics, ability, or cultural identity.
**4.HRVP.9** Identify different behaviors that would be considered child abuse, neglect, and sexual abuse.

**Growth and Development (GD)**
**4.GD.1** Discuss physical, emotional, neurological, and social changes associated with puberty.
**4.GD.2** Identify body care practices related to puberty, including using menstrual products.
**4.GD.3** Discuss the importance of treating people with dignity and respect in regards to their sexual orientation, including other students, their family members, and members of the school community.

**Sexual and Reproductive Health (SRH)**
**4.SRH.1** Recognize that people can show affection and care for other people in different ways, including consensual kissing, hugging, and touching.

# GRADE 5 SEXUALITY EDUCATION STANDARDS

## GRADE 5 STANDARDS

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.

**Healthy Relationships and Violence/Abuse Prevention (HRVP)**

**5.HRVP.1** ***TSEL Practice 3C*** Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.
**5.HRVP.2** Describe how friendship and love can be expressed differently as children become adolescents.
**5.HRVP.3** Identify characteristics of safe and equitable relationships.
**5.HRVP.4** Explain the relationship between consent, personal boundaries, and bodily autonomy.
**5.HRVP.5** Explain why it is harmful to tease or bully others based on personal abilities, characteristics, or identities.
**5.HRVP.6** Define sexual harassment, trafficking, and domestic violence.
**5.HRVP.7** Identify that abuse is never a child's fault and demonstrate how to communicate personal boundaries and report unsafe or unwanted touch.

**Growth and Development (GD)**

**5.GD.1** Describe the human sexual and reproductive system, including external and internal anatomy and basic functions.
**5.GD.2** Examine the physical, social, and emotional changes during puberty and adolescence.
**5.GD.3** Identify trusted adults, including parents, caregivers, and health care professionals, to ask questions about puberty and adolescent health.
**5.GD.4** Describe the menstrual cycle and how menstrual products are used.
**5.GD.5** Define gender identity, gender expression, gender roles, and sex assigned at birth, and sexual orientation.
**5.GD.6** Identify trusted adults one could talk to about sexual orientation questions.
**5.GD.7** Describe how genetics can affect personal and family health.

**Sexual and Reproductive Health (SRH)**

**5.SRH.1** Discuss different personal, familial, and cultural values about physical and emotional intimacy.
**5.SRH.2** Identify that pregnancy can occur in different ways, including sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.
**5.SRH.3** Define STIs, including HIV, and describe ways to prevent them, including abstinence and the human papillomavirus (HPV) vaccine.

## MIDDLE SCHOOL 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 standards related to following topics:

- Healthy Relationships and Violence/Abuse Prevention (HRVP)
- Growth and Development (GD)
- Sexual and Reproductive Health (SRH)

NCSD will continue to review instructional materials for comprehensive sexuality education standards in alignment with the Oregon Department of Education's timeline. Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials will be available at your student's school or through your student's 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), and attendance will be taken. Your student will not be penalized if you choose to opt them out. However, your student will be expected to complete an alternative lesson 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

(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.)

**Healthy Relationships and Violence/Abuse Prevention (HRVP)**

**6.HVRP.1** ***TSEL Practice 3B*** Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.
**6.HVRP.2** Discuss how family, media, social media, society, culture, and personal identities can influence attitudes, beliefs, and expectations about relationships and physical affection.
**6.HVRP.3** Identify sources of support, such as parents or other trusted adults, to tell if being teased, harassed, or bullied based on gender, sexual orientation, race, and physical appearance.
**6.HVRP.4** Describe personal feelings when boundaries, consent, and privacy needs are not respected.
**6.HVRP.5** Practice communication skills to build healthy relationships and manage conflict.

**6.HVRP.6** Demonstrate ways to start a conversation when seeking help from a trusted adult about uncomfortable or dangerous situations including bullying, teasing, child sexual abuse, and trafficking.
**6.HVRP.7** Demonstrate strategies to use technology and social media safely, legally, and respectfully.
**6.HVRP.8** Create an advocacy message that describes the role of upstanders in preventing or stopping bullying and cyberbullying.
**6.HVRP.9** Define child sexual abuse, sexual assault, sexual exploitation, and gender-based violence and analyze potential impacts on physical, social, emotional, and mental health.
**6.HVRP.10** Recognize some of the ways in which norms and laws around gender and sexual orientation have changed over time.

**Growth and Development (GD)**
**6.GD.1** Describe how to show respect for one's own physical appearance, the appearance of others, and how it impacts self-esteem.
**6.GD.2** Identify the human sexual and reproductive systems, including external and internal anatomy and their functions, and recognize that there are variations in human bodies.
**6.GD.3** Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, and timing of pubertal onset).
**6.GD.4** Define menstruation and its range of symptoms, explain how it is a part of life that begins during puberty, and recognize that pads, tampons, and other products are important for body care.
**6.GD.5** Discuss how affirming healthcare is important for everyone, including people of all genders, people who are transgender, people who have other gender expansive identities, and people of all races and sexual orientations.
**6.GD.6** Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, two-spirit, and pansexual.
**6.GD.7** Recognize that there are many kinds of family structures and discuss ways in which families can change.

**Sexual and Reproductive Health (SRH)**
**6.SRH.1** Identify examples of how culture, religion, society, technology, and media influence understanding and expressions of sexuality.
**6.SRH.2** Define sexual intercourse.
**6.SRH.3** Identify factors that are important in deciding whether and when to engage in romantic and sexual behaviors.
**6.SRH.4** Identify the functions of the ovulation cycle, sperm development, and pregnancy.
**6.SRH.5** Identify the benefits, risks, and effectiveness of various methods of contraception, including abstinence, the correct usage of barrier methods, and emergency contraception.
**6.SRH.6** Identify the stages of pregnancy.
**6.SRH.7** Describe pregnancy options, including parenting, abortion, safe surrender, and adoption.
**6.SRH.8** Identify the transmission and prevention of various sexually transmitted infections (STIs) and HIV/AIDS, including abstinence, barrier methods, and the human papillomavirus (HPV) vaccine.
**6.SRH.9** Demonstrate communicating with trusted adults and asking questions about comprehensive sexual and reproductive health.
**6.SRH.10** Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and sexually transmitted infection (STI) and HIV/AIDS prevention, testing, care, and treatment.
**6.SRH.11** Discuss the importance of sexual and reproductive health care that aligns with personal needs, desires, and cultural values

## GRADE 7 STANDARDS

(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.)

**Healthy Relationships and Violence/Abuse Prevention (HRVP)**

**7.HRVP.1** ***TSEL Practice 3A*** Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.
**7.HRVP.2** Discuss the right of all people to decide if, when and, with whom to be in a relationship.
**7.HRVP.3** Identify strategies to maintain a safe relationship, end an unsafe, inequitable, or unhealthy relationship, manage conflict, and navigate rejection.
**7.HRVP.4** Compare multiple external influences that have an impact on one's attitudes about gender and gender identity.
**7.HRVP.5** Explain the impact that media, including social media, sexually explicit media and sexting, can have on one's body image and self-esteem.
**7.HRVP.6** Develop a decision making model to determine if and how to intervene and support a person who is being harassed, bullied, or coerced, including assessing when and how and how it is safe to do so.
**7.HRVP.7** Analyze dating violence and sexual violence, including harassment, abuse, and trafficking, and their impact on physical, social, emotional, and mental health.
**7.HRVP.8** Explain why a survivor/victim of interpersonal violence, including sexual violence and trafficking, is never to blame for the actions of the person who perpetrates the violence.
**7.HRVP.9** Identify strategies that people might use to traffic and exploit youth, actions to prevent and counter trafficking, and places to get help.
**7.HRVP.10** Identify state and federal laws on sexual consent and mandatory reporting.

**Growth and Development (GD)**

**7.GD.1** Discuss how peers, media, family, and culture can influence self-concept, body image, and self-esteem.
**7.GD.2** Describe how puberty can prepare human bodies for the potential to reproduce and that some people have conditions that impact the ability to reproduce.
**7.GD.3** Describe human reproductive systems, including the external and internal body parts and their functions, and variations in human bodies, including intersex conditions.
**7.GD.4** Access medically accurate, not fear- or shame- based, comprehensive, and inclusive sources of information about sexual and romantic orientation.

**Sexual and Reproductive Health (SRH)**

**7.SRH.1** Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexuality
**7.SRH.2** Apply a decision-making model to choices about engaging in sexual behaviors.
**7.SRH.3** Describe a range of ways a viable pregnancy can occur.
**7.SRH.4** Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them.
**7.SRH.5** Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
**7.SRH.6** Discuss the symptoms and treatments of various sexually transmitted infections (STIs), including HIV/AIDS.
**7.SRH.7** Describe the steps to using barrier methods correctly, including external and internal condoms and dental dams.

**7.SRH.8** Identify medically accurate sources of information about comprehensive sexual and reproductive health.
**7.SRH.9** Examine how discrimination and racism negatively impact sexual and reproductive health.

**GRADE 8 STANDARDS**
(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.)

**Healthy Relationships and Violence/Abuse Prevention (HRVP)**
**8.HVRP.1** *TSEL Practice 2D* Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.
**8.HRVP.2** Examine how power, privilege, positionality, and inequity are root causes of interpersonal and community violence and discuss what people can do to prevent it.
**8.HRVP.3** Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions.
**8.HRVP.4** Demonstrate verbal and nonverbal communication skills that express personal boundaries and consent and how to show respect for the boundaries of others.
**8.HRVP.5** Demonstrate strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.
**8.HRVP.6** Identify community resources and other sources of support, including confidential advocates, that students can go to if they have questions about sexual safety or if someone is being sexually harassed, abused, assaulted, or trafficked.
**8.HRVP.7** Explain the impact that media, including social media, sexually explicit media and sexting, can have on one's body image, self-esteem, and relationships.
**8.HRVP.8** Identify the short- and long-term impacts of bullying for the people targeted, the people who perpetrate bullying, bystanders, and upstanders.
**8.HRVP.9** Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone is perpetuating unhealthy or coercive behaviors.
**8.HRVP.10** Collaborate with others to advocate for raising awareness and reducing the risk related to trafficking in physical and online settings.
**8.HRVP.11** Describe the state and federal laws on sexual consent, child pornography, sexting, and sex trafficking.

**Growth and Development (GD)**
**8.GD.1** Reflect on external influences that may affect personal body image and how others are perceived.
**8.GD.2** Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health.
**8.GD.3** Identify the rights of students and the responsibilities of schools under Oregon’s Menstrual Dignity Act.
**8.GD.4** Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
**8.GD.5** Discuss how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to sexual and romantic orientation and sexual identity.
**8.GD.6** Describe what can connect a family and discuss different ways to define family.

**Sexual and Reproductive Health (SRH)**

**8.SRH.1** Evaluate the influence of family, peers, school, community, culture, social norms, media, marketing, technology, and a person's intersecting identities can influence personal beliefs and behaviors regarding sexual activity and sexuality.
**8.SRH.2** Identify safer sex strategies for vaginal, oral, and anal sex.
**8.SRH.3** Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms, and/or contraception.
**8.SRH.4** Practice using a decision-making model in response to various sexual health scenarios.
**8.SRH.5** List the steps necessary for a viable pregnancy to occur with sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.
**8.SRH.6** Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams.
**8.SRH.7** List methods of contraception that are available without a prescription in Oregon and where these can be accessed.
**8.SRH.8** Define prenatal care and identify medically accurate sources of information about prenatal care.
**8.SRH.9** Develop a plan to eliminate or reduce risk of unintended pregnancy and sexually transmitted infections (STIs), considering biomedical approaches, including vaccines, Pre-Exposure Prophylaxis and (PrEP) Post-Exposure Prophylaxis (PEP), and barrier methods.
**8.SRH.10** Identify comprehensive sexual and reproductive health services offered in school or in the local community.
**8.SRH.11** Discuss the various state and federal laws related to minors' access to sexual and reproductive healthcare services, including pregnancy and sexually transmitted infection (STI) and HIV/AIDS prevention, testing, care, and treatment.
**8.SRH.12** Discuss how oppression against historically and currently marginalized people impacts sexual and reproductive health and rates of violence.

## 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 the following topic areas:

- Healthy Relationships and Violence/Abuse Prevention (HRVP)
- Growth and Development (GD)
- Sexual and Reproductive Health (SRH)

NCSD will continue to review instructional materials for comprehensive sexuality education standards in alignment with the Oregon Department of Education's timeline. Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials will be available at your student's school or through your student's 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), and attendance will be taken. Your student will not be penalized if you choose to opt them out. However, your student will be expected to complete an alternative lesson 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.**

### HIGH SCHOOL STANDARDS

(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.)

**Healthy Relationships and Violence/Abuse Prevention (HRVP)**

**HS.HRVP.1** ***TSEL Practices 2A*** Manage and express thoughts, emotions, impulses, and stressors ways that affirm one's identity.

**HS.HRVP.2** Analyze different ways that people can express consensual physical affection, love, friendship, empathy, and sympathy within different types of relationships.

**HS.HRVP.3** Analyze how culture and society can perpetuate stereotypes and expectations of people with different genders in relationships.

**HS.HRVP.4** Examine the impact of power differences within relationships and other factors that can affect the ability to give or perceive consent, including in sexual activity.

**HS.HRVP.5** Apply a decision-making model to maintaining a healthy relationship and ending an unhealthy relationship.
**HS.HRVP.6** Describe how to access resources for survivors of interpersonal violence, sexual violence and sex trafficking, including local confidential advocacy resources.
**HS.HRVP.7** Demonstrate ways to support a fellow student who is being sexually harassed or abused.
**HS.HRVP.8** Explain the impact media, including sexually explicit media, social media, and artificial intelligence (AI) can have on one's perceptions of, and expectations for, a healthy relationship.
**HS.HRVP.9** Model how to be an upstander by addressing hurtful comments, addressing concepts of intent, impact, and repair.
**HS.HRVP.10** Describe the types of abuse, including physical, emotional, psychological, financial, and sexual, and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, trafficking, and gender-based violence.
**HS.HRVP.11** Explain why a person who has been sexually harassed, abused, assaulted, or is a survivor/victim of child sexual abuse, rape, domestic violence, dating violence, or sex trafficking, is never to blame for the action of the perpetrator.
**HS.HRVP.12** Explain trafficking, including tactics people use to traffic and exploit youth.
**HS.HRVP.13** Summarize individual rights and responsibilities in regards to sexual consent, sexually explicit media, and sexting under state and federal law.

**Growth and Development (GD)**
**HS.GD.1** Analyze how peers, media, family, society, history, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem.
**HS.GD.2** Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are variations in human bodies, including different shapes of vulvas, circumcised and uncircumcised penises, and intersex conditions.
**HS.GD.3** Describe the cognitive, social, and emotional changes of adolescence and throughout adulthood.
**HS.GD.4** Analyze the impact of Oregon’s Menstrual Dignity Act on menstruation stigma and period poverty.
**HS.GD.5** Explain how identity-affirming support from peers, families, schools, communities and health care providers can improve a person's health and well-being.
**HS.GD.6** Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual and romantic orientation.
**HS.GD.7** Analyze familial factors that can limit access to genetic health information for many people, including adoption, foster care, migration, and donor conception.

**Sexual and Reproductive Health (SRH)**
**HS.SRH.1** Analyze societal factors that might inhibit honest discussion between sexual and romantic partners about their sexual histories, including sexually transmitted infections (STIs) and HIV/AIDS status, and identify ways to begin open and honest conversations.
**HS.SRH.2** Demonstrate the ability to effectively communicate with a partner to make decisions around abstinence and consensual sexual intimacy.
**HS.SRH.3** Describe how to make a decision about sexual behaviors, including virtual and in person, that takes into consideration personal values and health and safety of self and others. HS.SRH.4 Summarize fertilization, fetal development, and childbirth.
**HS.SRH.5** Discuss skills and resources that can support people navigating parenthood.
**HS.SRH.6** Identify individual, familial, cultural, and systemic influences on barrier methods and contraceptive use.
**HS.SRH.7** Compare and contrast methods to prevent unintended pregnancy, considering effectiveness, access, and personal impact on health.

**HS.SRH.8** Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams.
**HS.SRH.9** Identify medically accurate sources of information for pregnancy, prenatal care, and pregnancy options, including parenting, surrogacy, adoption, abortion, and safe surrender, including community resources.
**HS.SRH.10** Analyze political and historical issues that were rooted in and have resulted in discrimination, oppression, and stigma against historically and currently marginalized people, including those with sexually transmitted infections (STIs) and HIV/AIDS.
**HS.SRH.11** Discuss responsibilities around sexually transmitted infection (STI) prevention, testing, treatment, and disclosure to sexual partners.
**HS.SRH.12** Assess the validity, reliability, and accessibility of comprehensive sexual and reproductive health information, products, and services offered online and in the local community.
**HS.SRH.13** Describe body literacy skills to notice changes, pain, including menstrual pain, or discomfort in one's body related to the sexual and reproductive system and identify when to seek support from trusted adults and medical professionals.
**HS.SRH.14** Analyze public health and government policies on sexual and reproductive health practices.
**HS.SRH.15** Define reproductive justice and explain its history and how it relates to sexual health and health equity.
**HS.SRH.16** Analyze how history can influence attitudes, beliefs, and expectations about sexuality and identity, including the history of medical experimentation and eugenics.
**HS.SRH.17** Analyze systemic barriers to sexual, reproductive, and obstetric care, including prenatal care, childbirth, and postpartum care.

# COMMUNICATION AND GUIDELINES FOR OPT-OUT

BACK TO TABLE OF CONTENTS

## 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** |
|---|
| • **Example K-5 beginning of the School Year Parent Letter**<br>• **Example quarterly Parent Letter (codes may be different)**<br>• **Example K-5 Opt-Out Smart Sheet**<br>• **Example K-5 Opt-Out paper form**<br>• **K-5 Health Curriculum Map**<br>• **K-5 Health Quick Reference for CSEP Materials Including The Great Body Shop and Supplemental Lessons**<br>• **New curriculum guides available after adoption process** |
| **Middle School and High School** |
| • **Example Middle School Beginning of the School Year Letter**<br>• **Example Middle School Opt Out Google Form**<br>• **Example High School Beginning of the Year Letter**<br>• **Example High School Opt Out Google Form**<br>• **New curriculum guides available after adoption process** |

## ADDITIONAL INFORMATION AND SCHOOL BASED CONTACTS

Please contact the following people if you have 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?

---

# GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT

***BACK TO TABLE OF CONTENTS***

## 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, and district staff.
- 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.

# PROFESSIONAL LEARNING FOR INDIVIDUALS WHO WILL BE TEACHING COMPREHENSIVE SEXUALITY EDUCATION

## 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 training 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 and *Ready, Set, Respect!* (GLSEN). Please refer to the NCSD course outlines for content expectations for each grade level.
- The selection of supplemental materials will follow the NCSD instructional materials policy.
- 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.

**MIDDLE AND HIGH 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.
- NCSD will continue to review instructional materials for comprehensive sexuality education standards in alignment with the Oregon Department of Education's timeline. The supplemental resources include ODE/OHA's My Future, My Choice, Clackamas Women's Services and Learning for Justice.
- The selection of supplemental materials will follow the NCSD instructional materials policy.
- 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.

# APPENDIX A
# ODE FREQUENTLY ASKED QUESTIONS ON SEXUALITY EDUCATION

BACK TO TABLE OF CONTENTS

# 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 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.**
- **It ensures that sexuality education teaches that many adults will have sexual relationships in their lives, and it takes learning throughout life from trusted adults to promote that these relationships are healthy, safe, and happy.**
- These key components of comprehensive sexuality education support young people to choose abstinence as the safest way to prevent STIs and unintended pregnancy. They also provide the skills and knowledge necessary to make healthy and safe decisions. Comprehensive sexuality education includes the most critical information to prevent sexual violence and promote health.

### 3. What does sexual health include?

- **Sexual health is a broad area and is about so much more than we usually consider sexuality.**
- Oregon's Health Education sexuality education standards address sexuality as a lifelong process linked to 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 students' safety, health, and well-being.

### 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 and 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 about asking trusted adults' questions or seeking help when needed.
- 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 the 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 young people to drop out or be chronically absent.
- Research has shown that individuals who bully based on others' gender identities and/or sexual orientation are at higher risk for also perpetrating sexual violence. Education around gender identity and sexual orientation promotes acceptance and establishes norms that bullying and hate are never acceptable.
- Teaching and modeling inclusivity, appreciation of diversity, and respect inside and outside the classroom make 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 *Supporting Gender Expansive Students: Guidance for Schools* 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?

- **Sexuality Education standards are included in the mandatory Health Education Standards. Health Education is a core subject in Oregon, and every public school in Oregon requires its instruction.**
- It is important for the health and safety of children to be in school for all health education components, including socio-emotional learning, healthy relationships, and sexuality education. It is encouraged that if a parent finds a portion of the content inappropriate, they opt out only of that portion and not the entire curriculum.
- According to Oregon Law, parents can opt their children out of any or all sexuality education components. However, parents cannot opt their children out of the entire health course or program without written documentation of a religious or disability-related reason. In those cases, parents would also have to demonstrate to the school district how to comply with the Health Education Standards with alternative instruction.

## 8. How does sexuality education address socio-emotional learning and mental health concepts?



- **Sexuality education focuses on teaching the foundations of socio-emotional well-being, not just teaching about**

**bodies and preventing STIs.**

- Social and emotional learning is the process of learning the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- Sexuality education teaches skills related to building safe and positive relationships, understanding and accepting differences, challenging bias, resolving conflict, and making healthy decisions.
- Oregon's Health Standards include instruction requirements that cover respect, healthy communication, active listening, identifying personal values, self-assertion, and goal setting.

## 9. How does sexuality education work to prevent sexual violence and assault?

- **Studies have shown that teaching sexuality education contributes to preventing sexual violence and gender based discrimination.**
- Sexuality education supports young people in recognizing what makes relationships healthy and unhealthy, and how to get help from trusted adults when they need it.
- Students learn the names of their body parts and that they have a right to decide who can and can't touch their bodies. This knowledge and set of skills empower students to communicate what makes them uncomfortable, talk about their experiences and concerns, and ask trusted adults questions without shame or embarrassment.
- Sexuality education also supports young people to build stronger and healthier relationships at all ages of development. This is done through socio-emotional skill building, such as healthy communication, respect, self-assertion, and challenging bias.

## 10. How big of a problem is sexual violence in Oregon?

- **In Oregon, over 1 in 8 students experience teen dating violence before age 18.** 1 in 2 women in Oregon experiences sexual assault in their lifetimes. Sexual violence is a huge issue in Oregon that public education has a responsibility to face.
- The rates are higher among girls and LGBTQ students.
- Despite misconceptions, boys also experience teen dating violence far too frequently: more than 1 out of 10 boys experience sexual violence before the age 18.

## 11. How big of a problem are sexually transmitted infections in Oregon?

- **Sexually transmitted infections are Oregon's most frequently reported infections and account for almost two thirds of all reportable infections.**
- 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 infections, 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 been 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 use a condom and/or other barrier methods correctly".
- The average Oregonian starts having sex around age 17—but at least 8% start having sex in 8$^{th}$ 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. 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?



- **To get public funding, schools must comply with the 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 and the ODE website.

**For more information, please contact:**

Oregon Department of Education
Sexuality Education
ODE.SexEd@ode.oregon.gov

## 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 581-22- 2050 Oregon Human Sexuality Education Standards
3. Oregon Department of Education; 2023; Supporting Gender Expansive Students: Guidance for Schools Students:https://www.oregon.gov/ode/students-and-family/equity/civilrights/Pages/Gender-Identity Guidance.aspx
4. Espelage, D. L., Basile, K. C., De La Rue, L., & Hamburger, M. E. (2015). Longitudinal Associations among Bullying, Homophobic Teasing, and Sexual Violence Perpetration among Middle School Students. Journal of Interpersonal Violence, 30(14), 2541–2561. https://doi.org/10.1177/0886260514553113
5. United Nations Educational, Scientific, and Cultural Organization; 2018; International technical guidance on sexuality education: an evidence-informed approach
6. 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
7. Oregon Health Authority; 2017; Oregon Healthy Teens Survey http://www.oregon.gov/oha/ph/BirthDeathCertificates/Surveys/OregonHealthyTeens/Pages/index.aspx
8. Oregon Safe Schools and Communities Coalition; 2017; Oregon Safe Schools Report https://www.oregonsafeschools.org

# APPENDIX B
# NCSD FREQUENTLY ASKED QUESTIONS ON SEXUALITY EDUCATION FOR FAMILIES

## 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 will continue to review instructional materials for comprehensive sexuality education standards in alignment with the Oregon Department of Education's timeline. Copies of the Comprehensive Sexuality Education standards, the curriculum for each grade level, textbooks, and other materials will be available at your student's school or through your student's teacher.

3. **How can I review the lessons before they are taught?**
   Parents/guardians of elementary students can use the online codes provided in the quarterly 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 parents/guardians of 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 Health and Wellness teachers send out quarterly communication regarding topics that will be taught the following months. Communication comes from the school counselors regarding Erin's Law lessons. For middle and high school 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, an opt out link will be sent with the quarterly communication letters in which sexual health topics are taught. In the opt-out form, parents will indicate which lesson(s) a student will opt out of. Families are encouraged to preview the lessons before opting out. For middle and high school levels, letters are provided at least one month prior to the lessons.

6. **What would my student do instead of participating in the lesson or unit?**
   An alternate setting would be provided for the student in the school. Parents/guardians are responsible for teaching the standards.

***BACK TO TABLE OF CONTENTS***

# APPENDIX C
# NCSD CSEP RENEWAL AND REVISION ADVISORY

BACK TO TABLE OF CONTENTS

## North Clackamas School District points of contact:
## Office of Teaching, Learning, and Professional Development

| **Tammy O'Neil** | **Dianna Ngai** | **Rob Holloway** |
|---|---|---|
| Executive Director | Director | Associate Director |

***2025 NCSD CSEP Renewal and Revision Advisory***

| | | | | |
|---|---|---|---|---|
| **Tammy O'Neil**<br>Executive Director<br>Teaching, Learning &<br>Professional Development | **Rob Holloway**<br>Associate Director<br>Teaching, Learning &<br>Professional Development | **Dianna Ngai**<br>Director<br>Teaching, Learning &<br>Professional Development | **Meagan Sternberg**<br>6-12 Health and Wellness<br>Instructional Coach | **Amber Mondae-Bozman**<br>K-5 Health and Wellness<br>Instructional Coach |
| **Kristina Voskes**<br>Assistant Principal<br>Adrienne C Nelson HS | **Rosina Hardy**<br>Principal<br>Ardenwald ES | **Kelli Rhea**<br>Associate Director<br>Elementary Programs | **Jeremy Cohen**<br>Associate Director of<br>Secondary Programs | **Chad Craner**<br>Counselor<br>Cannady ES |
| **Aaron Sleeper**<br>Health Teacher<br>Duncan | **Kathryn Bergsma-Glenn**<br>Health Teacher<br>Sunnyside ES | **Tina Matheis**<br>Health Teacher<br>Ardenwald ES | **Megan Adams**<br>Health Teacher<br>Happy Valley MS | **Theresa Reynolds**<br>Health Teacher<br>Milwaukie HS |
| **Community Feedback**<br>*Parent, Guardian, and Community member feedback about Health content and the CSEP was noted and tracked individually.* | | | | |

***2023 NCSD CSEP Renewal and Revision Advisory***

| | | | | |
|---|---|---|---|---|
| **Tammy O'Neil**<br>Executive Director<br>Teaching, Learning &<br>Professional Development | **Laurie Meisner**<br>Associate Director<br>Teaching, Learning &<br>Professional Development | **Dianna Ngai**<br>Associate Director<br>Teaching, Learning &<br>Professional Development | **Megan Lee**<br>NCSD Employee Wellness<br>Coordinator | **Amber Mondae-Bozman**<br>K-5 Health and Wellness<br>Instructional Coach |
| **Meagan Sternberg**<br>6-12 Health and Wellness<br>Instructional Coach | **Karon Webster**<br>Principal<br>Bilquist Elementary | **Alyssa Engle**<br>Assistant Principal<br>Clackamas HS | **Jeremy Cohen**<br>Associate Director of<br>Secondary Programs | **Meghan Winter**<br>Health Teacher<br>Putnam HS |
| **Megan Adams**<br>Health Teacher<br>Alder Creek MS | **Chad Craner**<br>Counselor<br>Happy Valley MS | **Tina Matheis**<br>Health & Wellness<br>Specialist<br>Rock Creek MS | **Brittany Lopez**<br>Instructional Coach<br>Milwaukie El Puente<br>Elementary | ****Community Feedback** |

***Parent, Guardian, and Community member feedback about Health content and the CSEP Plan was noted and tracked individually and in teacher/admin summaries.*

***2021 NCSD Health Renewal and Revision Advisory***

| | | | | |
|---|---|---|---|---|
| **Kara Mortimer**<br>Associate Director<br>Teaching and Learning | **Maureen Callahan**<br>Executive Director<br>Teaching and Learning | **Brittany Lopez**<br>Instructional Coach<br>Teaching and Learning | **Megan Lee**<br>NCSD Employee Wellness<br>Coordinator | **Sara Westersund**<br>K-5 Health and Wellness<br>Coordinator |
| **Jennifer Kiltow**<br>Associate Director<br>Elementary Programs | **Hannah Andrews**<br>Health Teacher<br>Clackamas Middle College | **Health Team**<br>Clackamas HS | **Health Team**<br>Milwaukie HS | **Health Team**<br>Putnam HS |
| **Health Team**<br>Alder Creek MS | **Health Team**<br>Happy Valley MS | **Health Team**<br>Rock Creek MS | **Health Team**<br>Rowe MS | ****** |

***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 NCSD Health Renewal and Revision Contributors*

| | | | | |
|---|---|---|---|---|
| **Carissa Albin**<br>Teacher<br>Oak Grove Elementary | **Deanna Benson**<br>Teacher<br>Rock Creek Middle School | **Noel Carey**<br>Health and Wellness<br>Specialist, Riverside Elem | **Freeland Church**<br>Counselor<br>Milwaukie High School | **Jaime Clarke**<br>Instructional Coach<br>Teaching and Learning |
| **Amanda Hopping-Winn**<br>Community Member | **Dana Johnson**<br>Teacher<br>Rowe Middle School | **Liz Kobs**<br>Community Member | **Megan Lee**<br>NCSD Employee Wellness<br>Coordinator | **Susannah Lightbourne-Maynard**<br>Oak Grove Elementary |
| **Mary Masterson**<br>NCSD Oral Health Program<br>Community Member | **Michael Ralls**<br>Director, Social Services<br>NCSD District Office | **Whitney Reed**<br>Teacher<br>View Acres Elementary | **Terri Saunders**<br>Health and Wellness<br>Specialist, Ardenwald Elem | **Stephanie Schie**<br>Teacher<br>Verne Duncan Elementary |
| **Jessica Son**<br>Administrator<br>Spring Mtn. Elementary | **Ariana Tobin**<br>Community Member | **Kristi Weathers**<br>Administrator<br>Lewelling Elementary | **Sara Westersund**<br>Health and Wellness<br>Specialist, Bilquist Elem | **Natalie Whisler**<br>Director<br>NCSD Community Services |

### *2016 NCSD Health Renewal Advisory Committee Contributors*

| | | | | |
|---|---|---|---|---|
| **Deanna Benson**<br>Teacher<br>Rock Creek Middle School | **Kyle Bracy**<br>Teacher<br>MIlwaukie High School | **Amy Busch**<br>Administrator<br>Linwood and Sojourner | **Maureen Callahan**<br>Executive Director<br>Teaching and Learning | **Claudia Carle**<br>Teacher<br>Alder Creek Middle School |
| **Trisha Claxton**<br>NCSD School Board<br>Member | **Daryl Dixon**<br>NCSD School Board<br>Member | **K.T. Emerson**<br>Administrator<br>Milwaukie High School | **Dom Giancola**<br>Teacher<br>Clackamas High School | **Janna Good**<br>DLI Program Specialist<br>El Puente and Riverside |
| **Jaime Guinn**<br>Teacher<br>Mt. Scott Elementary | **Andrew Hill**<br>Teacher<br>Rex Putnam High School | **Maureen Hinman**<br>Community Member | **Johnene Laminak**<br>Community Member | **Korey Landolt**<br>Teacher<br>Clackamas High School |
| **Valorie Larson**<br>Teacher<br>Clackamas High School | **Richard Lattman**<br>Teacher<br>Happy Valley Elementary | **Stephanie Leske**<br>Teacher<br>Rex Putnam High School | **Chris Mauthé**<br>Instructional Coach<br>Teaching and Learning | **Leslie McGraw**<br>Teacher<br>Linwood Elementary |
| **Kristen Paschall**<br>Teacher<br>Linwood Elementary | **Michael Ralls**<br>Director, Social Services<br>NCSD District Office | **Danni/y Rosen**<br>Community Member | **Christine Saulsbury**<br>Teacher<br>Rowe Middle School | **Stephen Schroedl**<br>NCSD School Board<br>Member |
| **Rose Marie Vu**<br>Teacher<br>Mt. Scott Elementary | **Barb Widmer**<br>Community Member | **Eddie Wilkins**<br>Teacher<br>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*

***BACK TO TABLE OF CONTENTS***

# NCSD CSEP Crosswalk: **Changes for 2025-2027**

## K-12 Comprehensive Sexuality Education Plan: NCSD 2021-23

| NCSD Comprehensive Sexuality Plan 2025-2027 | What is this section? | Description of Changes (from the 2023-2025 Plan) |
|---|---|---|
| ➢ **EXECUTIVE SUMMARY** | This is the initial summary that lays out the laws (OARS, ORS, Senate Bills…) and ODE standards and the requirement for each district to have a school board adopted Comprehensive Sexuality Education Plan (CSEP). This section connects legislation to content and instruction. | **This section remains unchanged from the 2023-25 CSEP.** |
| ➢ **INTRODUCTION** | This section connects the ODE laws, standards, and expectations to the timeline and processes NCSD used to create, expand, and implement our CSEP. | **This section remains unchanged from the 2023-25 CSEP.** |
| ➢ **STATE OF OREGON LEGISLATION REGARDING COMPREHENSIVE SEXUALITY EDUCATION** | Resources from ODE outlining the work completed at the state level that supports the Comprehensive Sexuality Education Plan | **This section remains unchanged from the 2023-25 CSEP.** |
| ➢ **NCSD IGAI POLICY: HUMAN SEXUALITY, HIV/AIDS, SEXUALLY TRANSMITTED INFECTIONS, HEALTH EDUCATION GUIDELINES** | Here is the list of Board approved plans of instruction, content, and skills for Health Education, specifically the health and sexuality aligned classroom content. Established the focus and intent for the sexuality education program in NCSD. | **This section remains unchanged from the 2023-25 CSEP.** |
| ➢ **NCSD COURSE DESCRIPTIONS AND ODE HEALTH SEXUALITY EDUCATION STANDARDS** | Provides a list, by grade level, of the State Standards in Health that are connected to sexuality education.<br>Each grade level course description has an introduction to the standards and a | All standards were updated to the most current Oregon Health Standards.<br><br>NCSD will continue to review instructional materials for comprehensive sexuality |

| | | |
|---|---|---|
| | description for how NCSD will communicate information with parents and provide access to the materials used for instruction. These course descriptions are available in the CSEP, with materials reviews, and are often paired with the beginning of the year District Letters that are shared with parents/guardians. | education standards in alignment with the Oregon Department of Education's timeline.<br><br>We removed website links to curricula from the CSEP. Parents are provided information about lessons and units through communication protocols provided by TLPD. |
| ➢ **COMMUNICATION AND GUIDELINES FOR OPT-OUT** | This is an example of the Beginning of the Year letter that is translated at the district level and sent home by schools. This communication is often paired with the course descriptions and the standards in the same communication. | Wording was clarified to align more completely with 2023 CSEP standards and NCSD communication practices. |
| ➢ **GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT** | This section is designed to outline<br>1) how schools can communicate to parents/guardians/community, and<br>2) how community members can get information and communicate back to schools. | **This section remains unchanged from the 2023-25 CSEP.** |
| ➢ **GUIDELINES FOR TRAINING INDIVIDUALS WHO WILL BE TEACHING COMPREHENSIVE SEXUALITY EDUCATION** | As the title indicates, this section is about who teaches what and how they get the information and training in order to create the best possible learning environments for CSEP lessons. | NCSD will continue to review instructional materials for comprehensive sexuality education standards in alignment with the Oregon Department of Education's timeline.<br><br>Revised: The selection of supplemental materials will follow the NCSD instructional materials policy. |
| ➔ **APPENDIX A: ODE SEXUALITY EDUCATION FREQUENTLY ASKED QUESTIONS** | FAQ from ODE | **This section remains unchanged from the 2023-25 CSEP.** |

| | | |
|---|---|---|
| ➔ **APPENDIX B: NCSD FREQUENTLY ASKED QUESTIONS ABOUT SEXUALITY EDUCATION FOR FAMILIES** | FAQ from NCSD | We added a section referring to a new curriculum adoption. |
| ➔ **APPENDIX C: RENEWAL AND REVISION ADVISORY** | This includes participants in the CSEP revision process. | We updated to indicate the new people involved in the current revision process. |
| ➔ **APPENDIX D: OVERVIEW OF ODE K-12 COMPREHENSIVE HEALTH STANDARDS** | These are the standards as shared from the Oregon Department of Education. | This appendix was removed because the standards are included in the course descriptions. |

**POLICY REVISIONS**

**DISCUSSION**
Agenda Item #7
February 27, 2025

**REASON FOR BOARD CONSIDERATION:**
First reading of the attached revised policies.

**RECOMMENDATION:**
The Superintendent's Policy Review Team 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:

| Policy | Title | Reason |
|---|---|---|
| GCBDA/GDBDA | Family and Medical Leave | OSBA November 2024 Update, Senate Bill 1515 (2024 Legislature) governs what conditions qualify for leave taken through Oregon Family Leave Act and Paid Family and Medical Leave Insurance. |
| IKF | Graduation Requirements | OSBA November 2024 Update, Senate Bill 992 (2023 Legislature), Senate Bill 3 (2023 Legislature), Senate Bill 513 (2021 Legislature) changes on credit requirements, updated parent notice requirements, and certificate of attendance. |
| IKFB | Graduation Exercises | |
| JECA | Admission of Resident Students | |
| JHCD | Medications *(recoded from JHCD/JHCDA)* | OSBA November 2024 Update, House Bill 2002 and 2395 (2023 and Legislature) and Senate Bill 1552 (2024 Legislature) changes rules around medication administration to students in a school/district setting. |
| EBC | Emergency Management | OSBA April 2024 Update, Reassigning content between multiple policies. |
| EBCB | Fire, Seismic and Safety Threat Drills and Instruction | |

**PRESENTER / STAFF CONTACT:**
Tiffany Shireman, Chief of Staff

Code: GCBDA/GDBDA
Adopted: 12/06/12
Revised/Readopted: 6/22/17; 1/25/24

# Family Medical Leave

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA,) the Oregon Family Leave Act (OFLA) the Oregon Military Family Leave Act (OMFLA), Paid Family and Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

In order for an employee to be eligible for the benefits under FMLA, the employee must have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period and works~~worked~~ at a worksite that employs 50 or more district employees within 75 miles of the worksite.

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days immediately prior to the first day of the start of the requested leave. ~~For parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins: there is no minimum average number of hours worked per week.~~ Special requirements apply during public health emergencies.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

PFMLI~~PMFLI~~ is generally available to district employees who have earned $1,000 in subject wages or taxable income during the alternate or base years[1], contributed to the PFMLI~~PMFLI~~ fund in the alternate or base years and are otherwise eligible.[2] PFMLI can be taken for family leave, medical leave or safe leave.[3]
Leave taken under OFLA is in addition to leave taken under PFMLI and cannot be taken concurrently; however, OFLA leave or PFMLI may run concurrently with leave available under ORS 653.601 - 653.661, FMLA, and other types of leave if provided by the district. Any leave taken under PFMLI must be taken concurrently with any leave taken under FMLA when for the same purpose.

~~Federal and state leave entitlements generally run concurrently.~~

[1] The wages are not required to have been earned for work in the district.

[2] See OAR 471-070-1010 for additional information.

[3] Time to effectuate the legal process for the placement of a child in foster care or a child being adopted qualifies for PFMLI starting January 1, 2025. Until then, leave is available through OFLA. ~~See OAR 471-070-1010 for additional information.~~

The superintendent or designee will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

---

**Legal Reference(s):**

| | | |
|---|---|---|
| ORS 332.507 | ORS 659A.090 | ORS 659A.099 |
| ORS 657B.010 | ORS 659A.093 | ORS 659A.150 - 659A.186 |
| ORS 657B.025 | ORS 659A.096 | OAR 839-009-0210 - 0460 |

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).
Americans with Disabilities Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).
Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).
Senate Bill 1515 (2024).

Code: IKF
Adopted: 3/19/09
Revised/Readopted: 6/23/11; 5/17/12; 1/14/16; 8/25/16; 10/12/17; 7/03/18; 9/27/18; 7/11/19; 12/12/19; 8/11/22
Orig. Code: IKF

# Graduation Requirements**

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

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

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

1. In foster care[1];
2. Experiencing houselessness[2];
3. 
4. An unmarried child under 18 years of age who, without consent of the parent or other person having legal custody of that child, leaves or stays away from the home or other dwelling place provided for the child by that person; A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program; or
7. Enrolled in an approved recovery school under ORS 336.680. [3]

[1] "Foster child" is defined in ORS 30.297.

[2] See OAR 581-022-2000 for additional information.

[3] Applies to high school diplomas awarded on or after January 1, 2026.

For any student identified above, the district shall accept any credits earned by the student in an educational program[4] in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

**Diploma**

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

2. Four credits in language arts[5] (shall include the equivalent of one unit in written composition);

3. Three credits in science;

4. Three credits in social sciences (shall include 0.5 unit of US civics[7] credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and [8]financial literacy);

5. One-half credit of higher education and career path skills; [9]

6. One-half credit of personal financial education; [10]

7. One credit in health education;

8. One credit in physical education; and

9. Three credits in career and technical education, the arts or world languages[11] (units shall be earned in any one or a combination).

---

[4] "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

[5] "Language arts" includes reading, writing and other communications in any language, including English.

[7] Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

[8] This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

[9] Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

[10] Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

[11] "World languages" includes sign language, heritage languages and languages other than a student's primary language.

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

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings; [13]

2. Develop an education plan and build an education profile;

3. Demonstrate extended application of standards through a collection of new or existing evidence and

4. Participate in career-related learning experiences.

**Modified Diploma**

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

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

1. Three credits in language arts;

2. Two credits in mathematics;

3. Two credits in science;

4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));

5. One-half credit in personal financial education; [14]

[13] The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

[14] This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

6. One-half credit in higher education and career path skills; [15]

7. One credit in health education;

8. One credit in physical education; and

9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

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

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

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings; [16]

2. Develop an education plan and build an education profile; and

3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

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

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

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

A student's school team (which must include an adult student, parent of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

[15] This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

[16] The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

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

For students with a documented history as described above, the district shall annually provide the parents of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and

2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

**Essential Skills**

The district will allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

**Essential Skills Appeal**

The district will establish an appeal process in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

**Extended Diploma**

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:

    a. Two credits in mathematics;
    b. Two credits in language arts;
    c. Two credits in science;
    d. Three credits in history, geography, economics or civics;
    e. One credit in health;
    f. One credit in physical education; and
    g. One credit in the arts or a world language; and

Have a documented history of:

a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
b. A medical condition that creates a barrier to achievement; or
c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

**Certificate of Attendance**

A certificate of attendance[17] will be awarded to students who:

1. Have maintained regular full-time attendance[18] for at least four years beginning in grade nine;

2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history[19].

For students with a documented history, the district shall annually provide the parents of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and

2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for

[17] A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

[18]

"Regular full-time attendance" means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism.

"Regular full-time attendance" means not having eight or more absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.

[19] "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

**Honors Diploma**

A student who exceeds the requirements for a district standard diploma may earn a district honors diploma. To earn a district honors diploma, a student must meet district credit requirements. Five credits of the required credits must be advanced placement, International Baccalaureate and/or approved college credit courses. In addition, students must attain a cumulative grade point average (GPA) of 3.5 or better through the seventh semester, complete the Extended Application expectations and meet district graduation requirements.

**Early/Late Graduation**

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

1. Requirements for Program Completion: General

    j. Students transferring into the district must meet the state and district requirements for graduation.
    k. A senior transferring into the district during the eighth semester may be granted a district standard diploma, providing the district and state requirements are met. A senior not able to meet the district requirements may request a diploma from the previous school attended.
    l. Students may participate in the graduation exercise only if they complete district graduation requirements for the honors diploma, standard diploma, modified diploma, extended diploma or alternative certificate by the graduation date.
    m. A student withdrawing from school prior to graduation and re-enrolling prior to their 21st birthday will meet the district requirements of their original entering class.

Requirements for Program Completion: Extended Application

    n. Extended Application is the application of knowledge and skills in the context of the student's personal and career post high school goals.
    o. Extended Application will be completed during the junior or senior year.

**Other District Responsibilities**

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

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

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

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

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

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

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

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

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

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

assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form[20] and submitting the form to the district.

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

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

**As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

END OF POLICY

---

**Legal Reference(s):**

ORS 329.007
ORS 329.045
ORS 329.451
ORS 329.479
ORS 332.107
ORS 332.114
ORS 336.585
ORS 336.590
ORS 339.115
ORS 339.505
ORS 343.295

OAR 581-021-0009
OAR 581-022-0102
OAR 581-022-2000
OAR 581-022-2005
OAR 581-022-2010
OAR 581-022-2015
OAR 581-022-2020
OAR 581-022-2025
OAR 581-022-2030
OAR 581-022-2115
OAR 581-022-2120
OAR 581-022-2505

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.
*Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992*, published by the OREGON DEPARTMENT OF EDUCATION.

**Cross Reference(s):**

IKFB - Graduation Exercises
IL - Assessment Program

[20]Oregon Department of Education page for: 30-day notice and opt-out form

Code: IKFB
Adopted: 6/04/87
Readopted: 9/20/12; 2/25/21; 1/27/22
Orig. Code: IKFB

# Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or a~~an alternative~~ certificate of attendance from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly~~,~~ celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the school on the date~~dates~~ selected.

The school's valedictorian(s), salutatorian(s) or others, at the discretion of the principal or designee, may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students in good standing[1] who have successfully completed the requirements for a high school diploma, or qualify to receive ~~or receive~~ a modified diploma, an extended diploma or a ~~an alternative~~ certificate of attendance, including ~~a~~ students participating in a district-sponsored alternative education program and ~~a~~ students with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or a~~an alternative~~ certificate of attendance; and

2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

[1] A student may be denied participation in graduation exercises for conduct that violates board policy, administrative regulation and/or code of conduct provisions.

Graduating students will be allowed to wear "Native American items of cultural significance"[2] or other items of cultural significance[3][4]~~, in accordance with consistently-enforced rules established by the principal or designee~~.

END OF POLICY

---

**Legal Reference(s):**

| | | |
|---|---|---|
| ORS 329.451 | ORS 659.850 | OAR 581-022-2010 |
| ORS 332.107 | OAR 581-021-0050 | OAR 581-022-2015 |
| ORS 332.112 | OAR 581-021-0055 | OAR 581-022-2020 |
| ORS 339.505 | OAR 581-021-0060 | OAR 581-022-2505 |
| ORS 343.295 | OAR 581-022-2000 | |

31 OR. ATTY. GEN. OP. 428 (1964)
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).
Kay v. David Douglas Sch. Dist. No. 40,1987); cert. den., 484 U.S. 1032 (1988).
Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).
Lee v. Weisman, 505 U.S. 577 (1992).
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

**Cross Reference(s):**

IKC - Valedictorian/Salutatorian
IKF - Graduation Requirements

---

[2] "Native American items of cultural significance" means items or objects that are traditionally associated with a Native American or that have religious or cultural significance to a Native American.

[3] The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

[4] ~~"Items of cultural significance" means items or objects that are traditionally associated with a group. For example Native American items of cultural significance includes items or objects that are traditionally associated with Native Americans or that have religious or cultural significance to a Native American.~~

Code: JECA
Adopted: 8/05/04
Revised/Readopted: 2/28/13; 2/26/15; 2/24/18; 9/27/18; 8/27/20
Orig. Code: JECA

# Admission of Resident Students**

Resident students may be admitted under the following conditions:

1. A~~Students of~~ school -age student who lives~~reside~~ within the district attendance area between the ages of 5 and 19 shall be allowed to attend school without paying tuition.

2. A student~~Students~~ who turns~~turn~~ 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.

3. The district may admit an otherwise eligible student~~students~~ who is~~are~~ not receiving special education and who has~~have~~ not yet attained 21 years of age prior to the beginning of the current school year if the student is~~they are~~ shown to be in need of additional education in order to receive a diploma or a modified diploma. This student~~These students~~ may attend school without paying tuition for the remainder of the school year.

4. The district shall admit an otherwise eligible student~~students~~ who has~~have~~ not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and: ~~has not yet received a regular high school diploma.~~

   a. Has not yet received a regular high school diploma; or
   b. Has received a modified diploma, an extended diploma or a certificate of attendance.

5. Students whose parent voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

6. Students who are military children[1] are considered resident of the district, if the district is the district of military residence[2] for the military child. Parents of military students must provide proof of

[1] "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

[2] "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.

7. The district may, based on district criteria, deny regular school admission to a student~~students~~ who has~~have~~ become a resident student~~students~~ and who is~~are~~ under expulsion from another ~~school~~ district for reasons other than a weapons policy violation.

8. The district shall deny, for at least one calendar year from the date of the expulsion, regular school admission to a student~~students~~ who has~~have~~ become a resident student ~~residents~~ and who is~~are~~ under expulsion from another ~~school~~ district for a weapons policy violation. ~~Denial of admission may be for no more than one calendar year from the date of the expulsion.~~

9. The district may, based on district criteria, provide alternative programs of instruction to a student who has become a resident student and who is under expulsion from another district~~students expelled~~ for a weapons policy violation.

** As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

END OF POLICY

---

**Legal Reference(s):**

ORS 109.056
ORS 327.006
ORS 339.115
ORS 339.133
ORS 339.134
ORS 339.139
ORS 433.26

Code: JHCD~~/JHCDA~~
Adopted: 8/23/18
Revised/Readopted: 7/02/20

# Medications**

The district recognizes ~~that~~ administering a medication to a student and/or permitting a student to administer a medication to themselves~~themself~~, may be necessary ~~when the failure~~ to allow~~take such medication during school hours would prevent~~ the student to attend school. Therefore, the district allows medication, including injectable medications, to be administered to a student by designated personnel~~from attending school,~~ and ~~recognizes a need to ensure~~ the administration of ~~health and well-being of a student who requires regular doses or injections of a~~ medication by ~~as a result of experiencing a life-threatening allergic reaction or adrenal crisis[1], or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or~~ a student ~~may be permitted to administer~~ to themselves without assistance from designated personnel, subject to criteria established by the district and in accordance with Oregon law.~~themself prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.~~

The district shall designate personnel authorized to administer medications to students. Medications, including injectable medications, may be administered by designated district personnel as part of a formal delegation by a registered nurse. Annual training shall be provided to designated personnel ~~as required by law~~ in accordance with law. The training will align with ~~guidelines approved by~~ the ~~Oregon Department of Education (~~ODE Medication Administration Training and include discussion of this policy, procedures and materials, including but not limited to, procedures outlined in administrative regulation JHCD-AR - Medications.

~~).~~ When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon, treatment for adrenal insufficiency, or another medication to a student as prescribed and/or as otherwise allowed by Oregon law.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The district may revoke permission given to a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication, as determined by district personnel.

Medications
~~The superintendent or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy or a need to manage asthma, and an individualized health care plan for every student for whom the district has been given proper notice of a~~

~~[1] Under proper notice given to the district by a student or student's parent or guardian.~~

~~diagnosis of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity.~~

~~A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication.~~

~~A request to the district to administer or allow a student to self-administer prescription medication shall include a signed prescription and treatment plan from a prescriber[2].~~
~~A request to the district to administer or allow a student to self-administer nonprescription that is not approved by the Food and Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.~~

~~A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law[3], is required and will be kept on file.~~

~~If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.~~

~~Prescription and nonprescription medication~~ will be handled, stored, monitored, disposed of and records maintained in accordance with law and established district procedures~~administrative regulations~~ governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent ~~or guardian~~ written request, a backup medication~~back-up prescribed autoinjectable epinephrine~~ is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on district~~school~~ premises who the person believes~~,~~ in good faith~~,~~ is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

A non-injectable short-acting opioid antagonist
~~Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug~~ may be administered ~~by trained, designated personnel~~ to any student or other individual by district personnel (whether or not they have received

---

~~[2] A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.~~

~~[3] Subject to ORS 109.610, 109.640 and 109.675.~~

training on administering medications) on district ~~school~~ premises[1] who the individual administering the short-acting opioid antagonist~~person~~ believes in good faith is experiencing an opioid overdose.

A school administrator, teacher or other school employee, may administer a short-acting opioid antagonist to a student who experienced or is experiencing an opioid overdose without written permission and instructions of the student's parents.~~of an opioid drug.~~

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.
~~A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration, in good faith and pursuant to state law, of prescription and/or nonprescription medication.~~

~~A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, as described in Oregon Revised Statute (ORS) 339.866, if that person in good faith assisted the student in self-administration of the medication.~~

~~A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages, as a result of the use of medication if that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy, who is unable to self-administer the medication regardless of whether the student or individual has a prescription for epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who that person believes in good faith is experiencing an overdose of an opioid drug.~~

~~The district and the members of the Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith, on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district, administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who the person believes in good faith is experiencing an overdose of an opioid drug.~~

The superintendent shall develop administrative regulations ~~as needed~~ to meet the requirements of law~~,~~ ~~Oregon Administrative Rules~~ and the implementation of this policy.

** As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

END OF POLICY

[1] For the purpose of this policy, district premises shall include, but not be limited to all facilities, grounds and vehicles owned or leased by the district at district sponsored events.

**Legal Reference(s):**

ORS 109~~.610~~
ORS 109~~.640~~
ORS 109~~.675~~
ORS 332.107
ORS 339.866 - 339.871
ORS 433.800 - 433.830
ORS 475.800~~.005 - 475.285~~
OAR 166-400-0010(17)
OAR 166-400-0060(29)
OAR 333-055-0000 - 0035~~055-0115~~
OAR 581-021-0037
OAR 581-022-2220
OAR 851-047-0000 - 0030
OAR 851~~-047-0040~~

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).
OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.
House Bill 1552 (2024).

Code: EBC
Adopted: 5/07/87
Revised/Readopted: 6/23/11; 1/14/16
Orig. Code: EBC

# Emergency ~~Management~~Plan and First Aid**

~~The superintendent or designee will develop and maintain a plan specifying procedures to be used in such emergencies as disorderly conduct, unlawful assembly, disturbances at district activities, natural disasters, fire, illness or injury of a student or staff member, and use of force on district property.~~

The district will maintain a comprehensive safety program for all employees and students. This program will include a plan for responding to emergency situations. The ~~superintendent~~ district~~or designee~~ ~~will~~ may consult with community and county agencies while developing this plan.

The district's emergency plan~~Emergency Procedures Plan~~ will meet any requirements~~or exceed the minimum standards~~ of the State Board of Education.

Copies of the emergency ~~procedures~~ plan will be available in every school office and other strategic locations throughout the district.~~support units.~~ Parents will be informed of the district's plan~~ for the care of students during an emergency situation~~.
In each district facility, procedures for handling health emergencies will be established and made known to staff. Each district facility and district vehicle will be equipped with appropriate first-aid supplies and equipment. All employees are expected to know where first-aid supplies and equipment are kept in their work areas.

Each school in the district shall have, at a minimum, at least one staff member with a current first-aid/CPR/AED card for every 60 students enrolled and who are trained annually on the district and building emergency plans. Emergency planning will include the presence of at least one staff member with a current first-aid/CPR/AED card for every 60 students for school-sponsored activities where students are present.

The district shall provide instruction to staff and students in the emergency plan and safety program.
~~The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.~~

**As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

END OF POLICY

**Legal Reference(s):**

ORS 30.800
ORS 192.660(2)(k)
ORS 332.107
ORS 433.260
ORS 433.441
`

OAR 437-002-0042
OAR 437-002-0120 - 0139
OAR 437-002-0161
OAR 437-002-0360
OAR 437-002-0377
OAR 581-022-2030(3)(c)

OAR 581-022-2220
OAR 581-022-2225
OAR 581-053-0003(40)
OAR 581-053-0220(3)(e)(B)(iii)
OAR 581-053-0320(5)(b)
OAR 581-053-0420(2)(f)(B)

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

Code: EBCB
Adopted: 2/02/95
Revised/Readopted: 6/23/11; 5/14/15; 1/14/16
Orig. Code: EBCB

# ~~Fire, Seismic and Safety Threat~~Emergency Procedure Drills and Instruction

Each administrator will conduct emergency procedure drills in accordance with the provisions of Oregon Revised Statutes (ORS) and the applicable Oregon Fire Code.

All schools are required to instruct and drill students on district emergency procedures so they~~that students~~ can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, ~~Instruction on fire, earthquake dangers~~ and safety threats. Instruction on emergency procedures~~, and drills for students,~~ shall be conducted for at least 30 minutes each school month~~ as outlined below~~.
The first emergency evacuation drill shall be conducted within 10 days of the beginning of classes.

~~The Board will receive an annual report on compliance and improvement efforts regarding this policy.~~

**Fire Emergencies**

~~The district will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year.~~ Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

**Earthquake Emergencies**

At least two drills on earthquakes shall be conducted each year. Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of "drop, cover and hold on" during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

**Safety Threats**

At least two drills on safety threats shall be conducted each year. Drills and instruction on safety threats shall include procedures related to hold, lockdown, ~~lockout~~secure, shelter~~ in place~~, and ~~evacuation~~ evacuate ~~and~~ as well as other appropriate actions to take when there is a threat to safety~~,~~.

~~The Board may use ORS 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.~~

Local units of government and state agencies associated with emergency procedures training and planning ~~shall~~ may be asked to~~be asked to~~ review the emergency procedures and assist the district with the instruction and the conducting of drills for students in these emergency procedures.

END OF POLICY

---

**Legal Reference(s):**

ORS 192.660(2)(k)
ORS 336.071
ORS 339.324
ORS 476.030
OAR 581-022-2225

OREGON STATE FIRE MARSHAL, OREGON FIRE CODE.

**Cross Reference(s):**

GBE - Staff Health and Safety

**CONTRACT AWARD: COPIER CONTRACT** **DISCUSSION/ACTION**

Agenda Item #8
February 27, 2025

**SUPERINTENDENT'S RECOMMENDATION:**
Award contract in the amount of $1,296,150.00 to Pacific Office Automation (POA) to replace obsolete and no longer supported copier equipment at all locations throughout the District.

**ORIGINATED BY:**
The District's five-year copier contract with POA expired on December 1, 2024. The current copier fleet has been in use for over five years and is heavily utilized by teachers and staff. Based on the current usage and age of the devices, a replacement is necessary to maintain the required uptime performance to meet the overall needs of the teachers and staff for the next five years.

The new devices will also have updated technology for hard drive encryption and firmware to reduce cybersecurity risks. The software that manages the devices will also be updated to ensure compliance with all related cybersecurity risks and print management compliance. The new agreement includes revised service level commitments to better meet the needs of all district locations.

**BUDGET IMPACT/SOURCE OF FUNDS:**
The General Fund budget supports copier costs districtwide.

**BACKGROUND:**
The District conducted a process to evaluate multiple cooperative contracts from POA, Canon, and Ricoh. The process included a review of service commitments, contract terms, and pricing by a team of internal staff. Quotes were received from POA and Canon. Ricoh responded to the initial email requests but did not follow through with pricing information after multiple requests. The lowest pricing was submitted by POA.

The review by the District's evaluation team showed that POA's proposal best met the District's copier needs and balanced customer service, cost-effectiveness, and machine functionality. Feedback from an internal survey was used to set clear service expectations in the new agreement.

The new five-year contract value is estimated at $1,296,150.00. The contract includes all parts, labor, toner, delivery, and installation. The District will use a cooperative purchasing contract from Oregon Educational Technological Consortium (OETC). If approved, the contract term will begin March 1, 2025 and end February 28, 2030.

A public notice of intent to award this contract through the use of a cooperative contract was published at least seven days before this Board meeting.

**PRESENTER / STAFF CONTACT:**
Matt Makara, Executive Director of Finance & Business Services
Gwen Chapman, Director of Business Operations

**CAPITAL BOND REFINANCE AUTHORIZATION** **ACTION**

Agenda Item #9
February 27, 2025

**SUPERINTENDENT'S RECOMMENDATION:**
Authorize the refinancing of all or a portion of the District's outstanding General Obligation Bonds, Series 2017A (Tax-Exempt Deferred Interest Bonds).

**BUDGET IMPACT/SOURCE OF FUNDS:**
Funding for a refinancing would be provided by maintaining the District's current Bond tax rate. No General Fund impacts.

**BACKGROUND:**
The District has explored the potential benefits of refinancing a portion of existing General Obligation Bond debt in anticipation of a future construction bond. A refinancing may benefit the District by reducing the District's overall debt burden and creating additional fund-raising capacity in a subsequent construction bond offering. A refinancing would be supported by extending the District's current Bond tax rate. The conclusion of this extension would be timed to coincide with the next time the District sought voter approval for a construction bond.

This resolution authorizes the District to conduct a refinancing, but does not yet obligate the District to a refinancing. A refinancing would require favorable market conditions in order to make it financially viable. District staff will continue to monitor market conditions and would only conduct a refinancing under favorable market conditions.

Any refinancing would be conducted to be in place for the 2025-26 fiscal year, and would be reflected in the District's FY 2025-26 budget.

**ATTACHMENT:**
Board Resolution

**PRESENTER / STAFF CONTACT:**
Matt Makara, Executive Director of Finance & Business Services

**RESOLUTION NO. _____**

**A RESOLUTION OF NORTH CLACKAMAS SCHOOL DISTRICT NO. 12, CLACKAMAS COUNTY, OREGON AUTHORIZING THE SALE OF GENERAL OBLIGATION REFUNDING BONDS.**

WHEREAS, the Board of Directors (the "Board") of North Clackamas School District No. 12, located in Clackamas County, Oregon a common school district of the State of Oregon (the "District"), previously issued its General Obligation Bonds, Series 2017A (Tax-Exempt Deferred Interest Bonds) (the "Refundable Bonds") for projects that were authorized by approving vote of the electors of the District; and

WHEREAS, the District may be able to favorably restructure its debt by refunding all or a portion of the outstanding maturities of its Refundable Bonds; and

WHEREAS, the District is authorized by Oregon Revised Statutes ("ORS") Sections 287A.360 to 287A.380 to issue bonds to refund outstanding general obligation bonds; and

WHEREAS, it is now desirable to authorize the sale of the general obligation bonds to refund a portion of the Refundable Bonds.

NOW, THEREFORE, THE BOARD OF DIRECTORS OF NORTH CLACKAMAS SCHOOL DISTRICT NO. 12, CLACKAMAS COUNTY, OREGON DOES HEREBY RESOLVE, ORDER AND DETERMINE AS FOLLOWS:

1. The Board hereby authorizes the issuance and sale of general obligation refunding bonds (the "Bonds") to refund all or a portion of the Refundable Bonds. The Bonds may be issued in an amount that is sufficient to refund the portion of the Refundable Bonds to be refunded and to pay costs related to issuing the Bonds and refunding the Refundable Bonds. The Bonds shall be sold and issued as provided in this resolution pursuant to ORS Sections 287A.360 to 287A.380 and other applicable provisions of ORS Chapter 287A.

2. The Chair, Superintendent, Executive Director of Finance & Business Services, or the person designated by any of those individuals to act under this resolution (each of whom is referred to in this resolution as a "District Official") may, on behalf of the District and without further action by the Board:

    a. Select the Refundable Bonds to be refunded.

    b. Sell and issue the Bonds in one or more series, which may be sold at different times.

    c. Participate in the preparation of, authorize the distribution of, approve and deem final any official statement or other disclosure documents relating to each series of the Bonds.

d. Establish the form, payment terms and dates and other terms of each series of Bonds.

e. Execute and deliver a bond declaration for each series of Bonds. The bond declaration for each series may specify the terms under which the series is issued, and may contain covenants for the benefit of Bond owners and any providers of credit enhancement for the Bonds.

f. Select one or more underwriters, commercial banks, or other lenders and negotiate the sale of any series with those underwriters, commercial banks or lenders.

g. Undertake to provide continuing disclosure for each series of the Bonds and to comply with Rule 15c2-12 and any other applicable requirements of the United States Securities and Exchange Commission and any other federal agencies.

h. Enter into covenants regarding the use of the proceeds of the Bonds and the projects refinanced with the proceeds of the Bonds.

i. Apply for ratings for each series of the Bonds, determine whether to purchase municipal bond insurance or obtain other forms of credit enhancements (including the Oregon School Bond Guaranty Program) for each series of the Bonds, enter into agreements with the providers of credit enhancement, and execute and deliver related documents.

j. Appoint paying agents, verification agents, escrow agents, municipal advisors, and other service providers for the Bonds, and negotiate the terms of and execute agreements with those service providers.

k. Provide for the call, defeasance, and redemption of any Refundable Bonds that are refunded and enter into related agreements and take related actions, including submitting an advance refunding plan to the State Treasurer's Office.

l. Determine whether each series of Bonds will bear interest that is excludable from gross income under the Internal Revenue Code of 1986, as amended, or is includable in gross income under that code. If a series bears interest that is excludable from gross income under that code, the District Official may enter into covenants to maintain the excludability of interest on that series of the Bonds from gross income.

m. Execute any documents and take any other action in connection with the Bonds which the District Official finds will be advantageous to the District.

3. Pursuant to ORS 287A.315, the District hereby pledges its full faith and credit and taxing power to pay the Bonds. The District hereby covenants for the benefit of the Bond owners to levy annually, as necessary, a direct ad valorem tax upon all of the taxable property within the District which is sufficient, after taking into consideration discounts taken and delinquencies that may occur in the payment of

such taxes and other legally available amounts, to pay all Bond principal and interest when due. This tax shall be in addition to all other taxes of the District, and this tax shall not be limited in rate, amount or otherwise, by Sections 11 or 11b of Article XI of the Oregon Constitution.

4. This resolution shall take effect immediately upon adoption.

ADOPTED by the Board of Directors of the North Clackamas School District No. 12, Clackamas County, Oregon this 27th day of February, 2025.

**NORTH CLACKAMAS SCHOOL DISTRICT NO. 12**
**CLACKAMAS COUNTY, OREGON**

By: _____

Chair

**ATTEST:**

By: _____

Superintendent