



Agenda

North Clackamas School Board
Thursday, May 21, 2026 6:00 PM
Boardroom/YouTube
12400 SE Freeman Way
Milwaukie, OR 97222

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

EXECUTIVE SESSION

Convened under Oregon Laws ORS 192.660 (2)(b).

NOTICE TO MEDIA: (4) Representatives of the news media shall be allowed to attend executive sessions other than those held under subsection (2)(d) of this section relating to labor negotiations or executive session held pursuant to ORS 332.061 (2). Representatives of the news media who are permitted to attend executive sessions are specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced.

6:00 Open Executive Session

6:25 Adjourn Executive Session

OPEN SESSION

**6:30 Call to Order
Community Comments**

Native Land Acknowledgement 3

Flag Salute 4

Consent Agenda

A. Employment Changes 5

B. Minutes - May 7, 2026 5

C. Community After-School Relationship Enrichment (CARE) Program 8

Update & Fees

D. 2026-27 Middle School and High School Student Fee Schedules 11

E. 6-12 Social Studies Curriculum Adoption 14

7:05 1. Comprehensive Substance Use Prevention and Intervention Plan - Discussion 16

Presenter: Khaliyah Williams-Rodriguez
Tammy O'Neill

7:25 2. Every.One.: Building the School Community Every Student Deserves - Report 42

Presenter: Ivonne Dibblee

8:05 3. Superintendent Evaluation - Report 73
Presenter: Jena Benologa

8:10 4. Contract Award: Fire Alarm & Life Safety Preventative Maintenance 75
Services Procurement - Discussion/Action
Presenter: Teresa Neff-Webster

8:15 5. Contract Award: Demolition and Installation of Gym Floor at Rex 76
Putnam High School - Discussion/Action
Presenter: Teresa Neff-Webster

8:20 6. Complaint - Action 77
Presenter: Jena Benologa

8:25 Adjourn



Native Land Acknowledgment

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



Flag Salute

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

NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS MEETING
May 7, 2026
Boardroom/YouTube

Executive Session With due notice having been given and a quorum present, Chair Jena Benologa convened executive session under ORS 192.660(2)(i), at 6:01 p.m. with the following members present:

Jena Benologa	-	Chair
Tory McVay	-	Vice Chair
April Dobson	-	Director
Paul Kemp	-	Director
April Olson	-	Director
Glenn Wachter	-	Director
Donna Collingwood	-	Board Secretary

Superintendent Evaluation - The Board reviewed and discussed the Superintendent's evaluation.

Executive session adjourned at 6:13 p.m.

Open Session Chair Jena Benologa convened open session at 6:30 p.m.

Present, in addition to those in the executive session, were Shay James, Tiffany Shireman, Ivonne Dibblee, Teresa Neff-Webster, Michelle Riddell, Khaliyah William-Rodriguez, Patricia Ahrens, Petra Callin, Tammy O'Neill David Kruse, and Susie Brusse.

Community Comments

- Gabrielle Torres, Milwaukie, spoke about school safety
- Kalena Fay, Milwaukie, spoke about school safety
- Lindsey Domanico, Milwaukie, spoke about guidelines for volunteers

Native Land Acknowledgement video was shown. April Olson led the Pledge of Allegiance.

R25/26-33 **Consent Agenda** – Glenn Wachter moved, Tory McVay seconded the motion to adopt the consent agenda as recommended:

Employment Changes - Approve employment changes as listed, with a copy of the list made as part of the official minutes, as recommended by the Chief of Human Resources & Business Services:

- Licensed appointments, transfers, and terminations

Minutes - April 9, 2026 - Approve the minutes of the regular Board Meeting held April 9, 2026.

MHS/MAA/OSAA Cooperative Agreement - Approve the Oregon School Activities Association (OSAA) Cooperative Sponsorship agreement between Milwaukie High School (MHS) and Milwaukie Academy of the Arts (MAA).

Charter Contract - Milwaukie Academy of the Arts - Approve the five-year contract for Milwaukie Academy of the Arts (MAA).

Travel Permission Request - Grant permission for 3 students from Clackamas High School to travel to Richmond, Virginia, June 13-20, 2026

Travel Permission Request - Grant permission for 20 students from Rex Putnam High School to travel to Rockaway Beach, Oregon, August 21-24, 2026.

Motion passed 6-0 - Benologa, Dobson, Kemp, McVay, Olson, Wachter voted yes.

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.

Quarterly Financial Report – Chief of Human Resources and Business Services Michelle Riddell presented the Quarterly Financial Report. Questions and comments from the Board were addressed.

Community After-School Relationships Enrichment (CARE) Program Update & Fees – Chief of Operations Teresa Neff-Webster and Director of Community Services Natalie Whisler presented a Community After-School Relationship Enrichment (CARE) program update and fee schedule for consideration. Questions and comments from the Board were addressed.

2026-27 Middle School and High School Student Fee Schedules - Executive Director of Secondary Programs Petra Callin presented the proposed 2026-27 middle school and high school student fee schedules for consideration. Questions and comments from the Board were addressed.

6-12 Social Studies Adoption - Executive Director of Teaching, Learning, and Professional Development Tammy O'Neill, Associate Director of Teaching, Learning, and Professional Development Laurie Meisner, and Instructional Coach Matthew Misley presented information on the 6-12 Social Studies Curriculum adoption. Questions and comments from the Board were addressed.

2026-27 Board Meeting Calendar - Discussion/Action - The Board discussed the draft of the 2026-27 Board meeting calendar. Questions and comments were discussed.

R25/26-34

Tory McVay moved, Glenn Wachter seconded the motion to adopt the 2026-27 Board Meeting Calendar.

Motion passed 6-0 - Benologa, Dobson, Kemp, McVay, Olson, Wachter voted yes.

Process for Filling Board Vacancy - Discussion/Action - The Board discussed the process for filling the vacancy of Board of Director Position 7. Questions and comments were discussed.

R25/26-35

Glenn Wachter moved, April Olson seconded the motion to adopt the process to appoint a replacement to fill the position of Board Director April Dobson vacant as of June 17, 2026.

Motion passed 6-0 - Benologa, Dobson, Kemp, McVay, Olson, Wachter voted yes.

There being no further business to come before the Board, the meeting adjourned at 8:42 p.m.

Unapproved

**COMMUNITY AFTER-SCHOOL RELATIONSHIP
ENRICHMENT (CARE) PROGRAM UPDATE & FEES**

CONSENT C
May 21, 2026

SUPERINTENDENT'S RECOMMENDATION:

Approve fee increases as per Attachment A

REASON FOR BOARD CONSIDERATION:

Community After-School Relationship Enrichment (CARE) update and consideration of an increase in fees.

BACKGROUND:

The CARE program provides out-of-school-time fee-based care and enrichment activities for North Clackamas School District students in grades K-5.

- Increase program fee rates by approximately 7-8%
- No changes to registration or incidental fees
- All changes take effect September 1, 2026

Rate Increase: Rate increases for the CARE program were last approved on May 22, 2025. This year, the program is operating at a loss. Next year, the program anticipates a 5-6% increase in staffing costs. It is recommended that CARE fees be increased by approximately 7-8% as shown on Attachment A.

ATTACHMENTS:

- A. Proposed CARE Fee Schedule
- B. Fee Structure Market Comparison

PRESENTER / STAFF CONTACT:

Teresa Neff-Webster, Chief of Operations
Natalie Whisler, Director, Community Services

CARE 2026 Fee Rate Sheet- Attachment A

CARE School Year Program			
	Current Fee	Increase	Proposed Fee
Family Registration Fee	\$70	-	\$70
Monthly After School	\$400	\$30	\$430
Monthly Before School	\$285	\$20	\$305
Monthly Before & After School	\$565	\$40	\$605
Daily After School	\$33	\$2	\$35
Daily Before School	\$26	\$2	\$28
Daily Before & After School	\$43	\$3	\$46
Non-School Days (Full Day)	\$56	\$4	\$60

Summer/Camp Program Fees			
	Current Fee	Increase	Proposed Fee
Family Registration Fee	\$70	-	\$70
Weekly	\$255	\$20	\$275
Daily	\$58	\$4	\$62
Extended Hours- Weekly	\$51	\$4	\$55
Extended Hours- Daily	\$13	\$1	\$14

Incidental Fees			
	Current Fee	Increase	Proposed Fee
No Show Fee	\$5	-	\$5
Past Due Fee	\$15	-	\$15
Late Pick-Up Fee	\$1 per minute	-	\$1 per minute
Return Check Fee	\$25	-	\$25

NORTH CLACKAMAS SCHOOL DISTRICT CARE PROGRAM

Fee Structure Market Comparison

	NCS D CARE Proposed Fees	Oak Grove Day Care	Kindercare- Sunnyside	Learning Tree Oak Grove	Oregon City School District***	Goddard Happy Valley	Happy Valley Child's Kingdom
Monthly Fees							
After School	430	535	Discontinued	570	330	1035	480
Before School	305	315	N/A	No longer offered	N/A	No before care	N/A
Before and After School	605	620	N/A	n/a	N/A	N/A	618
Daily Fees							
After School	35	45	N/A	53	N/A	N/A	N/A
Before School	28	30	N/A	No longer offered	N/A	N/A	N/A
Before and After School	46	55	N/A	n/a	N/A	N/A	N/A
Non-School Days	60	95		45	80		
Summer Fees							
Monthly	-	1260		1175	1150	1899	N/A
Weekly	275	345	N/A	N/A	400	N/A	385
Daily	62	95	N/A	78	N/A	N/A	N/A
Registration	70	40		40	100	375	200
*Monthly fees based on 4 week period; NSD rates are in addition to monthly program							
** \$200 + \$75 per additional child							
*** OCCE OR City Community Education							

**2026-2027 MIDDLE SCHOOL AND HIGH SCHOOL
STUDENT FEE SCHEDULES**

CONSENT D
May 21, 2026

SUPERINTENDENT’S RECOMMENDATION:

Approval of the 2026-2027 Middle School and High School fee schedules.

ORIGINATED BY:

This is an annual agenda item.

REASON FOR BOARD CONSIDERATION:

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

BACKGROUND:

NCSD strives to keep school-related costs and fees as low as possible for students and families. As we have kept fee structures static for several years, we are proposing some changes for the upcoming school year.

PROPOSED REVISIONS TO FEE SCHEDULES:

This proposal outlines revisions to the district's fee schedules for both middle and high schools. Middle schools are recommending a move to a flat fee structure akin to elementary schools. High schools have updated course names, deleted club specific fees, and the textbook deposit. Some fees have increased nominally to help address rising costs over the years.

ATTACHMENTS:

- Powerpoint Presentation
- Proposed draft of the 2026-2027 North Clackamas Middle School Fee Schedule
- Proposed draft of the 2026-2027 North Clackamas High School Fee Schedule

PRESENTER / STAFF CONTACT:

Petra Callin, Executive Director of Secondary Programs



**NORTH CLACKAMAS SCHOOL DISTRICT
2026-27 MIDDLE SCHOOL FEE SCHEDULE**

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

Yearly flat fee (includes materials for elective courses)	\$75
Instrument Rental Fee	Cost will vary
Student Body Card Replacement	\$5
Yearbook	\$20
After School Athletics (Cross Country and/or Track & Field)	\$50 per sport



**NORTH CLACKAMAS SCHOOL DISTRICT
2026-27 HIGH SCHOOL FEE SCHEDULE**

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

North Clackamas High Schools Preparing graduates who are inspired and empowered to strengthen the quality of life in our local and global communities			Sabin Schellenberg Educating passionate leaders through creative and relevant professional experiences		
Courses	Semester Course Fees	Year Long Fees	Courses	Semester Course Fees	Year Long Fees
Acting Courses		\$25	Intro to Agriculture and Natural Resources		\$15
Performing Arts (band, orchestra, choir, percussion, guitar)	\$25	\$50	Automotive Service Tech 1, 2, 3 & 4		\$40
Photography, Ceramics & Art	\$25	\$50	Auto Upkeep	\$20	
Student Body Activity Fee		\$35	Intro to Barbering	\$20	
Student Parking	\$35	\$70	Intro to Cosmetology	\$20	
Yearbook		\$55	Cosmetology 1, 2 & 3		\$50
Athletics (Per sport - \$425 ind/\$700 family max)		\$200	Barbering 1		\$50
			Intro to Culinary Arts	\$25	
			Culinary Arts 1		\$50
			Food Handler's Card <i>Required for Culinary 1, BAMM 1</i>		\$10
			Fire Science 1 & 2		\$25
			Forestry: 1, 2, & 3		\$25
			Intro to Health Sciences		\$25
			Health Sciences 1 & 2		\$50
			Intro to Manufacturing and Engineering	\$20	
			Welding 1, 2 & 3		\$40
			Machine Tool Technology 1, 2 & 3		\$40
			Student Parking	\$35	\$70

SUPERINTENDENT’S RECOMMENDATION:

Approve the adoption of the Social Studies curriculum for grades 6-12. The instructional material recommendation for 6-12 social studies courses is:

- Teachers Curriculum Institute (TCI) - History Alive

REASON FOR BOARD CONSIDERATION:

The 6-12 Social Studies instructional materials recommendation is a direct response to:

- Our district mission: Inspiring graduates who are empowered to act with courage in life and to strengthen local and global communities.
- Strategic Point: Student Experience & Success - Strengthen and improve instructional and assessment practices that lead to meaningful academic and experiential learning for each student.
- State Standards: Curriculum materials that are aligned to state social studies standards.

North Clackamas School District last adopted social studies instructional materials in 2018-2019.

BUDGET IMPACT/SOURCE OF FUNDS:

The total budget for the purchase of 6-12 social studies instructional materials is \$464,000. These totals are included in the 2025-2026 budget. Pending board approval, resources will be purchased and anticipated delivery by June 30, 2026. Resources will be implemented beginning fall 2026.

BACKGROUND:

The social studies adoption team consisted of 22 teachers and 7 administrators. Curriculum resources evaluated were selected based on Oregon state adoption criteria, and the Oregon social studies standards revised in 2024, and a local review tool.

This process, led by Teaching, Learning & Professional Development, began in 2024-2025. During the 2025-2026 school years the social studies Adoption Team:

- Examined NCSd district mission and strategic direction, NCSd equity lens, the social science standards, our current social studies instructional practices, and student achievement data.
- Engaged in professional development on current trends in social science instruction and methods.

- Crosswalked current course scope and sequence of instructional units with professional learning.
- Piloted new materials in social studies courses and collected feedback from teachers and students.

We are recommending the Board adopt the listed basal materials which:

- Engages each student in using inquiry in contextual and authentic interactions.
- Integrates cultural understanding and multiple perspectives.
- Equips teachers to design rigorous, relevant, and responsive inquiry-based learning experiences.
- Facilitates prioritization of social studies standards.
- Honors teacher knowledge and expertise.

PRESENTER / STAFF CONTACT:

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

Laurie Meisner, Associate Director, Teaching, Learning, and Professional Development

Matthew Misley, Instructional Coach, Teaching, Learning, and Professional Development

COMPREHENSIVE SUBSTANCE USE PREVENTION AND INTERVENTION PLAN

DISCUSSION
Agenda Item #1
May 21, 2026

ORIGINATED BY:

This is information presented to the School Board, developed in accordance with OAR 581-022-2045.

BACKGROUND:

The North Clackamas School District (NCSD) is dedicated to fostering a safe, healthy, and supportive learning environment that empowers every student to thrive. This Comprehensive Substance Use Prevention and Intervention Plan, developed in accordance with OAR 581-022-2045, outlines the district's commitment to preventing substance use and providing appropriate interventions.

Through a multifaceted approach, NCSD integrates substance use education into the K-12 comprehensive health curriculum, reinforces clear, consistent policies on alcohol, tobacco, and other drugs, and ensures robust referral procedures for medical emergencies and ongoing support. The plan prioritizes clear, fact-based communication with students, staff, and families, emphasizing supportive tactics and culturally responsive messaging. By actively engaging with community partners such as Northwest Family Services and Clackamas County, and by ensuring annual staff training and plan reviews, NCSD maintains a coordinated, evidence-based strategy to promote student wellness, increase awareness of risks and resources, and uphold an informed, drug-free educational environment.

ATTACHMENTS:

[Substance Use Prevention and Intervention Plan Slide Deck](#)
[NCSD Substance Use Prevention and Intervention Plan.May 2026](#)

PRESENTER/STAFF CONTACT:

Khaliyah Williams-Rodríguez, Chief of Student and Family Services
Tammy O'Neill, Executive Director of Teaching, Learning and Professional Development
Barnaby Gloger, Associate Director of Student and Family Services
Amie Fortuna, Administrator Nutrition Services
Jennifer Dove-Kiltow, Executive Director of Student and Family Services

Comprehensive Substance Use Prevention & Intervention Plan

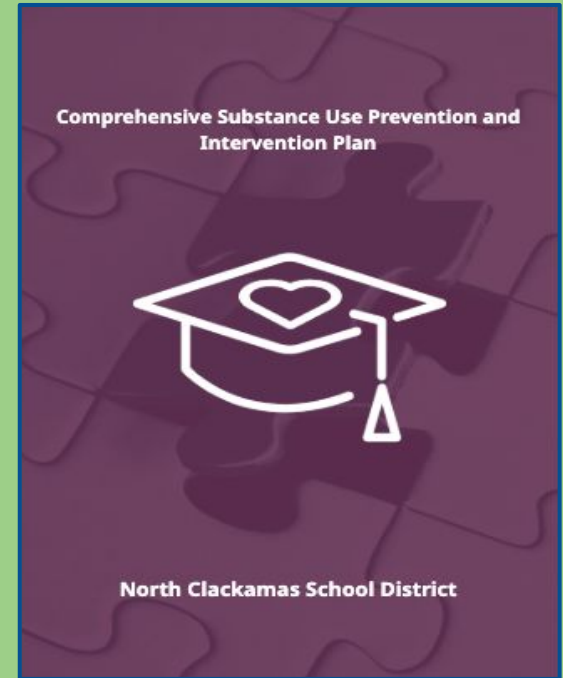
Fostering A Safe, Healthy, And Supportive Learning Environment

May 21, 2026

Why Are We Here?

The **North Clackamas School District** is committed to providing a safe, healthy, and supportive learning environment. The **Comprehensive Substance Use Prevention and Intervention Plan**, aligned with **OAR 581-022-2045**, outlines NCSD's commitment to prevention and intervention.

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Input and Expertise

- ❑ Community Equity Council
- ❑ NCSD Executive Team
- ❑ NCSD Nurses
- ❑ NCSD School Social Workers
- ❑ NorthWest Family Services
- ❑ Teaching and Learning Department
- ❑ Wellness Committee
- ❑ Youth Equity Advisory Committee

Plan Summary

The North Clackamas School District is dedicated to empowering and educating students and staff through a comprehensive approach. This plan includes:



Integrated K-12 Health Education



**Clear Policies on Alcohol, Tobacco,
and Drugs**



**Robust Referral and Emergency
Medical Procedures**



Staff Development

Plan Elements

Educational Program

- K-12 educational program
- Includes required ODE provided lessons focusing on the dangers of synthetic opioids

Staff Development

- Alcohol and drug abuse prevention education training is required annually for all staff
- Outlines the responsibility within the plan

Board Policies

- Drug and alcohol prevention education
- Discipline policies related to substance use

Resources

- Intervention and prevention
- Communication
- Additional staff training available

Staff Responsibilities

All District Nurses

- Co-facilitate district emergency medical response planning
- Support staff training for emergency protocols
- Serve as liaison to community health providers

Counselors & Social Workers

- Identify at-risk students and provide interventions (incl. referrals)
- Develop re-engagement and support plans
- Monitor students' academic and emotional well-being

Health & Wellness Teachers

- Deliver substance use prevention curriculum
- Foster environment for protective skills and prosocial behavior

All Staff

- Promote safe, inclusive schools for mental health
- Understand NCS D Substance Use Prevention Plan

T H A N K Y O U !

Comprehensive Substance Use Prevention and Intervention Plan



North Clackamas School District

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Plan Introduction and Overview

Executive Summary

The North Clackamas School District (NCS D) is dedicated to fostering a safe, healthy, and supportive learning environment that empowers every student to thrive. This Comprehensive Substance Use Prevention and Intervention Plan, developed in accordance with OAR 581-022-2045, outlines the district's commitment to preventing substance use and providing appropriate interventions. Through a multifaceted approach, NCS D integrates substance use education into the K-12 comprehensive health curriculum, reinforces clear, consistent policies on alcohol, tobacco, and other drugs, and ensures robust referral procedures for medical emergencies and ongoing support. The plan prioritizes clear, fact-based communication with students, staff, and families, emphasizing supportive tactics and culturally responsive messaging. By actively engaging with community partners such as Northwest Family Services and Clackamas County, and by ensuring annual staff training and plan reviews, NCS D maintains a coordinated, evidence-based strategy to promote student wellness, increase awareness of risks and resources, and uphold an informed, drug-free educational environment.

Substance Use Prevention and Intervention Plan

The North Clackamas School District's prevention and intervention plan aims to increase understanding of substance use, ensure students and families know what resources are available, and establish a clear K-12 education plan developed with input from staff, families, students, and community partners. It also focuses on giving staff the training they need and improving communication with the community. Overall, the district is working hard to build a strong support system that enables students to achieve academic excellence and lead healthy lives.

Contact Information

Name	Contact Information	Roles
Dr. Khaliyah Williams-Rodriguez	Khaliyah Willi...	Chief, Student and Family Services
Jennifer Dove- Kiltow	Jennifer Dove...	Executive Director, Student and Family Services
Barnaby Gloger	Barnaby Glog...	Associate Director, Student and Family Services
Amie Fortuna	Amie Fortuna	Nutrition Services Administrator
Tammy O'Neill	Tammy O'Neill	Executive Director of Teaching, Learning, and Professional Development
Petra Callin	Petra Callin	Executive Director of Secondary Programs
Patricia Ahrens	Patricia Ahrens	Executive Director of Elementary Programs

Staff Roles and Responsibilities

Role	Responsibilities
All District Nurses	<ul style="list-style-type: none"> Co-facilitate district emergency medical response planning, including the availability and use of

	<p>opioid overdose reversal medication in co-operation with Risk Management and school-level safety committees.</p> <ul style="list-style-type: none"> • Support staff training related to emergency medical response protocols. • Serve as liaison to community health providers.
All School Counselors/Social Workers	<ul style="list-style-type: none"> • Identify at-risk students and provide early interventions and referrals. • Work with staff, students, and families to develop re-engagement and support plans. • Partner with families and teachers to monitor students' academic and emotional well-being.
All high school health teachers and K-8 wellness teachers	<ul style="list-style-type: none"> • Deliver school board-adopted substance use prevention curriculum based on Health Education Standards and other state-level prevention education requirements. • Foster a classroom environment that supports students in developing protective skills and prosocial behaviors.
All Staff	<ul style="list-style-type: none"> • Promote safe and inclusive schools that support the mental health and well-being of all students. • Maintain an understanding and awareness of the NCSD Substance Use Prevention and Intervention Plan, including all protocols for emergency medical response and referral

	procedures.
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North Clackamas School District Board Policy

North Clackamas School District Board Policies outline the responsibilities of staff and students in supporting a drug and alcohol educational environment. The following policies describe:

- The district’s commitment to providing students with the knowledge and skills to avoid harmful substances,
- Defines the rules and expectations for student conduct regarding substances and,
- The consequences and procedures associated with the use, possession, sale, or distribution of drugs and alcohol.

Board Policies

[IGAEB](#)- (Drug, Alcohol and Tobacco Prevention Education)

[JFCG/JFCH/JFCI](#)- (Use of Tobacco Products, Alcohol, Unlawful Drugs, Inhalant Delivery Systems or Mind-Altering Substances)

[JFCG/JFCH/JFCI-AR](#)- (Student Use, Possession, Sale or Distribution of Tobacco Products, Alcohol, Unlawful Drugs, Inhalant Delivery Systems or Mind-Altering Substances)

The North Clackamas School District Student and Family Handbook

The NCSD Student and Family Handbook establishes a comprehensive framework designed to maintain a safe, drug-free learning environment. Grounded in a philosophy that balances accountability with student wellness, the handbook outlines a tiered response to violations that includes disciplinary consequences alongside support systems such as substance abuse assessments and professional counseling. The handbook provides information on integrating prevention education into the core curriculum and on partnerships with community health organizations, emphasizing a proactive approach that prioritizes student health and academic success.

Student Rights and Responsibilities

Students have a right to attend school in an environment conducive to learning. Student drug, alcohol, and tobacco use is illegal and harmful, and interferes with both effective learning and the healthy development of students. The school has a fundamental legal and ethical obligation to prevent unlawful drug, alcohol, and tobacco use and to maintain a drug-free educational environment.

The district actively seeks additional funds from outside sources, either independently or through coordinated efforts with other districts, community agencies, or the education service district for drug-free schools grants. Funds needed to support district activities related to unlawful drug, alcohol, and tobacco prevention will be identified by source.

Students possessing, using, and/or selling unlawful drugs, including drug paraphernalia, alcohol, and tobacco on district property, in district vehicles, at district-sponsored activities on or off district grounds shall be subject to discipline up to and including expulsion. Any staff member who has reason to suspect a student is in possession of, or under the influence of unlawful drugs, alcohol, other intoxicants, or tobacco on district property, on a school bus, or while participating in any district-sponsored activity, whether on district property or at sites off district property, will escort the student to the office or designated area and will report the information to the principal or their designated representative. Students may also be referred to law enforcement officials.

Discipline Procedures

NCSD board policy establishes clear disciplinary procedures that escalate with repeated violations, while offering students pathways to reduce consequences through education, assessment, and participation in treatment. Restorative practices may be used as an alternative or complement to disciplinary measures. School staff, including school-based therapists, social workers, and counselors, are available to support student recovery and reintegration.

School Board Policy [JFCG/JFCH/JFCI-AR](#) outlines the disciplinary procedures summarized below.

Tobacco Products and Inhalant Delivery Systems

- Disciplinary action for the first occurrence will be parental involvement to encourage students to participate in a program of good health and physical fitness, and discourage the use of the products or a short suspension.
- Repeated occurrences will call for a conference with the student's parents, and interventions may be implemented through restorative or disciplinary procedures, including suspension.

Alcohol, Unlawful Drugs, and Mind-Altering Substances

- First Offense: 10-day suspension, reducible to 2 days if student obtains professional chemical dependency assessment and follows treatment recommendations
- Second Offense (within 12 months): 10-day suspension with expulsion recommendation, reducible to 4 days if student completes assessment/reassessment and follows treatment
- Third Offense (within 12 months): Automatic expulsion recommendation
- Law enforcement notification when appropriate

Sale or Distribution

- Immediate suspension with possible expulsion recommendation
- Mandatory chemical dependency assessment before readmission
- Law enforcement authorities must be notified

Drug Paraphernalia

- Prohibited and subject to confiscation
- Students may be subject to intervention, restorative, or disciplinary procedures
- Paraphernalia with drug residue is handled through possession procedures

Related Legislation

District Comprehensive Substance Use Prevention Plans are developed in accordance with a series of Oregon Senate Bills, Oregon Revised Statutes, and Oregon Administrative Rules. This plan primarily encompasses:

- [OAR 581-022-2045](#) (Prevention Education in Drugs and Alcohol)
- [SB 238](#) (Annual Opioid Prevention Lessons)

In addition, many secondary state sources are reflected in this plan, including:

- [OAR 581-022-2060](#) (Comprehensive School Counseling)
- [OAR 581-022-2220](#) (Health Services)
- [OAR 581-022-2030](#) (District Curriculum)
- [HB 3321](#) (Provides a statutory definition of prevention)

Prevention and Intervention Strategies

K-12 Instruction

In grades K-10, North Clackamas School District students receive age-appropriate health instruction from a certified teacher. Instructional units are aligned to [Oregon health standards](#) and are reviewed annually to ensure the information reflects current research.

As outlined by the Oregon Department of Education (ODE) and as required by Oregon law, this instruction:

- Provides information and resources on the adverse effects that substances can have on young people without using fear- or shame-based approaches.
- Offers skill-building opportunities to analyze cultural influences, communicate effectively, and make decisions in navigating internal and external factors related to substance use.
- Provides clarity that substances refer to all types of legal and illicit drugs, including alcohol, tobacco, marijuana/cannabis, prescription, and over-the-counter medications.
- Provides students with real-life connections to people and other local resources in the school and community to assist themselves or others.
- Emphasizes prevention strategies that inform and empower students to:
 - Understand and manage peer pressure;

- o Understand the consequences of consuming alcohol and other drugs.
- o Make informed and responsible decisions.
- o And motivate students to adopt positive attitudes towards health and wellness.
- Includes information regarding the effects of alcohol, tobacco, and other drug use, including the dangers of synthetic opioids, including fentanyl or any substituted derivative of fentanyl, counterfeit and fake drugs, anabolic steroids, and performance-enhancing and controlled substances.
- Includes all laws relating to the use, especially by minors, of alcohol and other illegal drugs, including laws that provide immunity or other protections for persons who report drug or alcohol use or who seek medical treatment for drug or alcohol overdoses for themselves or others.
- Includes the availability of school and community resources.
- Incorporates curricula [supplements provided by the Oregon Department of Education \(Understanding Fentanyl Lesson\)](#) that focus on the dangers of synthetic opioids, including fentanyl, and on laws that provide immunity and other protections. These supplements are utilized annually in grades 6-8 and at least once in grades 9-12 and include activities that assist students in developing and reinforcing skills.
- Utilizes drug, alcohol, and tobacco curriculum that is age-appropriate, reviewed annually, and updated as necessary to reflect current research.

Instructional Delivery

K-5: Health education is provided by a certified teacher for 30 minutes per week at each grade level.

Middle school: Health education is provided by a certified wellness teacher in all grades.

High school: In 9th and 10th grade, students enroll in a semester-long (half-year) health course taught by a certified health teacher. In 11th and 12th grade year, high school students receive at least two lessons addressing substance use, misuse, and abuse.

Intervention, Referral, and Emergency Response

North Clackamas School District partners with Northwest Family Services (NWFS) to provide school-based drug and alcohol assessment and treatment services. Northwest Family Services case managers, counselors, and peer support specialists will meet with students at school to provide tobacco, drug, and alcohol assessment and

treatment services. Students can self-refer, be referred by parents/guardians, or be referred by school staff. The [referral form](#) can be found on the District website.

In general, drug-related medical emergencies will be handled like a serious accident or illness. Immediate notification of emergency care is required. Trained staff members will assist the student. Parents/Guardians shall be contacted as soon as possible. Procedures to be taken, including those for students participating in district-sponsored activities off district grounds, are incorporated in the emergency response plans.

Communication

The North Clackamas School District utilizes parent, student, and staff surveys to collect and monitor perceptions of safety and mental health, including:

Oregon's Student Health Survey (SHS) is a collaborative effort with the Oregon Department of Education to improve the health and well-being of all Oregon students and help them succeed. The SHS is a comprehensive, school-based, anonymous, and voluntary health survey of 6th-, 8th-, and 11th-graders. It is a key part of statewide efforts to help local schools and communities ensure that all Oregon youth are healthy and successful learners.

The SHS is designed to address:

- Student health and safety
- Student mental and behavioral health
- School climate and culture

The YouthTruth Survey is conducted annually to gather information from students and their families across multiple areas, including those aligned to the identification and prevention of substance misuse:

- The degree to which students feel a sense of belonging and respect within their school culture
- Student participation in extracurricular activities
- Student perceptions of school climate
- The overall safety of the school environment

Board presentations, the school district website, district- and school-initiated communication, and staff meetings are used to communicate updates, priorities, and resources related to substance use prevention and intervention.

The district uses district-wide messaging campaigns, such as “One Pill Can Kill” (addressing the dangers of fentanyl use), in coordination with community partners, including Clackamas County and the Oregon Department of Education.

Staff Training

All staff receive annual training through the online Public Works platform. This annual training includes:

- A review of the Comprehensive Substance Use Prevention and Intervention Plan
- An overview of resources available to staff and students
- Substance use, misuse, and abuse prevention information
- Signs of an opioid overdose and steps to take to reverse an opioid overdose (including administration of Narcan)

Prevention Education Resources

Resource	Description	Link/Contact Information
2023 Health Education Standards	Grade-level health standards adopted by the Oregon Department of Education.	Health Standards Adopted 10.19.23.pdf
ODE Substance Use Prevention Lessons	Instructional materials developed by ODE include annually required opioid prevention lessons and optional K-12 substance use prevention lessons.	Oregon Department of Education: Substance Use Prevention Education
K-5: The Great Body Shop, Second Steps	Age-appropriate health curriculum that aligns with K-5 health standards.	Rob Holloway Associate Director Teaching, Learning & Professional Development
6-8: McGraw-Hill Teen Health, My Future My Choice	Age-appropriate health curriculum that aligns with 6-8 health standards.	Rob Holloway Associate Director Teaching, Learning & Professional Development
9-10: McGraw-Hill Glencoe Health, Rights, Respect, and Responsibility	Age-appropriate health curriculum that aligns with 9-12 health standards.	Rob Holloway Associate Director Teaching, Learning & Professional Development

Intervention and Referral Resources

Resource	Description	Link/Contact Information
NCS D Drug and Alcohol Policies	District policy for drug and alcohol use on campus and at school-sponsored events.	IGAEB JFCG/JFCH/JFCI JFCG/JFCH/JFCI-AR
District Opioid Overdose Response Protocol	District protocol for identifying and responding to opioid-related medical emergencies.	Provided via Annual Required Employee Training Video NCS D Opioid Overdose Reversal Protocol
OHA/ODE Fentanyl Toolkit for Schools	Toolkit developed by the Oregon Health Authority, Oregon Department of Education, and Alcohol and Drug Policy Commission to support prevention, harm reduction, and response efforts related to fentanyl use.	2024 Fentanyl Toolkit for Schools
SAMHSA Student Assistance Framework	Guide for school administrators regarding the impact and key components of student assistance services.	Student Assistance: A Guide for School Administrators

Communication Resources

Resource	Description	Link/Contact Information
ODE Growing Up Safe Campaign	Substance use prevention campaign for caregivers of K-5 students.	Oregon Department of Education: Growing Up Safe - K-5 Media Campaign: Health: State of Oregon
ODE True Friends (6-8) Campaign	Substance use prevention campaign for 6-8 students and their caregivers.	Oregon Department of Education: True Friends - 6-8 Media Campaign: Health: State of Oregon
ODE True Friends (9-12) Campaign	Substance use prevention campaign for 9-12 students.	Oregon Department of Education: True Friends - 9-12 Media Campaign: Health: State of Oregon

Staff Training Resources

Resource	Description	Link/Contact Information
Opioid Overdose Reversal Administration (Narcan) Training	Annual required online training provided to all NCS D staff training on what to look for in opioid overdose and steps to take to reverse an opioid overdose (including administration of Narcan).	NCS D Opioid Overdose Reversal (Narcan) Training Video NCS D Opioid Overdose Reversal Protocol
ODE Opioid Prevention Webinars and Slides	Slide decks from the ODE opioid prevention webinars in May 2025.	Oregon Department of Education: Webinar
ODE Restorative Practices Training and Technical Assistance	Training and technical assistance for educators and administrators in restorative practices provided by the Oregon Department of Education.	Restorative Practices and Restorative Justice Training Overview and Resources

Table 6: Community Resources

Resource	Description	Link/Contact Information
Local Public Health Authority	LPHAs may partner with districts to support substance use prevention and/or intervention.	Clackamas County LPHA contact directory
Local Alcohol and Drug Prevention Education Coordinator	The local ADPEP Coordinators may partner with districts to support substance use prevention and/or intervention.	Clackamas Prevention and Positive Youth Development County
Recovery High School	Provides students with a specialized high school education experience tailored to meet the needs of students with substance use and co-occurring behavioral health challenges.	ODE Recovery High Schools Webpage
Resource List by County	County-specific resource guides focused on mental health and substance use for each of Oregon’s 36 counties.	Oregon resource guides Resource Guides Coast to Forest Oregon State University Clackamas County Resource Guide
NCSD Crisis & Community Resources	See section on “Addiction.”	https://www.nclack.k12.or.us/resources/crisis-resource-page

EVERY.ONE.: BUILDING THE SCHOOL COMMUNITY
EVERY STUDENT DESERVES

REPORT
Agenda Item #2
May 21, 2026

SUPERINTENDENT'S RECOMMENDATION:

This data is presented for Board information.

ORIGINATED BY: Board request for information regarding North Clackamas School District's universal behavioral supports and the tiered systems implemented to ensure educational access for all students regardless of behavioral challenges.

BACKGROUND: North Clackamas Schools is dedicated to the essential promise of "EVERY. ONE.", which serves as the bedrock for a healthy community and a vibrant democracy. The district recognizes every student as a valuable investment. At the heart of this mission is the conviction that students communicate using the best tools available to them and possess a natural desire to succeed in their educational journey.

To realize this vision, the district strives to cultivate school and classroom environments where belonging, visibility, and personal growth are standard expectations for both behavior and academics. This approach focuses on the development of the whole child, acknowledging that emotional well-being and a genuine sense of inclusion are vital foundations for academic achievement.

Key Behavioral Support Frameworks:

- CHAMPS & STOIC (Universal/Tier 1): The district's primary model for proactive classroom management. It focuses on five key variables: Structure for success, Teach expectations, Observe student behavior, Interact positively, and Correct fluently.
- Behavioral Support Reorganization: The district has reorganized into a team of certified and classified positions to focus on decreasing exclusionary discipline and increasing placement in the Least Restrictive Environment (LRE).
- Legislative & Ethical Compliance: Supports are aligned with Oregon law (2023 Senate Bills: SB 577, SB 790, SB 1024) and IDEA, prioritizing prevention, de-escalation, and the reduction of restraint and seclusion.

Supporting Behavior: Levels of Intervention:

- Tier 1: All Students (approx. 80%): Includes CHAMPS, classroom break spaces, school-wide regulation tools, Caring School Community curriculum, restorative practices, and community circles.
- Tier 2 & 3: Some & Few (approx. 1-15%): Includes regulation spaces, site-based problem-solving teams, Functional Behavior Assessments (FBA), safety plans, check-in/check-out systems, and real-time modeling of individualized strategies by behavior coaches.

Successful Strategies Include:

- Behavior Coaches: Providing coaching and consultation to staff to increase capacity for behavioral interventions.
- Data-Driven Interventions: Using data to identify clear next steps and focus areas for student support.
- Collaborative Systems: Ensuring adults support each other in planning and implementation so that both students and staff have the tools to succeed.
- LRE Focus: Prioritizing education in neighborhood schools with non-disabled peers to the maximum extent appropriate.

ATTACHMENTS:

[Presentation Slides](#)

[Danielson Domain 2: \(Teacher Evaluation Tool\)](#)

[Sample Whole School Plan](#)

[Sample Classroom Plan](#)

[Visitor Policy](#)

[Volunteer Policy](#)

PRESENTER / STAFF CONTACT:

Ivonne Dibblee, Assistant Superintendent of Education

Patricia Ahrens, Executive Director of Elementary Programs

Mike Potter, Principal

Alison Schlicht, Principal

Heidi Dodge, Principal

Stephanie Kendall, Coordinator, Teaching, Learning, Professional Development

EVERY. ONE.

**Building the School Community
Every Student Deserves**

Board Report

May 21, 2026

Public Education: Our Responsibility



The Foundation

Public education is the only institution built on the promise that **all means all**. It is the cornerstone of our shared democracy and community health.



Collective Purpose

When we exclude, we break our promise. Our behavior must communicate that every student is a worthy investment, regardless of the challenge.

We Believe

Belonging

Every student belongs here, in our school and our learning community.

Best Self

Every student brings their best self through the door every day.

Communication

Students communicate in the best way they can, the best way they know how.

Success

Students want to do well in school. Families and staff share this goal.

Thriving Learning Environments



Belonging

All students feel a sense of belonging and cared for.



Visibility

All students are seen, heard, and celebrated.



Growth

Instruction meets students where they are and grows from there.

This is hard and important work that is ⁴⁷ expected for academics and behavior.

Partnership With Families Is Essential



Celebrate new learning

Recognizing student achievements and milestones together builds a positive culture of growth and mutual support.



Collaborate and solve

We work as a team to problem solve and provide tailored support when students face challenges in their learning journey.

Prioritizing the Whole Child



Thriving Learning Environments

Hardwiring safety into every instructional area.

Student Wellbeing

Recognizing that mental health is a prerequisite for academic growth.

Sense of Belonging

Moving from attendance to active, felt community membership.

Interrogating our Belief Systems

Hattie's Effect Size

-0.20

Suspension & Exclusion

A negative effect size indicates a decrease in student learning outcomes.

The Cost of Excluding Students

All behavior communicates. When we choose to suspend, we are inadvertently sending these powerful messages:

Lack of Investment

"We're not investing in your future or your potential."

Conditional Inclusion

"Your best is not good enough to be included in our community."

Devalued Partnership

"We don't value you enough to work through hard things together."

Interrogating our Belief Systems

-0.61

Hattie's Effect Size:
Labeling

The Cost of Labels

Labels create a glass ceiling for student potential. Our work with families must shift from "identifying problems" to "partnering for progress."

"Our behavior toward a student tells them whether or not we will invest in their future."

S

STRUCTURE FOR SUCCESS

Organizational elements in the school setting impact how students behave and how they feel about being there.

CONSIDERATIONS:

- Physical arrangements
- Scheduling
- Organizational patterns
- Routines and procedures
- Expectations for students
- Expectations for staff

T

TEACH EXPECTATIONS

Expectations teach students to behave responsibly in every setting across the school. Teach expectations like a coach: with clarity, repetition, and inspiration!

EXAMPLES:

- Schoolwide guidelines
- Expectations for common areas
- Expectations (and reminders!) for the classroom

O

OBSERVE

Observe student behavior; supervise and monitor with precision. Remember, the presence of authority prompts people to follow rules, and people want to put their best foot forward.

TACTICS:

- Build relationships with students
- Circulate and scan classrooms
- Have enough adults present
- Support other adults
- Use data to view and understand long-term trends

I

INTERACT POSITIVELY

Build relationships that can be operationalized.

TACTICS:

- Say hello, converse, and listen to students
- Pronounce names correctly
- Make average kids feel above average
- Provide specific, descriptive feedback
- Use attention strategically
- Use a 3:1 ratio of attention to positive compared to negative behavior
- Record how you pay attention to students

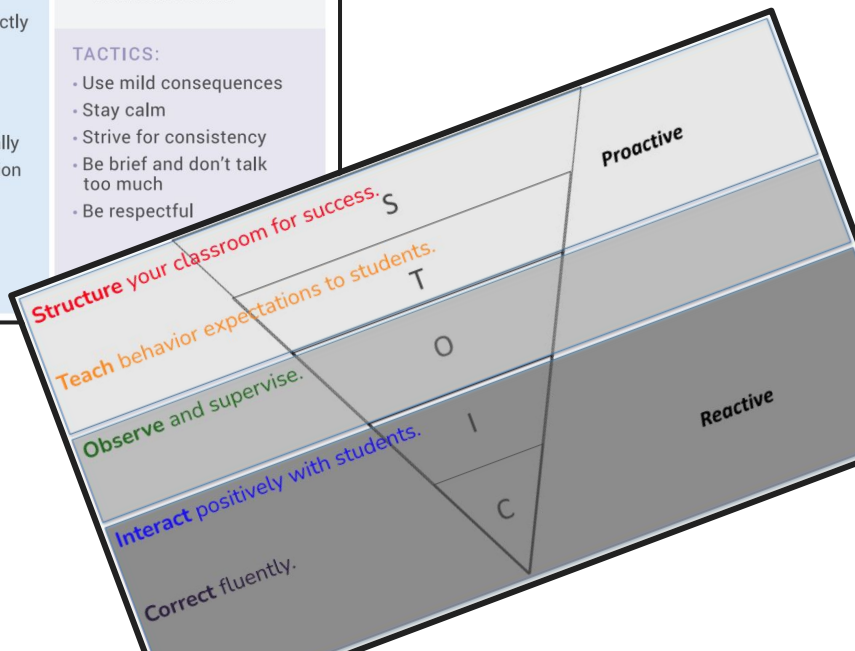
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CORRECT FLUENTLY

Avoid corrections that interrupt the flow. Correction should feel like a parenthetical phrase to the momentum of what you are doing in the classroom.

TACTICS:

- Use mild consequences
- Stay calm
- Strive for consistency
- Be brief and don't talk too much
- Be respectful



What we do: Schoolwide

CHAMPS: Clarity for Every Task

C
CONVERSATION

H
HELP

A
ACTIVITY

M
MOVEMENT

P
PARTICIPATION

S
SUCCESS!

The only absolute rule within CHAMPS is that: All people should be treated with dignity and respect. Humiliation or belittlement of students should never be a part of any educator's repertoire.

Our model for classroom management is CHAMPS.

CHAMPS is not a canned discipline plan.

CHAMPS is a decision-making template.

When student behavior is a problem, experiment with one or more aspects of your CHAMPS Classroom Management Plan.

C
CONVERSACIÓN

H
HACER PREGUNTAS:
AYUDA

A
ACTIVIDAD

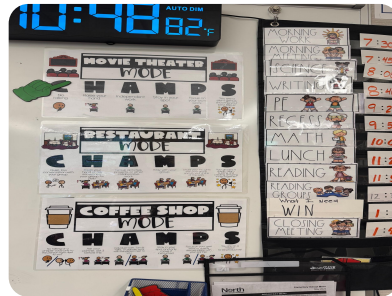
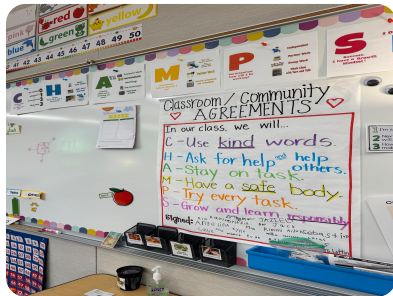
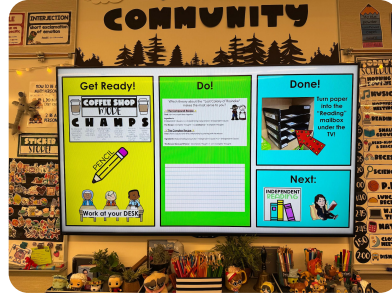
M
MOVIMIENTO

P
PARTICIPACIÓN

S
¡SÚPER ÉXITO!

Acronym	Critical Success Question
Conversation	Can students talk? To whom? About what?
Help	How do students get the teacher's attention?
Activity	What is the specific task or objective?
Movement	For what reasons can students leave their seats?
Participation	What does active ⁵³ engagement look like?
Success	The outcome of clear instructional structural work.

Effective Classroom Practices Plan (ECPP)



Implementing Clarity

Consistent classroom visual cues (CHAMPS, community agreements, and schedules) support the Effective Classroom Practices Plan by defining clear expectations for every student task and transition.

Effective Classroom Practices Plan



Teacher:
School:

Year:
Grade / Subject Level:

Expectations

Your school's school-wide expectations or values are prominently posted, taught, and referred to when discussing classroom behavior. These are the overall guiding principles for student attitudes and behavior.

3-5 Classroom rules are positively stated and posted. These expectations are observable and refer to specific, observable behaviors. Rules are behaviors the teacher and class community expects all students to follow in the classroom at all times.

Expectations by instructional mode (what should it look like and sound like) Consider voice levels, materials, seating, movement inside the classroom, getting help.

Teacher-directed

Group Work

Independent Work

Expectations for transitions (what should it look like and sound like) Consider voice levels, getting materials, turning in work, movement, how to get help/support

Room Clear Protocol & Response to Misbehavior

Room Clear Protocol

- Supporting diverse and unique needs
- Maintain continuity of learning
- Protect dignity and privacy
- Safely respond to a wide range of situations

Response to Misbehavior

Continuum of Support:

- **Restorative:** Repairing harm done
- **Punitive:** Suspension

Teaching behavior expectations alongside academics

Our Behavioral Support Reorganization & Priorities

To expand services, we've reorganized into a team of certified and classified positions focusing on five key student outcomes:

Discipline

Decrease exclusionary discipline practices district-wide

Placement

Increase Least Restrictive Placement options

Capacity

Expand staff capacity to manage student behavior

Systems

Strengthen multi-tiered systems of support

Support

Support administrators, teachers, and students

How behavior coaches support school staff

Coaches provide consultation, training, and implementation support for behavioral interventions.

Respond to Tier 3

Increasing staff capacity to support students through:

- Observation & Consultation
- Team problem-solving
- Embedded modeling
- Data collection

Professional Development

- Mandt training
- Collaborative goal setting and targeted training
- Behavior-related webinars
- Real-time individualized coaching

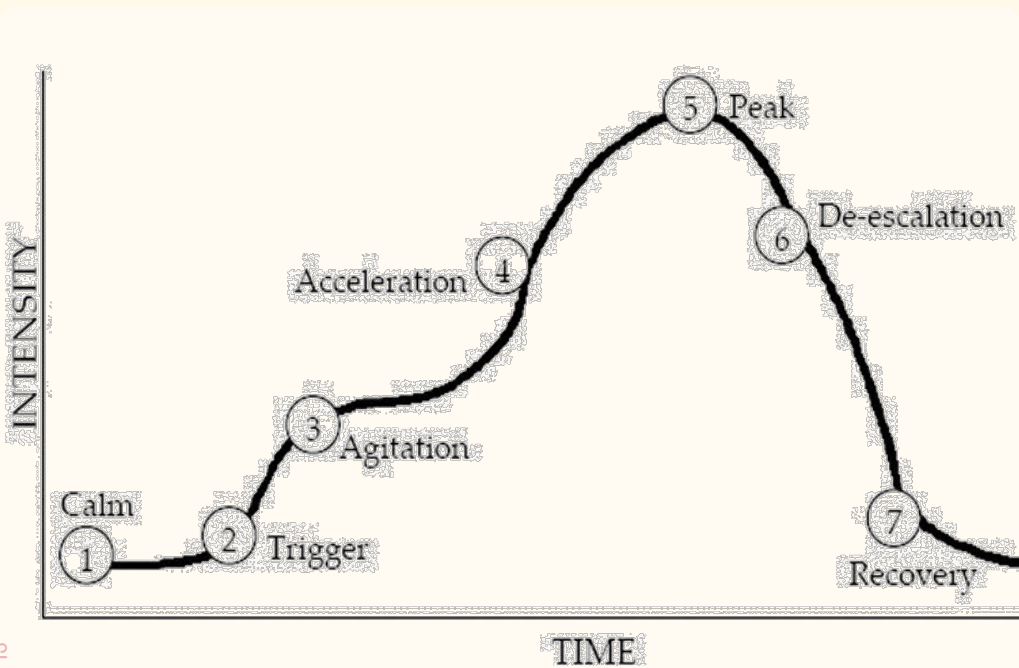
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IEP Consultation

Fulfilling behavior consultation minutes:

- Student data collection
- School team meetings
- Written recommendations based on staff needs

Escalation Cycle



Heightened Alertness

Trauma and neurodiversity can lead to a constant state of high alert, accelerating the move from calm to crisis.

Lower Stress Thresholds

Frequent sensory or emotional triggers cause rapid escalation.

Intense Reactions

This results in quicker and more intense meltdowns or shutdowns.

Least Restrictive Environment (LRE) & IDEA

General Requirement

Students with disabilities must be educated in the LRE whenever appropriate.

Schools must first consider support in neighborhood schools **before** moving to restrictive programs.

Oregon Law & IDEA Policy

Students should be educated with nondisabled peers to the maximum extent appropriate.

Students should attend the school they would attend if not disabled, unless the IEP requires otherwise.

OAR 581-015-2250

“Unless the child’s IEP requires some other arrangement, the child is educated in the school that he or she would attend if not disabled.”

Placement must be “as close as possible to the child’s home.”

Legislative & Ethical Framework

Legal and Ethical Considerations

Federal and state laws emphasize **prevention and de-escalation**. Schools must prioritize the **least restrictive interventions**, fostering positive relationships and cooperation.

2023 Legislative Changes

SB 577

Clarifies justifiable use of force on students under ORS 339.250.

SB 790

Expands "abuse" definition to include restraint / seclusion violations.

SB 1024

Updates incident record retention requirements for public programs.

Use of Restraint or Seclusion

- Restraint and seclusion are not behavioral or therapeutic interventions.
- Restraint and seclusion may not be used for discipline, punishment, retaliation, or convenience of personnel, contractors or volunteers of the public education program.
- The use of any action designed for the primary purpose of inflicting pain upon a student in a public education program is prohibited.

When can we use restraint?

only if the student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective.





“Substantial physical or bodily injury” is defined as any impairment of the physical condition of a person that requires some form of medical treatment.

When can we use seclusion?

only if the student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others and less restrictive interventions would not be effective.





“Serious bodily injury” means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.

Serious bodily injury involves:

- A substantial risk of death
- Extreme physical pain
- Protracted and obvious disfigurement
- Loss or impairment of the function of a bodily member, organ or mental faculty

When Suspension Is Permitted for Elementary Students

Under ORS 339.250 and OAR 581-021-0065, out-of-school suspension for students in 5th grade or younger is allowed only in very limited circumstances.

A. Serious Physical Harm

Non-accidental conduct causing serious physical harm to a student or staff member.

B. Immediate Threat

Behavior creating a direct, immediate threat to the health or safety of others.

C. Required by Law

Situations where suspension / expulsion is expressly required by law, such as weapons.

Suspension cannot be used for routine misbehavior. **It must be a last resort.**

What Counts as “Serious Physical Harm”?

Must involve **actual injury**, not just unsafe behavior. The conduct must also be **non-accidental**.

Behavior Is Communication

”

“The essential function of challenging behavior is to communicate to adults that a kid doesn’t possess the skills to handle certain demands in certain situations.”

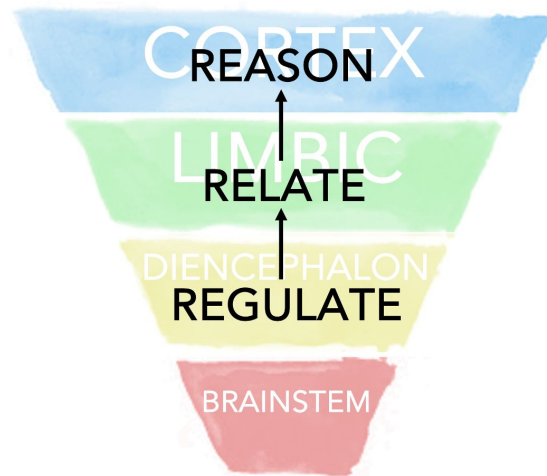
— Ross W. Greene

Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them

Sequence of Engagement

Sequence of Engagement

NEUROSEQUENTIAL NETWORK



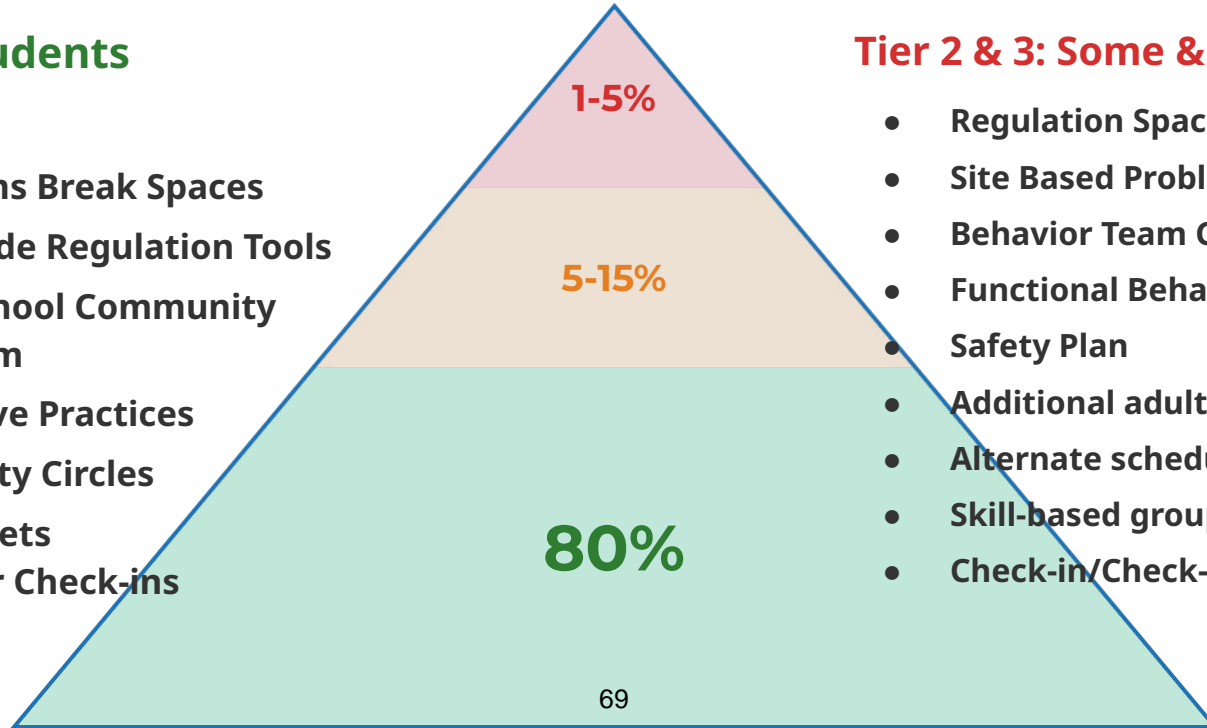
Supporting Behavior: Levels of Intervention

Tier 1: All Students

- CHAMPS
- Classrooms Break Spaces
- School-wide Regulation Tools
- Caring School Community Curriculum
- Restorative Practices
- Community Circles
- Think Sheets
- Counselor Check-ins

Tier 2 & 3: Some & Few

- Regulation Spaces
- Site Based Problem Solving Team
- Behavior Team Consultation
- Functional Behavior Assessment
- Safety Plan
- Additional adult support
- Alternate schedule
- Skill-based groups with Counselor
- Check-in/Check-out



Individualizing Instruction & Support

Regulation for All

Big emotions show up in unexpected behavior

- Interventions and instruction look different because students and their needs are different.
- Interventions are about learning skills; everyone learns at a different pace.
- Data drives what we do - what should we focus on, and what are the clear next steps?
- Youngest students (60-70 months) come from a wide range of family experiences.

Response Matters

When students experience dysregulation, they need present, parallel, patient, and persistent support.

Adults depend on each other, support each other, in both planning AND in supporting students.

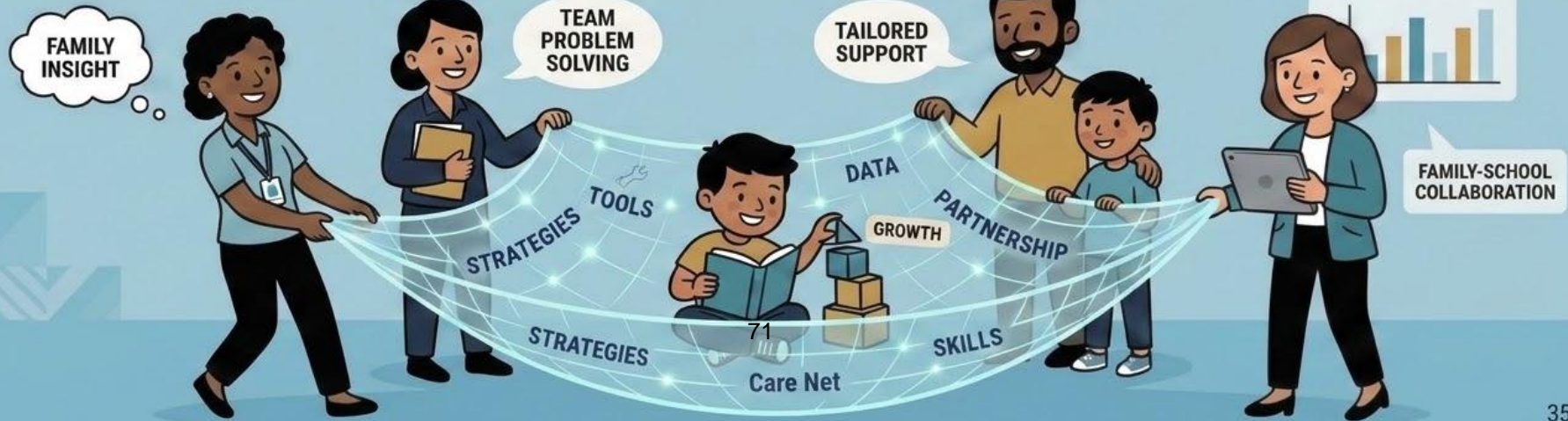
Collaborative support systems ensure both students and staff have the tools to succeed.

PROBLEM SOLVING TEAM

WIDENING THE CARE NET FOR STUDENTS

Problem Solving Team

- More experts in the room to provide ideas, tools and problem solving strategies
- Opportunity to bring ideas together from family AND school staff
- Widens the care net for students - what do they need to be successful
 - Collaborative conversation ranges from targeted tier two supports through problem solving with our Special Education team
- Staff walk away with strategies and tools as well as data to collect



Questions?

SUPERINTENDENT EVALUATION

REPORT
Agenda Item #3
May 21, 2026

SUPERINTENDENT'S RECOMMENDATION:

This time is set aside to read the public statement regarding the Superintendent's evaluation.

BACKGROUND:

The contract between Dr. Shay James and the Board of Directors states the Board will evaluate the Superintendent's performance for the purposes of improving District leadership, maintaining open and effective communication between the Board and the Superintendent and enhancing relations between the Board and the Superintendent. The evaluations shall be made in reference to the Superintendent's position description as more fully set forth in [District Policy CBA](#) and those goals and objectives established by the Board in consultation with the Superintendent.

PRESENTER:

Jena Benologa, Board Chair

Dr. James demonstrates strong, student-centered leadership focused on equity, collaboration, and continuous improvement. This board values her thoughtful decision-making, commitment to transparency, and ability to guide the district through complex challenges while maintaining a clear focus on student success and long-term district goals.

The Board also recognizes Dr. James's strengths in communication, fiscal stewardship, organizational leadership, and community engagement. Continued opportunities for growth include increasing proactive communication, strengthening consistency across the district, and expanding meaningful opportunities for stakeholder involvement and collaboration.

- Student-centered and collaborative leadership
- Strong focus on equity and inclusion
- Ethical and thoughtful decision-making
- Commitment to continuous improvement
- Effective fiscal and organizational management
- Builds strong community and staff relationships

As a Board, we look forward to continuing our collaborative partnership with Dr. James to further strengthen the organization's ability to serve our students, families, and broader community.

**CONTRACT AWARD: FIRE ALARM & LIFE SAFETY
PREVENTATIVE MAINTENANCE SERVICES PROCUREMENT**

DISCUSSION/ACTION
Agenda Item #4
May 21, 2026

SUPERINTENDENT'S RECOMMENDATION:

Award contract in the amount of \$906,525.00 over 5 years to Convergent Technologies LLC to maintain, test, and inspect District's Fire Alarm, Sprinkler System, Fire Extinguisher, and Elevator Testing Services.

BUDGET IMPACT/SOURCE OF FUNDS:

The District will utilize Sourcewell Master Agreement #121024 for Facility Security Systems, Equipment, Software, and Related Services. Funding will be provided through the General Fund. This item represents a continuation of an existing partnership, and the associated funding has already been established within the department's approved budget.

BACKGROUND:

Oregon law and administrative rules place strict responsibilities on school districts to maintain functional safety systems. A professional vendor ensures the District remains in continuous compliance with Oregon Fire Code (OFC), reporting to the Oregon State Fire Marshal (OSFM), Oregon Revised Statutes (ORS), and Oregon Administrative Rules (OAR). By partnering with Convergent, the District fulfills its statutory obligations under Oregon law, mitigates significant liability, and most importantly provides a secure environment where students can focus on learning.

By utilizing the Sourcewell Cooperative Contract, the District ensures that a competitive, legal, pre-vetted procurement process has taken place that will offer the best value to the District. In addition, Convergent has worked with the District for 5+ years and has built a positive trustful relationship.

As with all contracts, additional costs may be incurred for added or changed scope (e.g. change orders for unknowns, unforeseen, or agency requirements).

PRESENTER / STAFF CONTACT:

Teresa Neff-Webster, Chief of Operations
Mike Waer, Director of Facilities

**CONTRACT AWARD: DEMOLITION AND INSTALLATION
OF GYM FLOOR AT REX PUTNAM HIGH SCHOOL**

DISCUSSION/ACTION

Agenda Item #5
May 21, 2026

SUPERINTENDENT'S RECOMMENDATION:

Award a contract in the amount of \$365,591.00 to Sourcewell for the complete demolition and installation of a new gym floor at Rex Putnam High School.

BUDGET IMPACT/SOURCE OF FUNDS:

The District will utilize Sourcewell Cooperative Contract #031022-RBI Facility and will be paid out of the General Fund.

BACKGROUND:

The facilities team was notified in spring 2026 of concerns related to the gym floor and initiated an assessment of the space. Through that review, water damage was identified as the underlying cause of the flooring issues. Additional analysis determined that the extent of the damage impacted the full gym floor system, resulting in the conclusion that complete floor replacement is necessary.

The District maximizes value by leveraging the Sourcewell Cooperative Contract, which provides a pre-vetted, legal, and competitive procurement framework. Furthermore, the District maintains a long-standing and productive partnership with Brandsen, having collaborated on numerous gym floor installations over the years.

PRESENTER / STAFF CONTACT:

Teresa Neff-Webster Chief of Operations
Mike Waer, Director of Facilities

COMPLAINT

ACTION
Agenda Item #6
May 21, 2026

RECOMMENDATION:

This time has been set aside for the Board to take action on a complaint.

ORIGINATED BY:

Complaint filed on April 6, 2026

BACKGROUND:

On April 6, 2026 a complaint was filed and referred to the Board Chair as required under Policy KL-AR(1), Public Complaint Procedure.

PRESENTER CONTACT:

Jena Benologa, Board Chair