



Agenda

North Clackamas School Board
Thursday, January 14, 2021 - 5:30 PM
Zoom/YouTube

**This Board meeting will be held electronically as allowed by House Bill 4212 (2020)
in response to COVID-19 public health concerns.**

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

Work Session

5:30 Reopening Schools: Changes to State Health Metrics 3

Open Session

6:30 Call to Order - Native Land Acknowledgement 30

Minutes

December 10, 2020 - Regular Board Meeting 31

December 16, 2020 - Special Executive Session/ Board Meeting 34

Consent Agenda

A. Employment Changes

B. Policy Revisions 35

C. New Course Proposals 39

6:35 1. Community Requests 41

6:50 2. NCEA Featured Educator

6:55 3. Black African American History Month - Proclamation 43

Presenter: Libra Forde

7:00 4. Board Recognitions - National Merit Scholars 46

Presenter: Petra Callin

7:10 5. School Board Recognition 47

Presenter: Matt Utterback

7:15 6. Milwaukie Academy of the Arts Charter Renewal - School Presentation 48

Presenter: Tiffany Shireman

7:45 * Milwaukie Academy of the Arts Charter Renewal - Public Hearing*****

Please click here to submit testimony regarding the Charter Renewal of Milwaukie Academy of the Arts

7:50	7. 2019-2020 North Clackamas Financial Audit - Report	71
	Presenter: Gayellyn Jacobson	
8:10	8. Legislative Agenda - Discussion/Action	74
	Presenter: Tiffany Shireman	
8:35	9. School Boundary Modification - Action	95
	Presenter: Cindy Detchon	
8:40	Adjourn	

**REOPENING SCHOOLS: CHANGES TO STATE
HEALTH METRICS**

WORK SESSION
January 14, 2021

SUPERINTENDENT’S RECOMMENDATION:

Time is set aside on the agenda to discuss the changes to the state’s health metrics for returning to in-person instruction.

BACKGROUND:

PREVIOUS BOARD ACTIONS ON REOPENING SCHOOLS (October 22, 2020):

Continue in Comprehensive Distance Learning for kindergarten through 12th grade students through second quarter (February 9, 2021) and authorize the Superintendent to:

- pilot small group instruction/services on-site according to state guidelines and safety protocols,
- facilitate Oregon Schools Activity Association (OSAA) high school athletic groups access to District fields beginning November 2, 2020 according to OSAA and state guidelines and safety protocols,
- revisit these timelines with the School Board should the required COVID-19 Oregon Health Metrics for In-Person Instruction be modified.

NEW HEALTH METRIC GUIDANCE:

On December 23, Governor Brown announced new guidance on the reopening of schools in a [letter](#) to the directors of the Oregon Health Authority and the Oregon Department of Education. In her letter, Governor Brown called on Oregon’s local school boards, superintendents, educators, and school employees to work together toward the resumption of in-person instruction. The Governor’s guidance prioritizes elementary education with the hope of transitioning to in-person instruction by February 15.

In addition, beginning on January 1, 2021, the [Health Metrics for Returning to In-Person Instruction](#) transitioned from *mandatory* requirements to *advisory* recommendations. Furthermore, the Governor called on state health and education officials to revisit and possibly revise these metrics by January 19, 2021.

CURRENT RATES OF INFECTION:

While Clackamas County infection rates have dropped in the three weeks preceding January 2, 2021, as the county [Health Date Metrics by County](#) currently stand, Clackamas County is far from meeting the advisory metric to return students to in-person instruction. There is also concern both locally and nationally of a surge in virus infections in the coming weeks due to the recent holidays as well as a new and more infectious strain of the virus spreading throughout the country.

LIABILITY IMMUNITY:

School board legal counsel and the Oregon School Board Association is advising the school district that the district could risk losing liability immunity under HB 4402 if the district decided to reopen for in-person instruction if the advisory metrics are not met, even though they are described as "advisory" instead of mandatory. While no court has yet considered this question under the new liability legislation, the broad definition of “emergency order” suggests that even

advisory metrics could be considered an “emergency order,” and districts would need to be in compliance with those advisory metrics to qualify for the immunity protections in HB 4402.

DECISION MAKING GUIDANCE AND TOOLS:

When making decisions throughout the pandemic, district leadership and the school board have worked with community partners, students, parents, staff, employee associations, the Oregon Department of Education, and the Clackamas County Health Department.

The district’s decision-making process continues to be guided by these beliefs:

- Valuing a high-quality education and the academic progress of each child
- Supporting low rates of COVID-19 virus transmission in the community
- Coordinating actions that underscore the safety and care for people and provide reassurance for students, staff, and parents
- Standing ready with multiple educational delivery models that are responsive to the current health and community needs

In addition, decisions regarding in-person instruction will continue to be guided by the state’s [Ready Schools Safe Learners](#) guidance document and each school’s Operational Blueprint outlining safety measures for on-site learning.

As school districts transition to new instructional models the state recommends districts consider using an equity-based decision tool. An equity-based decision tool illustrates potential positive and negative impacts on students, families, and staff from all communities. A decision tool can inform a school district/school regarding issues of equity in implementation, including: timing, costs (to schools and families), capacity, morale, disproportionate impacts, professional learning needs, and more.

For a number of years, the District as utilized the following equity lens in decision-making:

When making decisions and taking action, utilize the following questions:

- Does this decision align with the District mission/ vision?
- What systems of oppression might exist within this situation?
- Whom does this decision affect both positively and negatively?
- Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
- Are those being affected by the decision included in the process?
- What other possibilities were explored?
- Is the decision sustainable?

North Clackamas Schools has an established commitment to the public health of our community and the safety of both students and staff. This includes a thorough consideration of how the virus transmission rates are affecting all of our community members. Of particular concern are the disproportionate rates of COVID-19 among Oregonians who identify as Pacific Islander, Native American/Alaska Native, Black/African American, and Hispanic/Latinx.

ELEMENTARY HYBRID MODEL:

While the school district has remained in comprehensive distance learning since the beginning of the school year, district staff continues planning for an elementary hybrid (partially in-person/partially online) instructional model while keeping comprehensive distance learning (fully online) as an option for families. The elementary hybrid model would be ready to implement several weeks after the Health Metrics for Returning to In-Person Instruction are met. That hybrid model would start with grades K-1 and then roll-up to grades 2-3. The district would then assess how well the model is working before potentially expanding to additional grades.

Since the last school board discussion on reopening schools, district staff has surveyed elementary families regarding their desire to participate in a hybrid model or remain in comprehensive distance learning. Of those responding to the survey and phone calls, approximately 66 percent of families would prefer the hybrid model and 33 percent of families would remain in comprehensive distance learning. The district was not able to connect with approximately 15 percent of elementary families.

District leadership has also conducted a survey of elementary certified staff to assist in determining who can safely return to in-person instruction.

District staff has also been working on designing the details of the elementary hybrid model. This includes finalizing the daily schedule, determining the number of hybrid and comprehensive distance learning class sections per grade at each school, and the refining of health and safety protocols. In addition, Transportation staff has been working on new bus routes and Nutrition Services has considered meal service options.

Adding an elementary hybrid model as an option for students is complex and it is estimated it will take several weeks to transition once the health metrics are met. Among many factors, the District will need to consider:

- The recall of over 120 laid-off employees and/or the multi-week hiring and training process of new employees.
- The training of staff in numerous safety protocols and professional development for how to teach students in an environment that will not allow for close partner or small group interaction.
- Parent communication on the new model, teacher assignments, weekly schedule, safety protocols, meal service options, and transportation.
- Maintaining adequate staffing through the safety protocols to cover staff absences and the potential need to cover staff needing to isolate or quarantine.

LIMITED IN-PERSON INSTRUCTION:

Limited in-person instruction (LIPI) is allowed as an additional support to students. Limited in-person instruction does not replace comprehensive distance learning. Instead, it provides a small cohort of students the opportunity to access school staff on-site in short time periods to receive additional academic and/or social-emotional support. The District has paused the rollout of LIPI due to the escalation of infection rates beginning in November.

HIGH SCHOOL ATHLETICS AND ACTIVITIES:

Since the beginning of November, District high school students have had the opportunity to participate in after school athletic training and conditioning following strict health and safety protocols. Hundreds of students are participating weekly. Coaches and students are following the health and safety protocols and the rollout of these training and conditioning settings has gone exceptionally well.

North Clackamas high schools are members of the Oregon Schools Activities Association (OSAA). Under OSAA's revised athletic calendar, Season 2, also known as the fall season (cross country, football, soccer, and volleyball) is currently scheduled to start between February 8 and February 22 and run through April 11.

Cross country and soccer, both outdoors and considered no and limited contact sports (respectively), are allowed to compete even when the county is at an "extreme risk" level ([county risk level information](#)). All indoor activities, including volleyball, are prohibited when a county is in the extreme risk category. Full contact sports remain prohibited across the state including football, wrestling, and basketball.

PROPOSED RECOMMENDATION ON THE REOPENING OF SCHOOLS:

- Once the Health Metrics for Returning to In-Person Instruction are met for two consecutive weeks, but not before February 16, 2021, transition to an elementary hybrid model for grades K-1, while maintaining a comprehensive distance learning option. Approximately two weeks after implementing the K-1 elementary hybrid and with Clackamas County still meeting the Health Metrics for Returning to In-Person Instruction, expand the elementary hybrid to grades 2-3. All other grades will remain in comprehensive distance learning.
- Once the Health Metrics for Returning to In-Person Instruction are met, but not before February 16, 2021, allow the implementation of limited in-person instruction at all grades.
- As members of the OSAA, allow district high schools to participate in OSAA approved and designated high school activities following all safety and health protocols for athletes, coaches, and spectators as outlined by the Oregon Health Authority and OSAA.

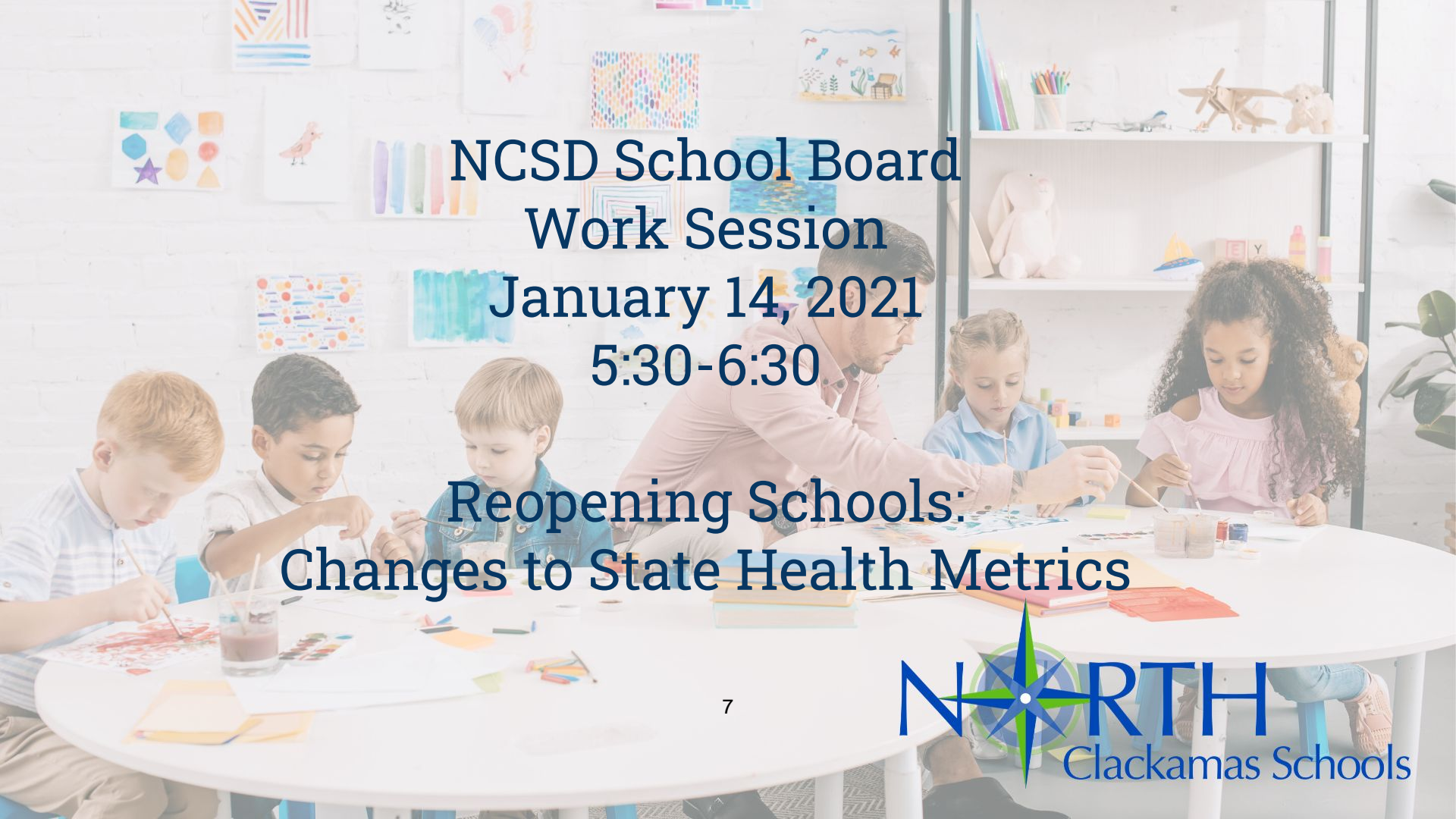
The school board could take action on these recommendations on January 28, 2020.

ATTACHMENTS:

- Revised Health Metrics for Reopening Schools PowerPoint (to be added on or before 1/14/21)
- [Governor of Oregon Letter to the Director of the Oregon Health Authority and the Director of the Oregon Department of Education](#)
- [Health Metrics for the Returning to In-Person Instruction](#)
- [Health Data Metrics by County](#)
- [Ready Schools, Safe Learners Guidance](#)

PRESENTER:

Matt Utterback, Superintendent



**NCSD School Board
Work Session
January 14, 2021
5:30-6:30**

**Reopening Schools:
Changes to State Health Metrics**

Board Work Session Agenda



1. Previous Board Recommendation
2. Changes to State Health Metrics
3. Current County Metric Data
4. Liability Immunity
5. Decision Making, Guiding Thoughts, State Guidance, and Equity Tools
6. Status of Elementary Hybrid Model
7. Limited In-Person Instruction Update
8. Activities and Athletics Update
9. New Recommendations
10. Student and Staff Safety
11. Questions and Board Discussion

NCSD Current Status (Action taken 10/22/20)

Continue in Comprehensive Distance Learning for kindergarten through 12th grade students through second quarter (February 9, 2021) and authorize the Superintendent to:

- pilot small group instruction/services on-site according to state guidelines and safety protocols,
- facilitate Oregon Schools Activity Association (OSAA) high school athletic groups access to District fields beginning November 2, 2020 according to OSAA and state guidelines and safety protocols,
- revisit these timelines with the School Board should the required COVID-19 Oregon Health Metrics for In-Person Instruction be modified.

Changes/Proposed Changes to Health Metrics

Governor's Goal:

Resumption of in-person instruction by February 15

- Prioritize elementary education
- Moves the Health Metrics for Returning to In-Person Instruction from mandatory to advisory
- Directs state health and education officials to revisit health metrics by January 19

Current County Health Metrics

- Clackamas County case rates: dropped for three consecutive weeks preceding January 2, but rose last week.
 - Fewer than 100 cases per 100,000 residents is the current advisory metric for returning elementary students to in-person instruction
 - For the week ending January 9, Clackamas County was at 349 cases per 100,000 residents
- Another infection surge is expected due to holidays and a new, more infectious strain of the virus

Liability Immunity

School board legal counsel and the Oregon School Board Association advice:

School district could risk losing liability immunity if the district decides to reopen for in-person instruction if the advisory metrics are not met, even though they are described as "advisory" instead of mandatory.

Decision Making

District leadership and the school board have worked with:

- community partners
- students
- parents
- staff
- employee associations
- the Oregon Department of Education
- the Clackamas County Health Department

District Direction

Preparing graduates who are inspired and empowered to strengthen the quality of life in our local and global communities.



Guiding Thoughts

The district's decision-making process continues to be guided by these beliefs:


- Valuing a high-quality education and the academic progress of each child
- Low rates of COVID-19 virus transmission in the community
- Coordinated actions that underscore the safety and care for people and provide reassurance for students, staff, and parents
- Stand ready with multiple educational delivery models that are responsive to the current health and community needs


Planning Guidance

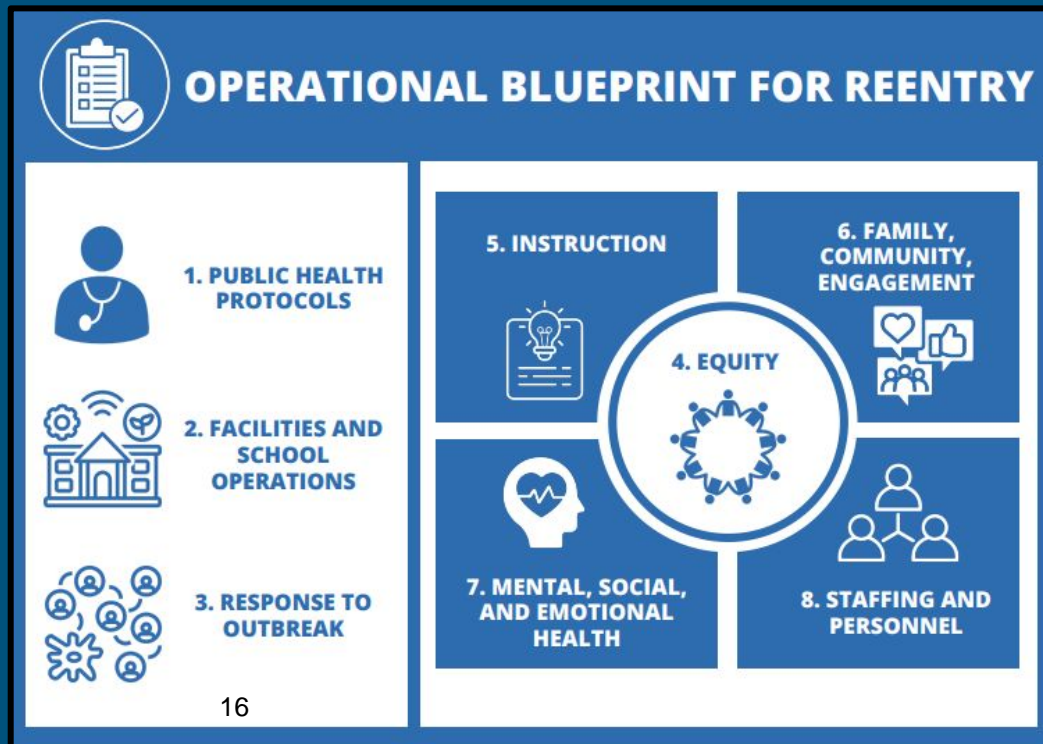
**READY SCHOOLS,
SAFE LEARNERS**

GUIDANCE FOR SCHOOL YEAR 2020-21

VERSION 5.1.0
December 31, 2020

 **OREGON**
DEPARTMENT OF
EDUCATION
Oregon achieves... together!

 **Health**
Authority



Equity-Based Decision Tools

North Clackamas School District Equity Lens

When making decisions and taking action, utilize the following questions:

- Does this decision align with the District mission/ vision?
- What systems of oppression might exist within this situation?
- Whom does this decision affect both positively and negatively?
- Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
- Are those being affected by the decision included in the process?
- What other possibilities were explored?
- Is the decision/ outcome sustainable?

17

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Decision Tree

This decision tree is intended to support Oregon educational leaders facing dilemmas and choices that require thoughtful intervention, design, and problem-solving. The sequence of questions is intentional and offers key considerations that would lead to decision-making that deepens relationships and trust, and avoids unintended impacts harm to communities. This decision tree is not intended for simple problems, but rather complex problems that benefit from a deliberate decision-making process.

Decision Tools for SY2020-21

Oregon's school leaders are faced with hundreds of decisions, large and small, each week. In preparation for the 2020-21 school year there are significant decisions to make that need the best amounts of time or information. These tools have been developed by ODE to support school leaders, including business managers, principals, assistant principals, teacher leaders, and superintendents, to support making clear choices with a consistent check against key values and equity.

The first tool is titled our "Decision Tree" and is intended as the simplest, most consistent, and easiest to use in considering difficult decisions. It can also help leaders spot patterns or gaps in their thought process or point them to the use of the other two decision tools.

The second tool is a collection of "Comparing Questions" which offer leaders with a set of prompts they could select from to deepen their own reflections or bring to community or staff meetings to help get underneath some decision-making challenges.

Finally, we've adapted the "Consultancy Protocol" with credit to the School Reform Initiative, for use in bringing a small or full staff group together to consider what are the most difficult design and decision-making dilemmas in facing for the 2020-2021 school year.

Taken together, these three tools provide leaders with concrete resources that can improve the quality of decision-making while supporting decisions to be made. The hundreds of decisions made by Oregon's school leaders over the next three months will shape not just the next year but also shape the next several years as the kinds of decisions we make in difficult conditions are the clearest reflections of our values and choices.

Starting Condition

Individuals (self or team) arrive with a mental picture through these three pre-questions. Addressing and reacting each will ensure you consider the conditions and processes for the decisions you need to make. Keep your responses in mind as you move through the five questions in the decision tree.

A What is your interior condition? Are you calm and steady, full of turmoil, reacting? In this a state from which you wish to make this decision?

B What kind of a decision is this? Examples: urgent, complex, urgent and complex, foundational, structural, short-term/long-term, etc.

C What is your timeline for when you need to decide by? What other parameters will support your decision-making process? Resources serve to guide you to support a certain order (foundation-setting, staff or using a trauma informed lens) or remaining with fundamental equity goals.

Decision Tree flow: A → B → C → Decision → Done Forward

Shift to Elementary Hybrid Model When it is Safe

- Comprehensive distance learning has its strengths and limitations
- Worry about our youngest learners

Elementary Hybrid Model Update

- Planning continues for an elementary hybrid model while keeping comprehensive distance learning as an option for families
- The hybrid model would be ready to implement several weeks after the Health Metrics for Returning to In-Person Instruction are met
- That hybrid model would start with grades K-1 and then roll-up to grades 2-3.
- The district would then assess how well the model is working before potentially expanding to additional grades.

Elementary Hybrid Model Update

- Parent survey results:
 - Approximately 66 percent prefer hybrid
 - Approximately 33 percent prefer comprehensive distance learning
 - The district did not connect with approximately 15 percent of elementary families
- Interviews of elementary certified staff
- School level teams will develop and revise health, safety, and instructional practices

Elementary Hybrid Model Update

While continuing with daily instruction and school operations, recent planning includes:

- Refining the daily schedule
- Determining the number of class sections per grade at each school
- Health and safety protocols
- Bus routes
- Meal Service options

Elementary Hybrid Model Update

Future considerations:

- Recall of over 120 laid-off employees and/or the hiring and training process of new employees
- Training of staff
- Parent communication on the new model, teacher assignments, weekly schedule, safety protocols, meal service options, and transportation.
- Maintaining adequate staffing

Limited In-Person Instruction Update

Limited in-person instruction (LIPI) is allowed as an additional support to students.

- does not replace comprehensive distance learning
- small groups of students
- short time periods
- additional academic and/or social-emotional support

The District has paused the rollout of LIPI due to the escalation of infection rates beginning in November.

High School Athletics and Activities Update

Currently:

- Athletic training and conditioning sessions
- Strict health and safety protocols

Looking ahead:

- Season 2 “fall” season: cross country, football, soccer, and volleyball
- Scheduled to start between February 8-22 and run through April 11.
- Cross country and soccer are allowed to compete when the county is at an “extreme risk” level.
- All indoor activities are prohibited when a county is in the “extreme risk” category.
- Full contact sports remain prohibited across the state.

Proposed Recommendation on Reopening

- Once the Health Metrics for Returning to In-Person Instruction are met for two consecutive weeks, but not before February 16, 2021*, transition to an elementary hybrid model for grades K-1, while maintaining a comprehensive distance learning option. Approximately two weeks after implementing the K-1 elementary hybrid and with Clackamas County still meeting the Health Metrics for Returning to In-Person Instruction, expand the elementary hybrid to grades 2-3. All other grades will remain in comprehensive distance learning.

* The February 16 date: approximately the end of quarter 2/semester 1 with several additional planning days provided to elementary teachers

Proposed Recommendation on Reopening, cont.

- Once the Health Metrics for Returning to In-Person Instruction are met, but not before February 16, 2021, allow the implementation of limited in-person instruction at all grades.
- As members of the OSAA, allow district high schools to participate in OSAA approved and designated high school activities following all safety and health protocols for athletes, coaches, and spectators as outlined by the Oregon Health Authority and OSAA.

The school board could take action on these recommendations
on January 28, 2020.

Student and Staff Safety

- Over 150 mandatory requirements in the areas of health protocols, facilities and school operations, and responding to an outbreak.
- Changes to requirements continue to be based on research.
- Strong evidence to support safe return to school when health metrics are in place and health/safety protocols are strictly followed.
- Schools are not known to be spreader events.

27

Research Informing Changes in K-12 Metrics Framework Released in October



The following references and data inform what's being learned about the limited transmission of COVID-19 in schools when guidance and protocols like [Ready Schools, Safe Learners](#) are closely followed. This is not intended to be a complete list. The University of Washington summary shared below does contain a more comprehensive bibliography for further reference.

Finally, please note that evidence changes and OHA continues to monitor and digest scientific findings to inform state policy and public health decision-making.

- 1) OHA has seen very few school outbreaks so far in Oregon; none large. As of December 3, 2020, 139 schools have reported at least one COVID-19 case in a student or staff member. Of these, 77 schools have had only one case.
- 2) Reports from around the United States and internationally include:
 - ["Are The Risks Of Reopening Schools Exaggerated?"](#) (NPR)
 - ["School Children Seem Unlikely to Fuel Coronavirus Surge, Scientists Say"](#) (NY Times)
- 3) [Summary of Evidence Related to Schools During the COVID-19 Pandemic](#), U. of Washington, October 19, 2020
- 4) [Robust surveillance from a district in Germany demonstrated little transmission in schools over two months](#)
 - Ehrhardt, J., Ekinci, A., Krehl, H., Meincke, M., Finci, I., Klein, J., Geisel, B., Wagner-Wiening, C., Eichner, M. and Brockmann, S.O., 2020. Transmission of SARS-CoV-2 in children aged 0 to 19 years in childcare facilities and schools after their reopening in May 2020, Baden-Württemberg, Germany. *Eurosurveillance*, 25(36), p.2001587.
- 5) [Robust surveillance from England demonstrated little transmission in schools over one month](#)
 - Ismail, S.A., Saliba, V., Bernal, J.L., Ramsay, M.E. and Ladhani, S., 2020. SARS-CoV-2 infection and transmission in educational settings: cross-sectional analysis of clusters and outbreaks in England.

December 2020

1

Student and Staff Safety, continued

- PreK-12 employees are next in line to begin receiving the vaccination. The District will direct resources in whatever way necessary to facilitate this happening.
- The state is also working to get schools rapid testing kits that could be utilized to test students and staff that are demonstrating virus symptoms through the daily screening process.

*If the District does not have the required health protocols in place and/or Clackamas County is not meeting the advisory health metrics for returning to in-person instruction, the superintendent will not recommend the District shift to either the elementary hybrid model or limited in-person instruction.



Questions and Board Discussion



Native Land Acknowledgment

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

**NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS REGULAR MEETING
December 10, 2020
Zoom/YouTube**

Open Session

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

- | | |
|------------------|-------------------|
| Libra Forde | – Chair |
| Mitzi Bauer | – Vice Chair |
| Jena Benologa | – Director |
| Kathy Wai | – Director |
| Orlando Perez | – Director |
| Steven Schroedl | – Director |
| Tory McVay | – Director |
| Matt Utterback | – Superintendent |
| Sandra Henderson | – Board Secretary |

Also present were Cindy Detchon, Derrick Brown, Gayellyn Jacobson, Khaliyah Williams-Rodriguez, Libby Miller, Mark Moser, Maureen Callahan, Petra Callin, Shay James, Shelly Reggiani, Tiffany Shireman, Vivian Garrison and presenting staff. District employees and community members were provided a live stream on YouTube.

Vice Chair Mitzi Bauer read the Native Land Acknowledgement.

Minutes

R20/21-41 Steven Schroedl moved, Orlando Perez seconded the motion to approve the minutes of the regular Board meeting held November 12, 2020. Motion passed unanimously.

Consent Agenda

R20/21-42 Jena Benologa moved, Tory McVay seconded the motion to adopt the consent agenda as recommended:

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

- | | | |
|-----------------------|---|----------------------------|
| <i>Administrative</i> | – | transfer, termination |
| <i>Licensed</i> | – | appointments, terminations |

Policy Revisions – Approve revisions to the following policies as recommended by the Policy Review Committee.

- ACB – All Students Belong/Hate Symbols
- ACB-AR – All Students Belong/Hate Symbols
- GBEB – Communicable Disease – Staff
- JHCC – Communicable Disease – Student
- JHCC-AR – Communicable Disease – Student

Motion passed unanimously.

Community Requests – Kathleen Johnson and Kaitlin Long, Oregon City, spoke in support of the boundary appeal to keep the area south of Carver in the Verne Duncan Elementary, Happy Valley Middle School and Adrienne C. Nelson High School feeder system.

School Presentation: Milwaukie El Puente Elementary – Executive Director of Elementary Programs Khaliyah Williams-Rodriguez introduced Milwaukie El Puente Principal Ruth Tucker. Assistant Principal Glory Okeke assisted in the presentation where the school’s mission, areas of focus and student voices were shared. The presenters addressed questions and comments from the Board.

Superintendent’s Report – Superintendent Matt Utterback reported on the following topics and addressed questions from the Board:

- Results of Clackamas County’s COVID-19 metrics are keeping the District in Comprehensive Distance Learning (CDL) for all students.
- Success of an athletic outdoor training and conditioning program.
- Results of parent survey of elementary families showed that approximately 2/3 of elementary families would like to move into hybrid learning when it becomes available and 1/3 would like to remain in CDL.
- The Governor’s proposed budget would fully fund Measure 98 and the Student Success Act, but proposes a shortfall for the State School Fund.
- Clackamas County has been awarded a \$1.97 million dollar grant to improve traffic safety around Bilquist Elementary.

Board Reports – Board members made brief reports on activities and events they had attended, commented on the Employee Benefits Fair, and announced a food drive at Milwaukie High School. Kathy Wai announced that she has been appointed to OSBA’s Legislative Policy Committee.

School Boundary Modification – Assistant Superintendent of Operations Cindy Detchon presented a school boundary modification to change the boundaries for the area south of the Carver bridge to attend the following school feeder

pattern: Verne Duncan Elementary, Happy Valley Middle School, and Adrienne C. Nelson High School beginning in the 2021-2022 school year.

Steven Schroedl moved, Kathy Wai seconded a motion to change the discussion item into an action item. The Board discussed whether the community had been given enough opportunity to provide public comment. The motion was withdrawn to allow the community to provide additional public comment. Questions and comments from the Board were addressed.

New Course Proposals – Executive Director of High Schools Petra Callin, Associate Director of High Schools and Athletic Programs Tammy O'Neill, Adrienne C. Nelson High School Principal Greg Harris, Milwaukie High School Assistant Principal Marilyn Mi and Clackamas High School Assistant Principal Andrew Gilford presented information regarding the proposed Advance Placement (AP) Capstone Courses AP Seminar and AP Research. Questions and comments from the Board were addressed.

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

GBL – Personnel Records, revised due to Senate Bill 155 (2019) per OSBA May 2020 Update.

GBLA – Disclosure of Information, revised due to Senate Bill 155 (2019) per OSBA May 2020 Update.

Oregon School Boards Association (OSBA) Election

R20/21-43 Kathy Wai moved, Tory McVay seconded the motion to approve Liz Hartman for OSBA Board Position 7. Motion passed unanimously.

R20/21-44 Tory McVay moved, Mitzi Bauer seconded the motion to approve Libra Forde for OSBA Board Position 8. Motion passed unanimously.

R20/21-45 Mitzi Bauer moved, Orlando Perez seconded the motion to approve 2021-2022 OSBA Legislative Priorities and Principles - Resolution 1. Motion passed unanimously.

R20/21-46 **Superintendent's Evaluation Process** – Mitzi Bauer moved, Steven Schroedl seconded the motion to adopt the evaluation process for the Superintendent's evaluation. Motion passed unanimously.

There being no further business to come before the Board, the meeting adjourned at 8:36 p.m.

Unapproved

**NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS REGULAR MEETING
December 16, 2020
Zoom Online Meeting**

**Executive
Session**

With due notice having been given and a quorum present, Chair Libra Forde convened executive session under ORS 192.660 (2)(e) at 8:00 a.m. with the following members present online in a virtual meeting:

Libra Forde	–	Chair
Mitzi Bauer	–	Vice Chair
Jena Benologa	–	Director
Kathy Wai	–	Director
Orlando Perez	–	Director
Steven Schroedl	–	Director
Tory McVay	–	Director
Matt Utterback	–	Superintendent
Sandra Henderson	–	Board Secretary

Also present were Cindy Detchon, Tiffany Shireman, Shay James, Kevin VandenBrink, and Rhys Konrad.

Real Estate – Macadam Forbes, Inc. Real Estate Brokers Rhys Konrad and Kevin VandenBrink discussed a real estate transaction with the Board.

Executive session recessed at 8:08 a.m.

Open Session Chair Libra Forde convened open session in a virtual meeting at 8:11 a.m.

R20/21-47 **Amendment to Surplus Property** – Orlando Perez moved, Mitzi Bauer seconded the motion for the Board to find the change not material and authorize extension to February 15 with a closing date of no later than February 25 of the of the Buyer’s due diligence Amendment 1 to the Purchase and Sale Agreement (PSA) for the surplus property located at 14721 SE 172nd Ave, Happy Valley. Motion passed unanimously.

There being no further business to come before the Board, the meeting adjourned at 8:14 a.m.

Unapproved

POLICY REVISIONS

CONSENT B
January 14, 2021

REASON FOR BOARD CONSIDERATION:

Approval of the attached revised policies.

COMMITTEE RECOMMENDATION:

The Policy Review Committee, with membership of both staff and Board, reviewed and recommends 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 approve:

Policy	Title	Reason
GBL	Personnel Records	Revised due to Senate Bill 155 (2019) which updated statute affecting release of personnel records when requests are received as per OSBA May 2020 Update.
GBLA	Disclosure of Information	

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff



Code: **GBL**
Adopted: 6/04/87
Readopted: 12/06/12

Personnel Records

An official personnel file will be established for each person employed by the district. Such files will be maintained in a central location.

All records containing employee medical condition information such as workers' compensation reports and release or permission to return to work forms will be kept confidential, in a separate file from personnel records. Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

The superintendent or designee will be responsible for establishing regulations regarding the control, use, safety and maintenance of all personnel records. Employees will be given a copy of evaluations, complaints and written disciplinary actions placed in their personnel file, and may submit a written response which will be attached to the file copy. All charges resulting in disciplinary action shall be considered a permanent part of a teacher's personnel file and shall not be removed for any reason.

Except as provided below, or as required by law, personnel records of district employees will be available for use and inspection only by the following:

1. The individual employee. With a written notice of two business days, an employee may inspect the contents of their personnel file by contacting human resources;
2. Others designated by the employee in writing may arrange to inspect the contents of the employee's personnel file in the same manner described above;
3. The comptroller or auditor when such inspection is pertinent to carrying out their respective duties or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
4. A Board member when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;
5. The superintendent and members of the central office administrative staff designated by the superintendent;
6. District administrators and supervisors who currently or prospectively supervise the employee;
7. Employees in the human resources department;
8. Attorneys for the district on matters of district business;
9. Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
10. Upon request from a law enforcement agency, the Oregon Department of Human Services, the Teachers Standards and Practices Commission, or the Oregon Department of Education, in conducting an investigation related to suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination.

The superintendent may permit persons other than those specified above to use and inspect employee records when, in their opinion, the person requesting access has a legitimate official purpose. The superintendent or designee will determine in each case the appropriateness and extent of such access.

Release of personnel records to parties other than those authorized to inspect them will be only upon receipt of a court order requiring their release.

END OF POLICY

Legal Reference(s):

[ORS 339.370](#) – 339.374

[ORS 339.388](#)

[ORS 342.143](#)

[ORS 342.850](#)

[ORS 652.750](#)

[OAR 581-022-2405](#)

OSEA v. Lake County Sch. District, 93 Or. App. 481 (1988).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

Cross Reference(s):

ACA - Americans with Disabilities

EH - Electronic Data Management



Code: **GBLA**
Adopted:

Disclosure of Information

Authorized district officials may disclose information about a former employee's job performance to a prospective employer. District officials are immune from civil liability for such disclosures under the following conditions:

1. The disclosure of information regarding the former employee's job performance is upon request of the prospective employer or the former employee. This disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was:
 - a. Knowingly false;
 - b. Deliberately misleading;
 - c. Rendered with malicious purpose; or
 - d. Violated civil right of the former employee protected under Oregon Revised Statute (ORS) 659 or ORS 659A.
2. Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
3. The disclosure is a result of a request from law enforcement, Oregon Department of Human Services, Teacher Standards and Practices Commission, or the Oregon Department of Education in conducting an investigation related to suspected abuse or suspected sexual conduct to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;
4. No later than 20 days after receiving a request under ORS 339.374(1)(b), the district, if it has or has had an employment relationship with the applicant shall disclose the information requested.

END OF POLICY

Legal Reference(s):

[ORS 30.178](#)
[ORS 339.370 - 339.374](#)
[ORS 339.378](#)
[ORS 339.388](#)
[ORS Chapter 659](#)
[ORS Chapter 659A](#)

OR. ATTORNEY GENERAL'S PUBLIC RECORDS AND MEETINGS MANUAL.

NEW COURSE PROPOSALS

CONSENT C
January 14, 2021

SUPERINTENDENT'S RECOMMENDATION:

Approve Advance Placement (AP) Capstone Courses AP Seminar and AP Research.

ORIGINATED BY:

Board policy IFD/IFE- Recommendations to add new programs or to delete existing programs must be approved by the Board.

COMMITTEE RECOMMENDATION:

High School administrators have reviewed this proposal, and agree with these recommended course additions.

BUDGET IMPACT/SOURCE OF FUNDS:

- High School Success funds will provide .17 FTE planning and coordination for the first two years of implementation for each school.
- High School Success funds will provide .17 FTE for the initial year at each school to support staffing the courses.
- High School Success funds will be used for supplemental research textbook and materials. (Approximately \$3000/school)
- High School Success will fund professional development for teachers through the AP/College Board. (Approximately \$4000)

BACKGROUND:

The Advanced Placement (AP) Capstone diploma program was launched in 2014 and currently approximately 2000 schools have been approved by the College Board to offer this program. The courses build students' writing, reading and research skills, thereby opening access to further advanced coursework in high school and college. The program is recognized by colleges and universities for its rigorous set of standards and preparatory relevancy to diverse courses of study. Both these courses are required for a student to earn an Advanced Placement Diploma.

THE AP SEMINAR AND RESEARCH COURSES AND THE AP CAPSTONE DIPLOMA:

- Aligns to our commitment to ensuring all students leave high school prepared for their post-secondary choices.
- Expand access to AP courses and advance our goal of closing enrollment gaps of historically underserved students in advanced courses.
- Recognizes academic achievement allowing an avenue to recognize more students, more often while showcasing their research skills.

- Allows students to choose their path and explore their personal interests and passions while developing critical thinking skills. The AP Capstone Diploma program will provide students an avenue to deeply explore topics through multiple lenses and to unpack their understanding in a way that asks them to question their assumptions and think about *why* and *how* they know what they know.

STAFF CONTACT:

Petra Callin, Executive Director of High Schools



Code: **BDDH**
Adopted: 6/19/86
Revised/Readopted: 1/20/11; 2/24/18
Orig. Code(s): BDDH

Public Comment at Board Meetings

All meetings of the Board, with the exception of executive sessions, will be open to the public. The Board invites community members of the district to attend Board meetings so that they may become acquainted with the program and operation of the district. Members of the public are also encouraged to share their ideas and opinions with the Board when appropriate.

It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids¹ and services.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. All auxiliary aids and/or service requests must be made with at least 48 hour notice. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, alternative, equally effective means of communication will be used as determined by the district.

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, conduct its meetings properly and efficiently, the Board adopts the following procedures and rules pertaining to public comment at Board meetings:

1. Anyone wishing to speak before the Board, either as an individual or as a member of a group, may do so by following the district's guidelines for public comment. These printed guidelines are available at each Board meeting;
2. Any individual desiring to speak will submit their name, address and the group, if any, that is represented; and
3. A speaker should give their name, and the group, if any, that is represented and should limit his/her presentation to three minutes. Time may be extended at the discretion of the Board chair.

Comments

Speakers may offer objective criticisms of district operations and programs that are of a concern to them. The Board is restricted from hearing, and will not consider complaints regarding any individual district staff member or any person connected with the district.

¹Auxiliary aids include, but are not limited to, such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped texts, Brailled materials and large print.

The Board vests in its chair or other presiding officer authority to terminate the remarks of any individual when those remarks do not adhere to the rules established in this policy.

Petitions

Petitions may be accepted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610 to -192.690](#)

[ORS 332.057](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Americans with Disabilities Act Amendments Act of 2008.

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Cross Reference(s):

KC - Community Involvement in Decision Making

PROCLAMATION:
BLACK AFRICAN AMERICAN HISTORY MONTH

ACTION
Agenda Item #3
January 14, 2021

SUPERINTENDENT'S RECOMMENDATION:

Adopt the proclamation recognizing February 2021 as Black African American History Month in North Clackamas School District.

ORIGINATED BY:

Board Chairs request.

BACKGROUND:

National Black African American History Month in February celebrates the contributions that Black African Americans have made to American history in their struggles for freedom and equality and deepens our understanding of our Nation's history. Since 1996, Presidents have issued annual proclamations for National Black African American History Month.

The Association for the Study of African American Life and History has identified this year's theme as *The Black Family; Representation, Identity, Diversity*.

ATTACHMENTS:

Proclamation

Association for the Study of African American Life and History 2021 Theme Flyer

PRESENTER:

Libra Forde, Board Chair

Black African American History Month

in

North Clackamas School District

WHEREAS, during National Black African American History Month, we celebrate the vast contributions of Black African Americans to our Nation's history and identity; and

WHEREAS, Black African American History Month grew out of the establishment, in 1926, of Negro History Week by Carter G. Woodson and the Association for the Study of African American Life and History; and

WHEREAS, the 2021 national theme for the observance is “The Black Family: Representation, Identity and Diversity”, and

WHEREAS, the North Clackamas School District is deeply committed to equity and inclusion. This stance includes the cultural and racial affirmation of our students, staff, parents, and community members who identify as Black African American; and

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

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

NOW, THEREFORE, BE IT RESOLVED that the North Clackamas School District hereby proclaims the Month of February 2021 as Black African American History Month in the North Clackamas School District and encourage all residents to honor Black American history and culture.

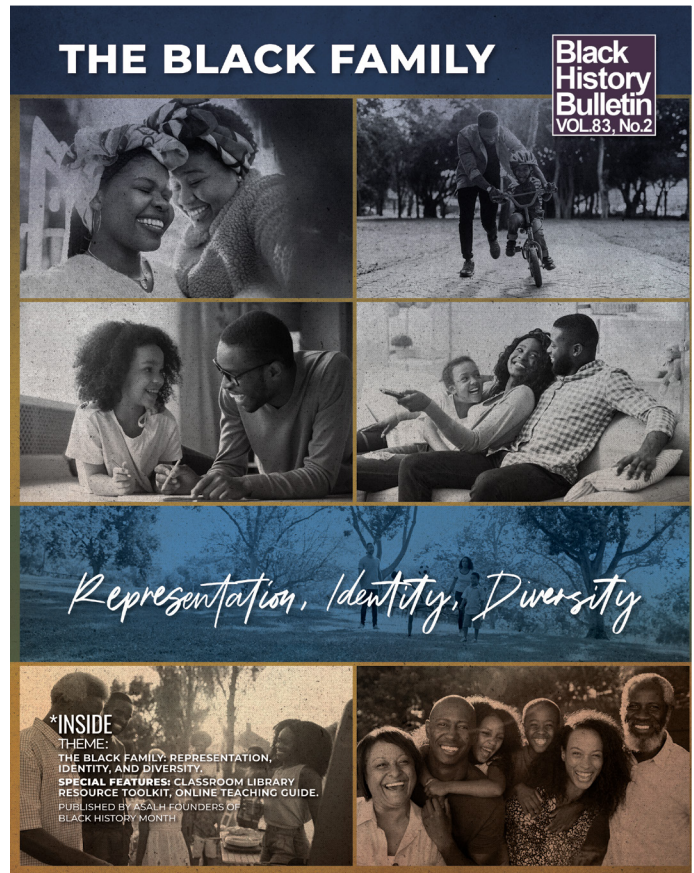
Adopted this 14th day of January, 2021.

Signed:

Chair, Libra Forde, School District Board of Director

2021 BLACK HISTORY THEME: **THE BLACK FAMILY:** **Representation, Identity, and Diversity**

The black family has been a topic of study in many disciplines—history, literature, the visual arts and film studies, sociology, anthropology, and social policy. Its representation, identity, and diversity have been revered, stereotyped, and vilified from the days of slavery to our own time. The black family knows no single location, since family reunions and genetic-ancestry searches testify to the spread of family members across states, nations, and continents. Not only are individual black families diasporic, but Africa and the diaspora itself have been long portrayed as the black family at large. While the role of the black family has been described by some as a microcosm of the entire race, its complexity as the “foundation” of African American life and history can be seen in numerous debates over how to represent its meaning and typicality from a historical perspective—as slave or free, as patriarchal or matriarchal/matrifocal, as single-headed or dual-headed household, as extended or nuclear, as fictive kin or blood lineage, as legal or common law, and as black or interracial, etc. Variation appears, as well, in discussions on the nature and impact of parenting, childhood, marriage, gender norms, sexuality, and incarceration. The family offers a rich tapestry of images for exploring the African American past and present.



ASSOCIATION FOR THE STUDY OF AFRICAN AMERICAN LIFE AND HISTORY

THE FOUNDERS OF BLACK HISTORY MONTH
WWW.ASALH.ORG | 202-238-5910 | #ASALH

NATIONAL MERIT SCHOLARSHIP RECOGNITION

PRESENTATION

Agenda Item #4
January 14, 2021

SUPERINTENDENT’S RECOMMENDATION:

This time is set aside on the agenda to recognize the students who received top honors from the National Merit Scholarship Corporation.

ORIGINATED BY:

This is an annual agenda item.

BACKGROUND:

The National Merit Scholarship Corporation (NMSC) has released the names of three commended students and three semifinalists from the North Clackamas School District.

The purpose of the competition is to honor outstanding high school seniors, to focus a public spotlight on excellence, and to encourage support for academically talented American youth. Participants in the Merit program compete for semi-finalist standing on the basis of their scores on a qualifying test from state to state. The program is independently supported by over 600 sponsors that share the program’s goals and annually underwrite Merit Scholarships. Sponsors include corporations, company foundations, professional and business organizations, colleges, and universities.

The following students have been honored as Semifinalist Students:

Clackamas High School	Sabrina Li
	Ishaan Rao

The following students have been honored as Commended Students:

Clackamas High School	Jay Coi
	Elise Kang
	Anh Phan
	Katherine Wardwell

Rex Putnam High School	Amelia Pomazal
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PRESENTER / STAFF CONTACT:

Petra Callin, Executive Director of High Schools

SCHOOL BOARD RECOGNITION

PRESENTATION

Agenda Item #5
January 14, 2021

SUPERINTENDENT'S RECOMMENDATION:

This time is set aside on the agenda to celebrate "School Board Recognition Month" by recognizing the North Clackamas School Board.

BACKGROUND:

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

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

ATTACHMENTS:

2021 Official proclamation signed by the governor

PRESENTER / STAFF CONTACT:

Matt Utterback, Superintendent

CHARTER SCHOOL RENEWAL:
MILWAUKIE ACADEMY OF THE ARTS

DISCUSSION
Agenda Item #6
January 14, 2021

SUPERINTENDENT’S RECOMMENDATION:

Recommend approval of the request for renewal of charter school sponsorship from Milwaukie Academy of the Arts.

REASON FOR BOARD CONSIDERATION:

Pursuant to ORS 338.065, charter schools must request renewal from the sponsor prior to the expiration of the current charter. The renewal process is addressed in NCSD LBE and LBE-AR (Attachment 1) and requires NCSD Board approval of the request for renewal by charter schools.

BACKGROUND:

North Clackamas School District serves as the sponsor for Milwaukie Academy of the Arts (MAA). The current charter for the school expires on June 30, 2021.

On December 11, 2020, Milwaukie Academy of the Arts provided North Clackamas School District with a request for charter renewal (Attachment 2).

This request for charter renewal begins a two-phase timeline (Attachment 3) during which the NCSD Board first considers whether or not to renew the school’s charter sponsorship (January 2021). If the NCSD Board renews the charter sponsorship, NCSD staff will work together with MAA to develop a contract for the duration of the renewal and the contract will be presented to the NCSD Board for approval or non-approval (March-April 2021).

North Clackamas School District Staff has conducted a thorough review of Milwaukie Academy of the Arts, in alignment with the renewal features expressed in NCSD LBE-AR. This review included analysis of:

- An external review conducted in the spring of 2020, which included a summary of findings (Attachment 4)
- School improvement efforts
- Academic achievement and other relevant data
- Financial review

Based on all information reviewed, Milwaukie Academy of the Arts is operating in accordance with applicable state and federal law, in compliance with the existing charter agreement, maintaining financial stability, and sound financial management.

During this presentation, Milwaukie Academy of the Arts will provide current information about its educational program and NCSD staff will provide the Superintendent’s recommendation to approve the renewal of sponsorship.

Following the presentation, a public hearing will be held on the charter renewal request.

ATTACHMENTS:

- Attachment 1: NCSD Policy [LBE – Public Charter Schools](#) and [LBE-AR](#)
- Attachment 2: Charter Renewal Request, MAA
- Attachment 3: NCSD/MAA Charter Renewal Timeline
- Attachment 4: External Review, Summary of Findings, MAA
- Attachment 5: Presentation Slides

PRESENTERS / STAFF CONTACT:

Tiffany Shireman, Chief of Staff, North Clackamas School District

Carmen Gelman, Principal, Milwaukie Academy of the Arts & Milwaukie High School

Kristi Weathers, Director, Milwaukie Academy of the Arts

North Clackamas School District Board of Directors
c/o Tiffany Shireman, NCS D Chief of Staff
North Clackamas School District
12400 SE Freeman Way
Milwaukie, OR 97222
email: shiremant@nclack.k12.or.us

December 11, 2020

Dear North Clackamas School District Board of Directors,

The Milwaukie Academy of the Arts (MAA) Board of Directors would like to submit to the North Clackamas School District this written request for renewal of the MAA charter, a 9-12 secondary school currently under contract with the District through June 30, 2021.

The Milwaukie Academy of the Arts Board understands that dedicated collaboration and partnership between MAA, campus cohort Milwaukie High School, and the North Clackamas School District has led to unique and innovative ways to educate students. We wholeheartedly support continuing to offer all Oregon students the rigorous, arts-driven education provided by our school.

During this renewal process, if we at Milwaukie Academy of the Arts can assist you in any way, please contact our director, Kristi Weathers, myself, or any other member of MAA's Board. We are all happy to help.

We believe strongly in the mission and vision of MAA, and the Board appreciates the North Clackamas School District and its ongoing sponsorship of our thriving high school program. Thank you.

Respectfully,

Melissa Roy-Hart, Board President
Milwaukie Academy of the Arts
email: melissa.royhart@gmail.com

**2020-2021 Charter Renewal Timeline:
Milwaukie Academy of the Arts**

	Policy Driven Timeline	Action	Policy/Charter Citation	Anticipated Timeline
Phase 1: Charter Renewal Process	(By January 2, 2021)	Charter School provides the NCSD School Board a written request for a renewal of their charter.	Per NCSD LBE-AR 8b1	<ul style="list-style-type: none"> Received December 11, 2020 Acknowledgement of Receipt sent December 11, 2020
	Within 45 calendar days of receiving renewal request	NCSD Board holds a hearing regarding charter renewal request.	Per NCSD LBE-AR 8b2	January 14, 2021: NCSD Board Meeting <ul style="list-style-type: none"> MAA makes school presentation NCSD staff presents superintendent's recommendation for renewal/non-renewal NCSD Board holds hearing on Renewal request
	Within 30 (calendar) days of NCSD Board hearing	NCSD Board Approves/Denies renewal request. If denied, charter school may resubmit renewal request to the NCSD Board. Specific guidelines in NCSD LBE-AR 8b5-6 for process if renewal request is denied with timelines and appeals processes.	Per NCSD LBE-AR 8b3	February 11, 2021: NCSD Board Meeting <ul style="list-style-type: none"> NCSD Board takes action to deny or renew charter request
Phase 2: Charter Contract Development	Within 90 calendar days of NCSD Board approval of renewal request	NCSD/Charter school complete negotiation of new charter contract. Timeline can be extended with mutual agreement to extension.	Per NCSD LBE-AR 8b4	March 11, 2021: NCSD Board Meeting (day #28) to approve proposed contracts or April 8, 2021: NCSD Board Meeting (day #56) to approve proposed contracts or April 22, 2021: NCSD Board Meeting (day #70) to approve proposed contracts

Commendations:

Many exemplary practices and programs are being implemented at MAA. Some of the most exemplary practices and results are highlighted below.

- MAA is commended for exceeding the ELA Academic Achievement target. The school was rated on its three-year average of 91.3% which was dramatically higher than the 80% state target. In addition, MAA exceeded the District on this metric. (Measure 1a)
- MAA is commended for the high level of achievement demonstrated by economically disadvantaged students in English Language Arts during 2018-19 and over the past three years. (Measure 2a)
- 90% of Hispanic/Latino students at MAA met or exceeded the standard on the state ELA assessment. MAA is commended for the high level of achievement demonstrated by Hispanic/Latino students in ELA during 2018-19. (Measure 2g)
- MAA is commended for 91.3% of 9th grade students on track to graduate, an increase of 8% from the previous year and exceeding the NCSD at 87.5% and the state average at 85%. (Measure 5a)
- MAA is commended for maintaining a consistently high four-year graduation rate—over 90% for the past three years. In addition, the charter school’s four-year graduation rate for 2018-19 exceeds the NCSD at 85.4% and the state average at 79%. (Measure 5b)
- MAA is commended for achieving a five-year completer rate greater than 96% for the past two years. In addition, the charter school’s five-year completer rate exceeds the NCSD at 88.9% and the state average at 85%. (Measure 5c)
- MAA receives high commendations for creating and maintaining an inclusive learning community where students feel valued for their differences and safe to be their authentic selves. Students describe being able to thrive academically, socially and emotionally as a result of the support they receive from the MAA community. (Measure 6a)
- MAA is commended for offering (and requiring) Arts Lab to ensure: i) all MAA students have opportunities to learn and practice executive functions such as planning and prioritizing, time management, self-regulation, organization, task initiation, and flexibility, and ii) all MAA students learn how to conduct quality research. In addition, Arts Lab meets the goal of creating a safe space and a shared experience that draws MAA students together into a cohesive learning community. Evidence shows that for the vast majority of students the close-knit, supportive and inclusive community at MAA is the school’s most highly valued feature. (Measure 6a)

Recommendations:

All organizations and institutions—even those already performing at high levels—should be looking for ways to improve. The evaluator encourages MAA to consider the following recommendations:

- MAA is encouraged to continue the ongoing work with Teachers Development Group (TDG) and to use MAA student assessment data in mathematics to inform and guide the focus of that work. (Measure 1b)
- MAA leadership is encouraged to review and disaggregate the school's attendance data. The District provides a detailed and comprehensive Attendance Framework that includes information about preventative measures, early interventions, targeted interventions, and legal interventions schools may use to address attendance issues with their students/families. MAA is encouraged to use this research-based framework, along with the school's disaggregated attendance data to develop and implement a school plan to increase the number of regular attenders at MAA. (Measure 1c)
- The academic performance in math for economically disadvantaged students at MAA dramatically declined in 2018-19. MAA leadership is encouraged to explore potential factors that caused the drop in performance and explore innovative strategies teachers can employ to support all students—especially economically disadvantaged students—in math. (Measure 2b)
- The academic performance in math for Hispanic/Latino students at MAA has declined since 2016-17. MAA is encouraged to explore potential factors that have impacted the drop in performance and explore innovative strategies teachers can employ to support all students—especially Hispanic/Latino students—in math. MAA is encouraged to use this disaggregated data to inform and guide the work with TDG. MAA is also encouraged to research the strategies used by other schools who are demonstrating success in math with Hispanic/Latino students. (Measure 2h)
- School administration is encouraged to be intentional about the selection of MAA teachers, more timely about notifying teachers who will be teaching MAA classes, and to the extent possible, strive to retain teachers in MAA classes. Providing students with opportunities to have—at least some—of the same teachers from year to year at MAA helps cultivate strong, long-term relationships between students and staff. Maintaining a consistent MAA staff—comprised of teachers who are familiar with and committed to the mission of the school—contributes to the development of the inclusive and welcoming community described by many MAA students as the most highly valued feature of the school. (Measure 6a)
- MAA is encouraged to establish clear expectations regarding implementation of the school's mission: *What does integration of the performing and visual arts throughout a rigorous core academic curriculum look like in practice? How are MAA core academic classes different from non-MAA classes? Is the integration of the arts into all core curriculum (including math and science) realistic and manageable? Once expectations of the school's mission have been clarified, they should be clearly communicated to all stakeholders—students, staff, parents and community.* (Measure 6a)
- MAA is encouraged to consider other ways to structure the Arts Lab class to provide a learning environment more conducive to student learning than the auditorium provides. If MAA determines that Arts Lab classes must occur in the auditorium, steps can be taken that will increase the level of student engagement within that space, including using microphones, having stage lights turned on and employing instructional strategies that promote and require student discourse. In addition,

frequent movement breaks should be embedded into the lessons—movement breaks that also integrate performing arts, dance, or other body movement activities into the lesson. (Measure 6a)

- MAA is encouraged to disaggregate the parent survey data—or conduct an annual survey exclusively for parents of MAA students—in order to access valid information to inform school improvement efforts. The same recommendation applies to student feedback: MHS administers surveys to students (YouthTruth, Oregon Student Wellness Survey for example) but without the data disaggregated for MAA, the surveys provide no feedback specific to the students and/or program at MAA. (Measure 6b)
- In order to attain “an increasing presence of the arts in all subjects” and “integration of the performing and visual arts throughout a rigorous core curriculum”—as stated in MAA’s mission—the school is encouraged to provide professional development to help all MAA teachers learn how to effectively integrate the arts into their content.

All MAA teachers will benefit from professional development in arts integration specific to their content area. However, based on the evidence provided and observed, professional learning opportunities in arts integration for math teachers is most critical. MAA is encouraged to explore strategies for math instruction that emphasize and build on the strengths of right-brain learners. MAA is already working with a well-respected, research-based professional development organization—Teachers Development Group (TDG)—to support math teachers. MAA is encouraged to ask specialists at TDG about strategies that are designed specifically for students who are right-brain predominant thinkers and learners. By not using MAA students’ existing interests and aptitudes in the Arts, the school is missing an opportunity to increase the level of engagement of students in math and increasing engagement is a key factor in improving overall academic performance in math. (Measure 7a)

APPENDIX A Summary of Findings

EXCEEDS		
2a	Academic achievement in ELA for economically disadvantaged students	
2g	Academic achievement in ELA for Hispanic/Latino students	
5a	9th graders on track to graduate	
5b	Four year cohort graduation rate	
5c	Five year completion rate	
5d	College-going culture and access to college courses	
MEETS		'Meets' is highest possible rating
1a	Meets target in ELA achievement for all students	Yes
6b	Promotes parental involvement and getting feedback from parents	Yes
7b	Has an adequate assessment system in place	Yes
7c	Complies with applicable laws of charter contract regarding educational requirements	Yes
7d	Protects the rights of students with disabilities	Yes
7e	Protects the rights of English learners	Yes
8a	Complies with applicable governance requirements: Board policies, open meeting laws, etc.	Yes
8b	Holds the charter school's administration accountable	Yes
8c	Complies with reporting requirements in a timely manner	Yes
9a	Protects the rights of all students	Yes
9b	Meeting teacher and other staff credentialing requirements	Yes
9c	Employs generally acceptable employee relations practices	Yes
9d	Complies with state statutes re: sexual conduct and child abuse reporting	Yes
9e	Complies with statute and policy regarding teaching evaluation and professional development	Yes
10a	Complies with facilities and transportation requirements	Yes
10b	Complies with health and safety requirements.	Yes
10c	Handles records and information appropriately	Yes
11a	School Board provides appropriate financial oversight	Yes
11b	Maintains appropriate internal controls and procedures	Yes
12a	Maintains adequate financial resources to ensure stable operations	Yes
12b	Demonstrates short and long-term fiscal viability	Yes
12c	Operates pursuant to a financial plan	Yes

APPROACHES	
6a	Executes the school's mission and key design elements
7a	Implements the distinctive instructional practices as outlined in Charter Agreement
DOES NOT MEET	
1b	Meets target in math achievement for all students
1c	Meets target for regular attenders
2b	Academic achievement in math for economically disadvantaged students
2h	Academic achievement in math for Hispanic/Latino students
NOT RATED	
2c	Academic achievement in ELA for English learners
2d	Academic achievement in math for English learners
2e	Academic achievement in ELA for students with disabilities
2f	Academic achievement in math for students with disabilities
3a	Academic growth in ELA
3b	Academic growth in math
4a-h	Academic growth by subgroups
5e	On track to English language proficiency

2020-2021 Charter Renewal Request

Milwaukie Academy of the Arts

Presentation: January 14, 2021

Hearing: January 14, 2021

Scheduled Action: February 11, 2021

Carmen Gelman, Principal, Milwaukie High School & Milwaukie Academy of the Arts

Kristi Weathers, Director, Milwaukie Academy of the Arts

Tiffany Shireman, Chief of Staff, North Clackamas School District

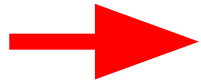


STRATEGIC PLAN 2018-2022

Equity • Engagement • Care • ⁵⁸Integrity • Excellence

Charter Renewal Process:

	Policy Driven Timeline	Action	Policy/Charter Citation	Anticipated Timeline
Phase 1: Charter Renewal Process	(By January 2, 2021)	Charter School provides the NCSD School Board a written request for a renewal of their charter.	Per NCSD LBE-AR 8b1	<ul style="list-style-type: none"> Received December 11, 2020 Acknowledgement of Receipt sent December 11, 2020
	Within 45 calendar days of receiving renewal request	NCSD Board holds a hearing regarding charter renewal request.	Per NCSD LBE-AR 8b2	January 14, 2021: NCSD Board Meeting <ul style="list-style-type: none"> MAA makes school presentation NCSD staff presents superintendent's recommendation for renewal/non-renewal NCSD Board holds hearing on Renewal request
	Within 30 (calendar) days of NCSD Board hearing	NCSD Board Approves/Denies renewal request. If denied, charter school may resubmit renewal request to the NCSD Board. Specific guidelines in NCSD LBE-AR 8b5-6 for process if renewal request is denied with timelines and appeals processes.	Per NCSD LBE-AR 8b3	January 28, 2021: NCSD Board Meeting <ul style="list-style-type: none"> NCSD Board takes action to deny or renew charter request
Phase 2: Charter Contract Development	Within 90 calendar days of NCSD Board approval of renewal request	NCSD/Charter school complete negotiation of new charter contract. Timeline can be extended with mutual agreement to extension.	Per NCSD LBE-AR 8b4	March 11, 2021: NCSD Board Meeting (day #42) to approve proposed contracts or April 8, 2021: NCSD Board Meeting (day #70) to approve proposed contracts or April 22, 2021: NCSD Board Meeting (day #84) to approve proposed contracts



PHASE 1:

External School Review:

Superintendent's Recommendation:

School Presentation:

Public Hearing:

Scheduled Action on Renewal Requests

January-May, 2020

January 14, 2021

January 14, 2021

January 14, 2021

February 11, 2021

Superintendent's Recommendation:

Recommend approval of the request for renewal of charter school sponsorship from Milwaukie Academy of the Arts.

Recommendation to renew based on features in NCSD LBE-AR and:

- External Review, Full Report
- External Review, Summary of Findings
- School improvement and academic achievement ongoing review
- State Report Cards
- Financial Review

Questions?

Next Steps:

MAA School Presentation:	This Evening
Public Hearing:	This Evening
Scheduled Board Action on Renewal Request:	February 11, 2021
Schedule Board Action on Charter Contract:	March-April, 2021

2020-2021 Charter Renewal Request Milwaukie Academy of the Arts

Presentation: January 14th, 2021
Scheduled Action: February 11th, 2021



Kristi Weathers, Director Milwaukie Academy of the Arts
Carmen Gelman, Principal, Milwaukie Academy of the Arts & Milwaukie High School

MAA Philosophy

Milwaukie Academy of the Arts integrates the **performing and visual arts** throughout a **rigorous core academic curriculum** in a **nurturing environment**. Together with parents and community, we empower students to reach their innate **intellectual, artistic, and creative potential**—ensuring they earn a high school diploma.



MAA History

- Founded in 2005
- Embedded within Milwaukie High School
- Weaves the arts throughout curriculum to enhance student learning
- Students persistently meet/exceed Oregon State standards
- Students and parents both report high levels of satisfaction with school experience and teachers




MAA Enrollment


	Grade 9	Grade 10	Grade 11	Grade 12
2020-2021* CDL Impact	88	75	77	73
2019-2020	81	80	78	55
2018-2019	89	87	62	63
2017-2018	94	74	70	77
2016-2017	85	75	81	79

Highlights: **Strong cohorts under 100 students per grade level.**
Dip in graduating classes due to construction and rebuild of MHS.

Highlights from the Past Year



Milwaukie Academy of the Arts
 Grades: 9-12
 503-353-5834 | 11300 SE 23rd Ave, Milwaukie 97222



STUDENTS WE SERVE^A

294 Student Enrollment
^AStudent enrollment as of October 1, 2019

DEMOGRAPHICS

American Indian/Alaska Native
 Students: <1%
 Teachers: 0%

Asian
 Students: 1%
 Teachers: 0%

Black/African American
 Students: 1%
 Teachers: 0%

Hispanic/Latino
 Students: 15%
 Teachers: 0%

Multiracial
 Students: 9%
 Teachers: 0%

Native Hawaiian/Pacific Islander
 Students: 1%
 Teachers: 0%

White
 Students: 73%
 Teachers: 100%

REQUIRED VACCINATIONS
 89%

INTRODUCTION

The At-A-Glance School and District profiles tell a story about Oregon's schools and districts. This year's profiles do not include statewide assessments data, class size data, or attendance data as a result of the necessary statewide school closures and the implementation of Distance Learning for All. The profiles present all available data not impacted by the state's response to COVID-19.

ACADEMIC SUCCESS

ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2015-16 graduating in 2018-19

School: 87%	District: 87%	Oregon Average: 80%
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FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years.

School: >95%	District: 89%	Oregon Average: 86%
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OUR STAFF (ROUNDED FTE)

1 Teachers
 0 Educational assistants
 0 Counselors/Psychologists
64% Average Teacher retention rate
100% of licensed teachers with more than 3 years of experience
 Yes: Same principal for the last 3 years?

- Covid-19 Impact
- Freshman On-Track Rate: 84.8%
- Graduation Rate: 87%
- Comprehensive Report of MAA by External Evaluator

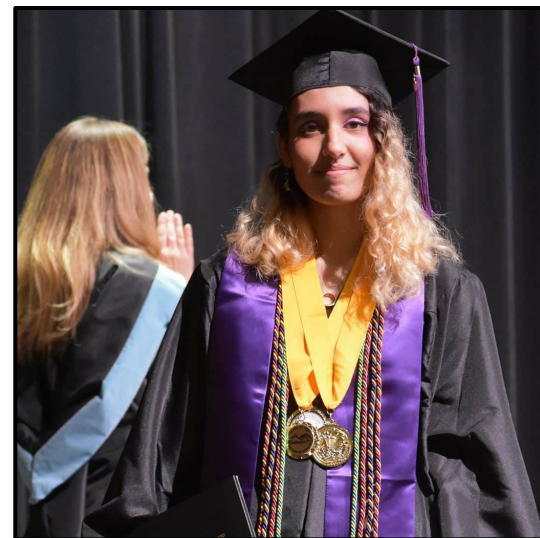
MAA Classes At A Glance

Grade	Core Classes	Electives
9th	MAA English 9 MAA Physics MAA Algebra (or geometry)	Arts Lab (required)
10th	MAA English 10 MAA World History MAA Geometry	
11th	MAA English 11 MAA US History	
12th	Poets and Playwrights	

All MAA students have access to all MHS classes that are electives and AP courses. This includes options at Sabin-Schellenberg. Many MAA students participate in performance and visual arts courses as electives.

Benefits of Being a MAA Student

- Core curriculum taught through an arts lens
- Incredibly inclusive community
- Collaboration with Milwaukie High School provides unique access to a variety of school programs, both academic and extracurricular (sports, clubs and activities)
- Small school community
- Access to a robust arts program
- Staff commitment to MAA community
- Counselors move with students
- Arts school diploma can be beneficial when applying to creative, post-secondary programs and colleges



Strengths

- Inclusive community of artists and right brain learners
- A place to explore what being an artist means to you
- Strong academic achievement in Language Arts
- Promoting a college going culture and future in the arts
- 9th grade team

Challenges

- MAA Identity within the Milwaukie High School setting
- Math Achievement
- Enrolling and supporting a diverse student body that reflects the surrounding community
- Professional development for teachers of art integration in core subjects
- Reimagining Arts Lab

Thank you! Questions?



70



2019-2020 NORTH CLACKAMAS FINANCIAL AUDIT

REPORT
Agenda Item #7
January 14, 2021

SUPERINTENDENT’S RECOMMENDATION:

Information presented for review and discussion.

REASON FOR BOARD CONSIDERATION:

An annual audit of the District’s financial statements is required by State law and by Board Policy DIE – Audits.

BUDGET IMPACT/SOURCE OF FUNDS:

The cost of the audit preparation for the 2019-20 fiscal year is \$50,500 and is within the Board adopted budgeted amount.

BACKGROUND:

Board Policy DIE - Audits, in accordance with Oregon law, requires an audit of all financial accounts of the District be made annually by an independent certified public accountant selected by the Board. The audit has been completed for the 2019-2020 fiscal year by the firm Wilcox Arredondo & Co. Copies of the audit have been provided to the members of the Board and the information will be posted to the District website.

The Financial report is presented in five sections. These sections and their components are as follows:

The **Introductory Section** includes the Letter of Transmittal. This letter provides information on the district, the economic environment, major initiatives, budgetary controls, and a summary of the various funds utilized by the district.

The **Financial Section** includes the independent auditors’ report, Management’s Discussion and Analysis, basic financial statements for the entity as a whole, fund financial statements, notes to the basic financial statements, required supplementary information and other supplementary information

The **Other Information Section** contains the statistical section.

Following the **Financial Section** is the **Independent Auditors’ Report Required by Oregon State Regulations**.

Finally The **Grant Compliance Review** contains reports required by the Single Audit Act.

A recap of the district-wide audit results is as follows:

1. Compliance in accordance with Governmental Auditing Standards as required by State Regulation – during testing no instances of noncompliance or other matters that are required to be reported were noted. This is described in the annual financial report.
2. Compliance as required by OMB Compliance Supplement for Federal Programs – the District complied, in all material respects, with the types of compliance requirements that could have a material effect on federal programs.
3. Audit opinion issued – an Unmodified opinion as outlined in the financial statements, has been issued. This means the auditors have given a “clean” opinion with no reservations.
4. The Summary of Prior Audit Findings confirms that corrective action has been taken on the 2018-19 findings and no additional findings have been identified.
5. Report to the Board of Directors for the Year Ended June 30, 2020 – this report contains required communications between the audit firm and the Board. It also contains recently issued accountant standards and copies of written communications between management and the audit firm.
6. Management letter – no separate management letter was issued.

ATTACHMENTS:

Report to the Board of Directors for the Year Ended June 30, 2020

North Clackamas School District Financial Report for the Year Ended June 30, 2020

PRESENTER / STAFF CONTACT:

Gayellyn Jacobson, Chief Financial Officer

Sabino Arredondo, CPA Wilcox Arredondo & Co.

Click on page to open document



Comprehensive Annual Financial Report

For the Fiscal Year Ended June 30, 2020



North Clackamas School District No.12
Clackamas County, Oregon

LEGISLATIVE AGENDA (2021-2023 BIENNIUM)

DISCUSSION/ACTION

Agenda Item #8
January 14, 2021

SUPERINTENDENT’S RECOMMENDATION:

Adopt the proposed legislative agenda.

REASON FOR BOARD CONSIDERATION:

Board request for a unified district approach to establishing legislative priorities and Policy BI – Board Legislative Action (Attachment A) which states that the Board’s official stance on legislation will be determined by Board action.

BUDGET IMPACT/SOURCE OF FUNDS:

Aside from staff time, the development of the legislative agenda for the 2021-2023 biennium has no budget impact.

BACKGROUND:

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

In advance of the 2021 legislative session, scheduled to begin on January 19, 2021, staff worked with a small planning team, including three North Clackamas School District board members and representatives from the Superintendent’s Parent and Community Leadership Alliance committee to establish proposed legislative priorities and engage community in discussion of those proposed legislative priorities.

Approximately 90 district students, staff, parents, community members, school board members, leaders of labor associations and legislators were invited to provide input on the legislative priorities through an online Thought Exchange. In all, approximately 43 people participated in the process and over 400 individual interactions occurred in the Thought Exchange (Attachment B).

With careful review of the stakeholders’ input and the legislative agendas from other educational organizations, the proposed 2021-2023 biennium legislative agenda (Attachment C) was drafted and is presented for discussion and action.

ATTACHMENTS:

- Attachment A: NCSD Policy [BI](#), Board Legislative Action
- Attachment B: Thought Exchange Report, Legislative Agenda, November 2020
- Attachment C: Proposed 2021-2023 biennium NCSD Legislative Agenda
- Attachment D: Presentation Slides

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff



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

Board Legislative Action

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


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

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

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)




Exchange Summary

Seth Gordon, North Clackamas Schools
November 17, 2020




What should NCSd prioritize in its 2020-2021 Legislative Agenda? Which of the 5 broad categories of priorities (listed in the Introduction) are most important for public schools in Oregon and why? What ideas/messages within each category do you like or dislike and why do you feel that way?

1

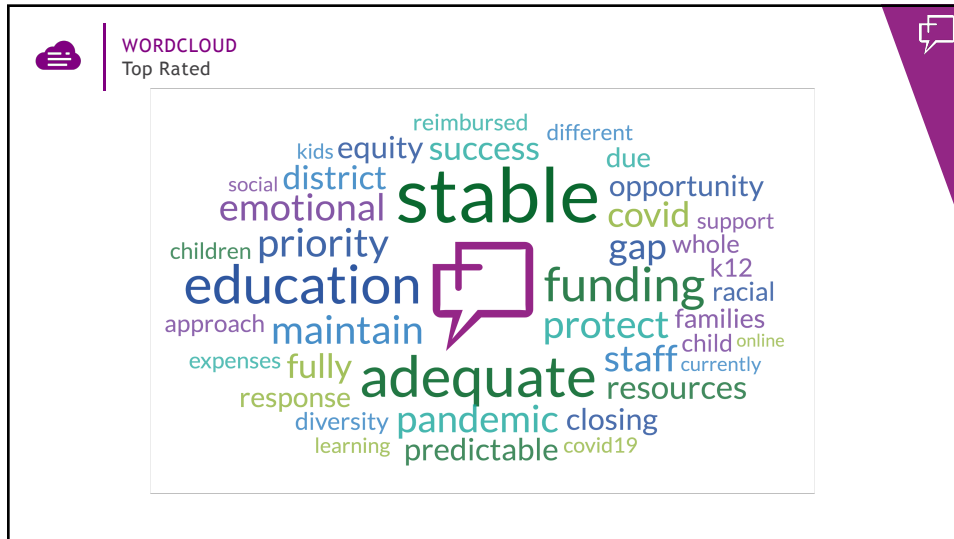


PARTICIPATION

Breakdown of Participation

 44 Participants	 53 Thoughts	 430 Ratings
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2

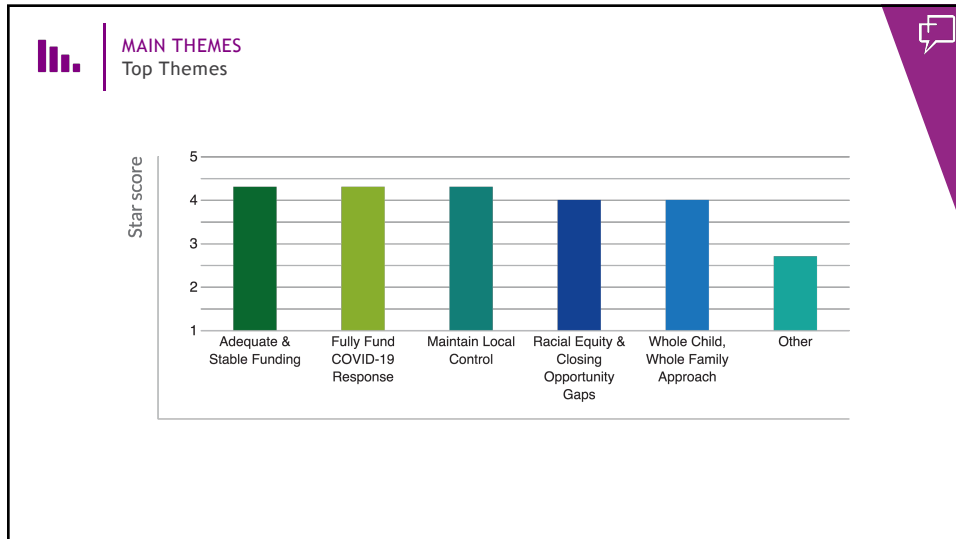


3

THOUGHTS
Key Thoughts

<p>The adequate and stable funding is vital. It is necessary to know the \$\$\$ a district can rely on in order to plan staff and services.</p>	<p>4.4 ★★★★★☆ (11 🗳️) Ranked #1 of 39</p>
<p>The first priority for me is adequate, predictable and stable funding. Once that is stable and we know what we are working with, we can plan and allocate resources accordingly.</p>	<p>4.3 ★★★★★☆ (11 🗳️) Ranked #3 of 39</p>
<p>The five categories are essentials and must be interconnected; nevertheless, we must have the adequate and stable funding as starting point. The investment must address academic excellence, emotional intelligence, racial equity, opportunity gap, safety. To have a better society tomorrow.</p>	<p>4.3 ★★★★★☆ (11 🗳️) Ranked #4 of 39</p>
<p>Fully fund COVID response Protecting the students and teachers is the beginning to getting students back into the classroom and moving our economy forward.</p>	<p>4.3 ★★★★★☆ (10 🗳️) Ranked #6 of 39</p>
<p>Racial Equity in Education and Closing the Gap I believe working on the racial equity issue and continuing to work towards closing the achievement gap with help with many other challenges.</p>	<p>4.2 ★★★★★☆ (12 🗳️) Ranked #9 of 39</p>
<p>Maintain Control of spending Each school district has different needs and different ideas to accomplish those needs. The more flexibility allows better community results</p>	<p>4.1 ★★★★★☆ (10 🗳️) Ranked #15 of 39</p>

4




5

THEMES
Adequate & Stable Funding


- The adequate and stable funding is vital. It is necessary to know the \$\$\$ a district can rely on in order to plan staff and services. 4.4 ★★★★★ (11 🗨)
- Funding is the most important 4.3 ★★★★★ (12 🗨)
- The first priority for me is adequate, predictable and stable funding. Once that is stable and we know what we are working with, we can plan and allocate resources accordingly. 4.3 ★★★★★ (11 🗨)

6




THEMES

Fully Fund COVID-19 Response




<p>Fully fund COVID response Protecting the students and teachers is the beginning to getting students back into the classroom and moving our economy forward.</p>	<p>4.3 ★★★★★☆ (10 👤)</p>
<p>Fully Fund districts' COVID 19 response COVID learning gap is real for parents who work outside home, or don't speak English & students struggling emotionally, socially and in other ways!</p>	<p>4.1 ★★★★★☆ (10 👤)</p>
<p>School districts need to be reimbursed for the expenses due to the Covid-19 pandemic.</p>	<p>4.1 ★★★★★☆ (10 👤)</p>
<p>Re # 4: Liability from Covid should be granted if a District documents acceptable actions have been taken to protect students & employees. This will insure open and transparent actions have ALREADY been taken prior to granting liability exemption.</p>	<p>4.0 ★★★★★☆ (10 👤)</p>

7



THEMES

Maintain Local Control



<p>Maintain Control of spending Each school district has different needs and different ideas to accomplish those needs. The more flexibility allows better community results</p>	<p>4.1 ★★★★★☆ (10 👤)</p>
<p>Goal 5: Insure funding for ANY new or revised currently operable mandate from the Legislature. Bills should have a required source of funding stated. This action will show a more thoughtful recommendation process from the bill sponsor (s).</p>	<p>3.9 ★★★★★☆ (10 👤)</p>
<p>Maintain Local Control of K-12 Education If you increase diversity, you'll have the team needed at the local level to make informed financial decisions on behalf of all students & families.</p>	<p>3.9 ★★★★★☆ (10 👤)</p>

8

North Clackamas School District 2021-2023 Biennium • Legislative Agenda

1. Legislative Stance and Priorities:

North Clackamas School District (NCSD) prepares graduates who are inspired and empowered to strengthen the quality of life in their local and global communities. Fulfilling this mission requires reliable funding that provides for a full school year, class sizes and staffing levels that allow for strong relationships between students and educators, robust behavioral and mental health supports, a well-trained and supported diverse workforce, and a wide breadth of high-quality academic and support programs. NCSD calls upon the Oregon Legislature to take action to fund public K-12 education first, early in the legislative session to demonstrate its clear commitment to the state's children and to allow for adequate planning for the 2021-2022 school year.

Adequate, Stable, and Predictable Funding

NCSD will advocate for funding that is adequate, stable, and predictable in order to continue providing a robust K-12 education for students.

Legislative Interests:

- Adequate State School Fund with at least \$9.5 Billion+ to maintain current service levels
- Ensure Student Success Act funds stay separate from the State School Fund
- Continue K-12 Facilities Capital Improvements Funding
- Fully fund Special Education programs
- Ensure stability of funding by increasing the enrollment hold-harmless timeframe from two school years to three school years

Address COVID-19 expenses, liability, and learning implications

The global COVID-19 pandemic continues to impact school and work environments for students and staff in NCSD. These impacts have been profound and require attention.

Legislative Interests:

- Reimburse school districts for COVID-19 related expenses, including technology, protective equipment, sanitation, and ventilation needs
- Initiate extended learning funding to help students close learning gaps and account for disrupted learning
- Limited liability protection for school districts

Racial Equity in Education and Closing the Opportunity Gaps

NCSD is committed to equity and the success of each student. Equity fosters an inclusive and barrier-free environment where each student will have access to a high-quality education and can follow their own path in reaching their full potential.

Legislative Interests:

- Support statutory language prohibiting hate speech and symbols in schools
- Protect and continue to implement programs with a focus on historically underserved students and families, including the expansion of the state's Student Success Plans for African-American/Black, Latinx/o/a, and Native American/Alaska Native students.
- Promote educator diversity and advocate for programs that increase the number of diverse school staff
- Ensure cultural responsiveness and anti-bias, anti-racist training and actions by public school employees
- Further expand ethnic studies and anti-bias, anti-racist curriculum for all students

Whole Child, Whole Family Approach to Education

The well-being of a child and of their family greatly affects a student's education. Ensuring that students and families have access to school-based and community-based programs and services better equips students to achieve at high levels.

Legislative Interests:

- Protect and fully implement the Student Success Act
 - Student Investment Account
 - High School Success Act (Measure 98)
 - Nutrition Services Income Expansion funds
 - Social-Emotional Learning focus in fund usage
 - Early Intervention/Early Childhood Special Education
- Additional funding sources that expand social, emotional and physical health supports for students and families, including social workers, school counselors, and school nurses
- Support initiatives that provide child and family enrichment activities and affordable childcare

Maintain Local Control of K-12 Education

The NCSD Board of Directors is elected by the community to provide local governance for K-12 education. A school district most strongly benefits students when its strategic goal setting and resource management is responsive to the needs of the specific students and families in its community.

Legislative Interests:

- Support local control of funding resources and decision-making
- Oppose any new unfunded mandates
- Advocate for flexibility in any new requirements

2. NCSD Key Legislative Advocacy Principles:

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

3. Staff Operational Latitude:

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

4. Legislative Contacts:

TBD, Senator District 20
900 Court St. NE, S-XXX
Salem, Oregon 97301

1-503-986-XXXX

Kathleen Taylor, Senator District 21
900 Court St. NE, S-423
Salem, Oregon 97301

Sen.kathleentaylor@oregonlegislature.gov
1-503-986-1721

Kayse Jama, Senator District 24
900 Court St. NE, S-409
Salem, Oregon 97301

Sen.kaysejama@oregonlegislature.gov
1-503-986-1724

Chuck Thomsen, Senator District 26
900 Court St. NE, S-315
Salem, Oregon 97301

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Christine Drazan, Rep. House District 39
900 Court St. NE, H-395
Salem, Oregon 97301

Rep.christinedrazan@oregonlegislature.gov
1-503-986-1439

Mark Meek, Rep. House District 40
900 Court St. NE, H-478
Salem, Oregon 97301

Rep.markmeek@oregonlegislature.gov
1-503-986-1440

Karin Power, Rep. House District 41
900 Court St. NE, H-274
Salem, Oregon 97301

Rep.karinpower@oregonlegislature.gov
1-503-986-1441

Jeff Reardon, Rep. House District 48
900 Court St. NE, H-473
Salem, Oregon 97301

Rep.jeffreardon@oregonlegislature.gov
1-503-986-1448

Janelle Bynum, Rep. House District 51
900 Court St. NE, H-284
Salem, Oregon 97301

Rep.janellebynum@oregonlegislature.gov
1-503-986-1451



Legislative Agenda 2021-2023 Biennium

NCSD Board of Directors
January 14, 2021

2021-2023 Biennium Legislative Agenda

Tonight:

- Development of proposed Legislative Agenda
- Review proposed Legislative Agenda
- Discussion
- Proposed Action

Legislative Agenda: What? Why?

Attachment C, Board Packet

North Clackamas School District
2021-2022 Biennium • Legislative Agenda

1. Legislative Stance and Priorities:

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Legislative Interests:

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 - Student Investment Account
 - High School Success Act (Measure 98)
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Legislative Interests:

- Support local control of funding resources
- Oppose any new unfunded mandates that limit local decision-making
- Advocate for flexibility in any new requirements

2. NCSD Key Legislative Advocacy Principles:

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4. Legislative Contacts:

Alan Olsen, Senator District 20
900 Court St. NE, S-425
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Sen.alanolsen@oregonlegislature.gov
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900 Court St. NE, S-423
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1-503-986-1721

TRD, Senator District 24
900 Court St. NE, S-
Salem, Oregon 97301

1-503-986-1724

Chuck Thomsen, Senator District 26
900 Court St. NE, S-315
Salem, Oregon 97301

Sen.chuckthomsen@oregonlegislature.gov
1-503-986-1726

Christine Drazen, Rep. House District 19
900 Court St. NE, H-395
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Rep.christinedrazen@oregonlegislature.gov
1-503-986-1439

Mark Meek, Rep. House District 40
900 Court St. NE, H-478
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Rep.markmeek@oregonlegislature.gov
1-503-986-1440

Karin Power, Rep. House District 41
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Rep.karinpower@oregonlegislature.gov
1-503-986-1441

Jeff Reardon, Rep. House District 48
900 Court St. NE, H-473
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Rep.jeffreardon@oregonlegislature.gov
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Janelle Bysum, Rep. House District 51
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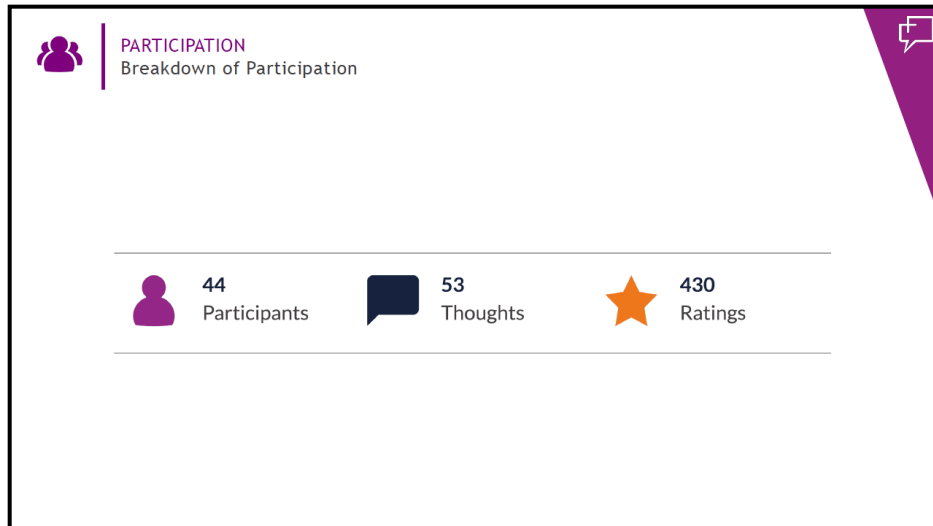
Rep.janellebysum@oregonlegislature.gov
1-503-986-1451

Legislative Agenda Development Process

- Coordination of the development
- Initial legislative priorities identified by reviewing multiple state organizations' and other school districts' priorities
- Community Engagement – Thought Exchange
- Refined priorities
- Drafted Proposed Legislative Agenda



Thought Exchange



Exchange Summary

Seth Gordon, North Clackamas Schools
November 17, 2020

What should NCS D prioritize in its 2020-2021 Legislative Agenda? Which of the 5 broad categories of priorities (listed in the Introduction) are most important for public schools in Oregon and why? What ideas/messages within each category do you like or dislike and why do you feel that way?

Proposed Legislative Priorities

Adequate, Stable, and Predictable Funding

Legislative Interests:

- Adequate State School Fund with at least \$9.5 Billion+
- Ensure Student Success Act funds stay separate from the State School Fund
- K-12 Facilities Capital Improvements Funding
- Fully fund Special Education programs
- Increase the enrollment hold-harmless timeframe

Proposed Legislative Priorities

Address COVID-19 expenses, liability, and learning implications

Legislative Interests:

- Reimburse school districts for COVID-19 related expenses
- Initiate extended learning funding to account for disrupted learning
- Limited liability protection for school districts

Proposed Legislative Priorities

Racial Equity in Education and Closing the Opportunity Gaps

Legislative Interests:

- Support laws prohibiting hate speech and symbols
- Implement programs with a focus on historically underserved students and families
 - Expansion of the state's Student Success Plans for African-American/Black, Latinx/o/a, and Native American/Alaska Native students.
- Promote educator diversity
- Ensure cultural responsiveness and anti-biased, anti-racist training and actions by employees
- Ethnic studies and anti-bias, anti-racist curriculum for all students

Proposed Legislative Priorities

Whole Child, Whole Family Approach to Education

Legislative Interests:

- Protect and fully implement the Student Success Act
 - Student Investment Account
 - High School Success Act (Measure 98)
 - Nutrition Services funds
 - Social-Emotional Learning
 - Early Intervention/Early Childhood Special Education
- Child and family enrichment activities
- Affordable childcare

Proposed Legislative Priorities

Maintain Local Control of K-12 Education

Legislative Interests:

- Support local control of funding resources and decision making
- Oppose new unfunded mandates
- Advocate for flexibility in new requirements

2021-2023 Legislative Agenda Next Steps

Tonight:
Discussion

Tonight:
Proposed Action

January 15, 2021:
Share NCSD Legislative Agenda with
legislators and community stakeholders.

January 19, 2021:
Oregon Legislature convenes

SCHOOL BOUNDARY MODIFICATION

ACTION
Agenda Item #9
January 14, 2021

SUPERINTENDENT'S RECOMMENDATION:

Approve appeal to change the boundaries for the area south of the Carver bridge to attend the following school feeder pattern: Verne Duncan Elementary, Happy Valley Middle School, and Adrienne C. Nelson High School beginning in the 2021-22 school year.

BUDGET IMPACT/SOURCE OF FUNDS:

N/A

BACKGROUND:

In June of 2018, the NCSD Board of Directors approved the Superintendent's recommendation to approve the proposed boundary changes to align new feeder patterns for the addition of Beatrice Morrow Cannady Elementary, which opened in 2019 and for Adrienne C. Nelson High School which will open in 2021. The recommendation followed a four-month community process which included:

- 26-member committee of community members, administrators, board members and technical support staff
- Eight committee work sessions
- Two public open houses
- Weekly public updates
- Multiple Board public comment opportunities
- Two Board updates
- Board discussions and action item

In February 2019, the Board received an appeal from 22 families living in the Carver area to amend the decision and allow those families to remain in the Duncan Elementary School boundaries and subsequent feeder pattern. Since the changes would not happen for three more years, the Board agreed to hold the appeal until after October 1, 2020 when more data would be available about enrollment trends and school capacity.

The district recently surveyed the families living within the community in question. Following are the details of that survey:

- Letters were mailed to addresses inviting them to complete the survey (Oct. 28)
- Emails of the letter and survey were sent to those same families (Oct. 28)
- Phone calls were made to homes with conflicting data (Nov. 19-20)
- Reminder emails were sent to those not yet responded (Nov. 23)
- 21 families requested to approve the appeal
- 10 families requested to keep the Board approved boundaries
- 18 families did not respond to the survey.

RATIONALE:

The recommendation to approve the changes requested in the appeal are based on the following information:

1. A new stoplight has been installed at the Carver Bridge facilitating the better flow of traffic. There is no longer the need to transport students from Oregon City along Clackamas River Drive to I-205

and back out to Clackamas. Transportation time was one of the biggest factors in making the original boundary decision.

2. Current enrollment trends indicate that these schools have the capacity for these additional students.
3. This change would keep this community together and reduce the number of families affected by the boundary changes in 2021. Both of these factors were part of the guiding principles of the boundary realignment committee.
4. The district has purchased land for a future middle school near Adrienne C. Nelson High School and Verne Duncan Elementary School. With the passage of a future bond, this school would open within the next 5-7 years and its boundaries would undoubtedly include the area south of the Carver Bridge. Making the move now would be less disruptive in the long term.

In addition, the approval of this request will not garner additional boundary modification requests as the two-year window for filing such appeals as passed.

ATTACHMENTS:

- A. Appeal letter-February 2019
- B. Superintendent response-March 2019
- C. Appeal letters-October 2020
- D. Letter and survey of families-October/November 2020
- E. Map of affected area

PRESENTER / STAFF CONTACT:

Cindy Detchon, Assistant Superintendent of Operations

From: Jonson, Kathleen E
Sent: Tuesday, November 27, 2018 8:45 AM
To: 'Sandra Henderson' <hendersons@nclack.k12.or.us>
Subject: Petition - seeking approval from Superintendent Utterback and action by school board

Dear Superintendent Utterback,

I am writing on behalf of the community south of Clackamas River. Our students current attend Duncan Elementary. This area is slated to be transitioned to Oregon Trail in 2021. This decision was made by the boundary committee 6 days before their final recommendation. This decision effects only 22 students. Please find attached a petition signed by the parents of this community to keep their kids at Duncan and it's feeder schools in 2021. I am seeking approval from you to add this as an action item for vote by the school board at the December 13th meeting.

We believe this is best decision for mainly two reasons:

1. It will ease the way of the transportation department. It will eliminate the need for a separate bus to transport these kids. It will eliminate the need to transport these kids through/by the Duncan kids on the way to Oregon Trail.
2. It will uphold and respect this community rural core belief by keeping their kids in the most rural school tract.

While it will require an adjustment to the boundary map, we believe it is worth the time and effort . It will also increase the capacity of Duncan to 87% from 81%. This is still a vast improvement from the current 106% capacity rate. If capacity is still a grave concern, I would highly recommend looking at the Riverbend community on 224 that will remain at Duncan in 2021 despite the kids having to be transported past Oregon Trail kids and the school on the way to Duncan. Cindy, during one of the board's boundary discussion stated "there is room at this school for these kids." We do not think 22 kids will make or break any school.

This petition took a lot of time and effort to compile. Every home that I and my kids visited signed this petition except for one family that declined (due to having kids in MS /HS and desire to have them graduation from their mom's school- Clackamas). It was encouraging to hear the heart of this community during these visits. This community values its roots and wants their kids to stay at Duncan. This community has had no part in the recent growth in Happy Valley /Damascus or potential future growth in the area. NCSD is focusing on respecting cultural diversity. Our ask is that this community's traditional values be respected and not be overlooked or diminished in the race to equality and cultural diversity. Please place this item on the December 13 agenda as an action/voting item.

Sincerely,

Kathleen Jonson

From: "Jonson, Kathleen E"

Date: February 23, 2019 at 9:20:15 PM PST

To: "hendersons@nclack.k12.or.us" <hendersons@nclack.k12.or.us> Subject: seeking approval to transition area south of Clackamas River to Cannady Elementary in 2021

Dear Superintendent Utterback and School board members,

I am writing to ask for a vote to transition the community south of Clackamas River to Cannady Elementary and its feeder schools in 2021. I plan on speaking during the board meeting on Thursday Feb. 28th.

As a recap of the last 10 months: this community was switched from Verne Duncan to Oregon Trail and its feeder schools 6 days before the boundary committee's final recommendation. Many parents addressed the board and emailed their feedback regarding this decision. The final recommendation was adopted by the vote of 5-2. In the last few months, my kids and I submitted a petition (signed by all but one family) from this community to support keeping the kids at Duncan. It was submitted to Superintendent Utterback in Nov. I have included the petition and my original email to him below for review. The feedback from him was that the enrollment at Duncan this year was more then expected and that he supported keeping the boundary committee's recommendation. At this point, we are asking transition these kids to Cannady.

Cannady is a good compromise at it will have room for these 22 kids (projected capacity 71%); reunite them with their peers in MS; and keep them in the most rural schools
I will address the 3 arguments which I know will be made against this move then discuss the 2 main reasons this is the best decision. I will go into more details when I address the board.

Arguments:

1. The map will have to be updated. Yes -the color for the area will need to be changed and letters sent to the families in the area explaining the transition change.
2. Other communities could try to transition their students to other schools. Yes - this is a possibility. But doubtful. It takes a lot of time and most people are too busy in this day and age. Do we not want parents to be involved and vested in their children's education? This community, although small in number, has voiced its feelings over the last 10 months. Schools are lost when parents/communities are not responded to, and they then become apathetic. This is not what we want for our school district.
3. The kids will have to be transported by Duncan to go .7 miles to Cannady. Yes. But they already will have to be bused through the Duncan kids to go to Oregon Trail. Now - they will just have to go by Duncan. This will be just like the Mobile home park on 224 that was kept at Duncan. Their kids will be bused through Oregon Trail kids and by Oregon Trail School on their way to Duncan.

Reasons for transition to Cannady:

Transitioning this community to Cannady is the best compromise for this community at this point. This community has had no contribution to the recent growth or projected growth in HV

and Damascus. Please don't punish this community. These 22 kids will not make or break any school. It would mean the world to this community to keep their kids in the most rural schools. My ask of you, as a school board, is that you would place on an upcoming board agenda as an action/ voting item to transition the community south of Clackamas River to Cannady and its feeder schools in 2021.

Sincerely,
Kathleen Jonson

Petition- signed by the parents of Duncan students:

To keep Duncan students who live in the area
south of Clackamas River at

Duncan Elementary and feeder schools in 2021.

Laurie Rogen, Laurie Rogen 14976 S. Hoffman Rd Oregon City
 Alexis Wenker, Alexis Wenker, 1170 S. Forsythe Rd OR 97045
 Matt Long, Matt Long, 17378 S. Carleton Rd Oregon City 97045
 Shawn Williams, Shawn Williams 17100 S. Forsythe Rd Oregon City 97045
 Alan Ramirez 15161 S. Hutton Road
 Josh Kuehl 17895 S. Edgewood St. 97045
 Chris Frite 17840 S. Edgewood St
 Tom Wheeler 17907 S. EDGEWOOD LN.
 Nancy McKinney 17917 S. Dick Dr Oregon City OR 97045
 Bryan Brown 15900 S. Lucky Ln Oregon City, OR 97045
 Natalie Brown 15900 S. Lucky Ln Oregon City, OR 97045
 Katherine Jensen, Katherine Jensen 17311 S. Carlson Rd Oregon City OR 97045
 Kimberlee & Brandon Boyd 17285 S. Overlook Rd Oregon City OR 97045
 Kathryn Hopkins 18091 S. Clear Acres Dr Oregon City OR 97045
 Elena Perez 18255 S. Clear Acres Dr Oregon City 97045
 Kevin Mellor 15201 S. Stevens Rd Oregon City, OR 97045
 Elizabeth

Annie Scriven 17710 S. Grantland Rd, Oregon City 97045

John Scriven 17710 S. Grantland Rd, Oregon City 97045

James Steele 15275 S. Rosenbaum OC 97095

James Steele 15282 S Rosenbaum Rd OC 97045

Lucy Steele 15282 S Rosenbaum Rd OR 97045

Frank Jones 17311 S CARLSON RD OC 97045



March 21, 2019

Kathleen Jonson

[REDACTED]
Oregon City, OR 97045

Dear Kathleen:

We have received your request for an appeal of the North Clackamas School Board's decision regarding school boundary realignment approved on June 28, 2018. Specifically, you have requested the School Board reverse its decision and include the area south of the Clackamas River in either the Verne Duncan or Beatrice Morrow Cannady Elementary School attendance areas.

There is not support at the School Board level to consider this appeal at this time. However, given the complexity and nuances of a boundary realignment process, the School Board is willing to extend the window to file an appeal regarding this issue until the Fall of 2020. This extended timeline would provide the District with data on two more enrollment cycles, providing the School Board with additional information to make an informed decision.

Should you wish to appeal the School Board's June 2018 decision that includes the area south of the Clackamas River in the Oregon Trail Elementary School attendance area beginning in the fall of 2021, please submit a written request to the Board Secretary after October 1, 2020.

This letter only extends the window to appeal the School Board's June 2018 boundary realignment decision for families living south of the Clackamas River. This letter does not guarantee the School Board will hear an appeal. Prior to taking any action on a request for appeal, the School Board must first agree to hear the appeal. Should the School Board decide to hear an appeal, a discussion item would be placed on the following School Board meeting agenda. Should the School Board decide not to hear an appeal, the School Board's current decision is final.

Respectfully,

A handwritten signature in black ink that reads "Matthew Utterback".

Matthew Utterback
Superintendent
North Clackamas School District

cc:

Mitzi Bauer, School Board Vice Chair

Tiffany Shireman, Chief of Staff

Cindy Detchon, Executive Director Community Relations

Sandra Henderson, School Board Secretary and Administrative Assistant to the Superintendent

From: Jonson, Kathleen E >

Date: Thu, Oct 15, 2020 at 10:18 AM

Subject: Official request for appeal for S. Clackamas River Verne Duncan area school boundary

Dr. Superintendent Utterback and School Board Members,

First, let me say THANK YOU for all your hard work during these challenging and uncharted times. I appreciate your dedication and service.

Secondly, this email serves as an official request for an appeal, for the South of Carver Bridge (Clackamas River) Verne Duncan area, regarding the upcoming school boundary changes for 2021. Superintendent Utterback wanted us to wait until this month to submit an appeal. As a community, we have been contesting the decision to transition our students to Oregon Trail and its feeder schools for the last two and half years. As a summary:

This area was selected to move just 6 days before the final boundary recommendations were submitted. Since this time, our community has been actively involved in seeking a reversal in this decision.

This is a large rural area, but the number of students is small (~ 23-25). This would have a minimal impact on any current school percentage capacity (especially Duncan or Cannady).

The school is a focal point of the children in this area. They can connect with their peers they cannot easily connect with at home due to our unique rural makeup.

During these challenging times with the focus on celebrating diversity, I ask that our rural community believes /values be respected by keeping our children in the most rural schools.

Most of us moved out of the city/suburbs to have our children attend these more rural schools. Please don't allow them to be moved back into the more suburban school track.

Thus, my ask:

1. Superintendent Utterback: Agree to hear our appeal.
2. This item would be placed on the school board agenda as an action/voting item:

TO KEEP THE COMMUNITY SOUTH OF CARVER BRIDGE (CLACKAMAS RIVER) AT VERNE DUNCAN (OR ALTERNATIVELY TRANSITION TO CANNADY IN ORDER TO REUNITE WITH PEERS IN MS) IN SEPTEMBER 2021.

Thank you for your attention in this matter. Please contact me if you have any questions or comments.

Sincerely,
Kathleen Jonson

From: Elizabeth Mellor

Date: Tue, Oct 20, 2020 at 12:38 PM

Subject: Official request for appeal for S. Clackamas River school boundary

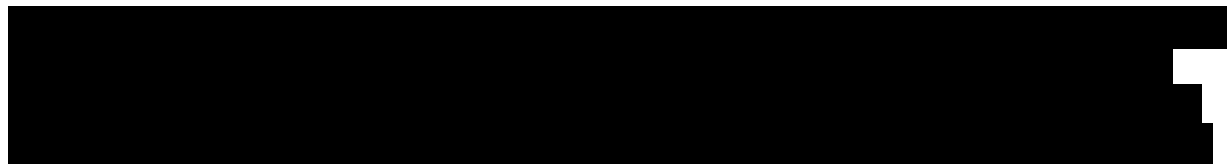
To: <hendersons@nclack.k12.or.us>Dr. Superintendent Utterback and School board members,

As resident of South Clackamas River Areas (South of the Carver Bridge along Springwater Rd) and a parent of 3 children in the North Clackamas School district, I am requesting an appeal of the 2021 school boundary changes. The reasons for my request are as following:

We have lived in our residence for 13 years and our daughters have only gone to school at Verne Duncan or Rock Creek Middle. One reason we moved to our location was the schools and we have lived here with the intention of continuing their education at Verne Duncan and related Middle and High schools.

While the physical area is large, the number of children from this area going to Verne Duncan is minimal (around 23-25 children) and making them change school would have little to no impact on school population. There are multiple new large subdivisions along 172nd with many new children and those numbers will have a much greater impact. Having children moving into these brand new subdivisions go to Oregon Trail Elementary and not Verne Duncan is a better use of the resources. Because the children are just moving to the area, they are not already established at Verne Duncan School, like my children.

Living in a rural setting, all my daughters' friends have been found and maintained at school as there are no neighborhood kids to play and socialize with. Making my children leave their schools mean that they will be leaving their only friends and all the social connections that they have established. Since there are no neighborhood friends, my children will not have friends that will be also moving to a new school and they will not have a cohort of peers that will be making the transition with them.



An option has been given that we can request a transfer in order to stay at Verne Duncan and/or Rock Creek, and in that case we would be responsible for transportation to and from school. Given that most families, including ours, is a 2 job family, transporting children to and from school is not a viable option. Also since we don't live in a neighborhood, we don't have an option to carpool with other parents. This option of transfer is really not an option for most if not all families.

Our area was not added into the boundary school change until days before the final recommendations, and we were not given an opportunity to express our concerns until after the decision was made.

I am requesting that the school board agrees to hear our appeal and that the school board vote or act on the request that the community South Clackamas River area stay at Verne Duncan, Rock Creek and Adrienne C. Nelson High School. I understand that the decision to change the boundaries was a difficult decision and that some children will need to change schools. I also understand that this decision was made even harder with the current challenges around COVID and the online schooling. The South Clackamas River area, while few in number, is a part of Verne Duncan/Rock Creek and those schools/students are a big part of our kids' lives.

If the elementary children are not able to remain at Verne Duncan, the alternative would be to have them move to Cannady so that they may reconnect with their friends/support once in Middle School.

Thank you,

Elizabeth and Kevin Mellor
Oregon City, OR

Carver community boundary survey - Encuesta del área de asistencia de la comunidad Carver.

We recently received two formal requests from families to review the NCSD approved 2021 boundary changes for any families south of the Clackamas River in the Carver community. You received a letter outlining these changes because you have one or more children registered in NCSD with an address in that community. In order for our Board to make an informed decision on this formal appeal, we need to hear from all of the families affected by this potential boundary change. Names and addresses will not be shared publicly.

Recientemente recibimos dos solicitudes formales de familias para revisar los cambios de límites del área de asistencia aprobados por NCSD en 2021 para cualquier familia que vive al sur del río Clackamas en la comunidad de Carver. Usted recibió una carta que describe estos cambios porque tiene uno o más niños registrados en NCSD con su dirección en esa comunidad. Para que nuestra Mesa Directiva pueda tomar una decisión informada sobre esta apelación formal, necesitamos escuchar a todas las familias afectadas por este posible cambio al límite del área de asistencia. Los nombres y direcciones no se compartirán públicamente.

* Required

1. In the 2021-2022 school year, what grade(s) will your child(ren) be in NCSD? (check all that apply) En el año escolar 2021-2022, ¿en qué grado(s) estarán sus hijos en el NCSD? (marque todo lo que corresponda) *

Check all that apply.

- Kindergarten - Jardín de Niños
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th (students have the option of staying at CHS if they live in the ANHS attendance area)
(los estudiantes tienen la opción de quedarse en CHS si viven en el área de asistencia de ANHS)

2. Parent's name (first and last) Nombre del Padre (primer nombre y apellido) *

- 3. Student names (list all who will be enrolled in school in 2021-22) Nombre del estudiante (anote todos los estudiantes que estarán inscritos en la escuela en el año escolar 2021-22) *

- 4. Home address - Dirección *

- 5. What school boundary do you prefer the NCSD School Board select beginning in September 2021? ¿Qué límite del área de asistencia escolar prefiere que seleccione la Mesa Directiva del NCSD a partir de septiembre del 2021? *

Mark only one oval.

Keep the approved boundary: Oregon Trail Elementary, Rock Creek Middle School, Clackamas High School - Se mantenga el límite del área de asistencia aprobado: Primaria Oregon Trail, Secundaria Rock Creek, Preparatoria Clackamas.

Approve the appealed boundary change: Duncan Elementary, Happy Valley Middle School, Adrienne C. Nelson High School - Aprobar el cambio del límite del área de asistencia apelado: Primaria Duncan, Secundaria Happy Valley, Preparatoria Adrienne C. Nelson.

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Elementary Boundary Map

