



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

Agenda

North Clackamas School Board
Thursday, August 26, 2021 - 6:30 PM
Zoom/YouTube
12400 SE Freeman Way
Milwaukie, OR 97222

Meetings of the North Clackamas School Board are currently being conducted virtually in compliance with the HB2560. .

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

OPEN SESSION

6:30	Call to Order	
	Native Land Acknowledgement	3
	Minutes - August 12, 2021	4
	Consent Agenda	
	A. Employment Changes	
6:35	1. Community Comments	
6:50	2. Superintendent's Report	
7:10	3. Strategic Planning Overview - Presentation	7
	Presenter: Tiffany Shireman	
7:55	4. Board Reports	
8:05	5. Quarterly Financials - Report	33
	Presenter: Gayellyn Jacobson	
8:10	6. Digital Curriculum Adoption Grades K-12 - Discussion	38
	Presenter: Ivonne Dibblee	
8:25	7. Policy Revisions - Discussion	55
	Presenter: Tiffany Shireman	
8:45	8. Transportation Supplemental Plan (WalkZones) - Action	65
	Presenter: Cindy Detchon	

8:30 Adjourn



Native Land Acknowledgment

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

**NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS REGULAR MEETING
August 12, 2021
Zoom/YouTube**

Open Session

With due notice having been given and a quorum present, Chair Libra Forde convened open session at 6:30 p.m. with the following members present 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 (left meeting at 7:50 p.m.)
Shay James	–	Superintendent
Sandra Henderson	–	Board Secretary

Also present were Cindy Detchon, Derrick Brown, Gayellyn Jacobson, Ivonne Dibblee, Joe Bridgeman, Khaliyah Williams-Rodriguez, Mark Moser, Mayra Gómez, Petra Callin, Shelly Reggiani, Tiffany Shireman, and Vivian Garrison. District employees and community members were provided a live stream on YouTube.

Vice Chair Mitzi Bauer read the Native Land Acknowledgement.

R21/22-6 **Minutes** – Kathy Wai moved, Tory McVay seconded the motion to approve the minutes of the regular Board meeting held July 1, 2021. Motion passed unanimously.

R21/22-7 **Consent Agenda** – Steven Schroedl moved, Jena Benologa seconded the motion to adopt the consent agenda as recommended:

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

Administrative – appointments, transfers
Licensed – appointments, terminations

Motion passed unanimously.

Community Comments

- Julie Skarphol, Milwaukie, thanked the Superintendent and her team for the opening plan and asked the Board to also consider mental health issues impacting students due to Covid mitigation strategies.
- Karen Pyatt, Milwaukie, spoke regarding safety concerns for students during lunch, students losing placements in magnet programs when enrolled in the Virtual Online Program, lifting mask mandates for summer programs, and concerns regarding cleaning protocols.
- Maria Karlin, Milwaukie, expressed concern about her 1st grade student being able to wear a mask all day, the need for planning for a possible return to virtual learning, and not requiring staff to be vaccinated.
- Additional written comments received were provided to the Board and added to the official record.

Board Recognitions – Superintendent Shay James recognized Chief Financial Officer Gayellyn Jacobson for being awarded the Association of School Business Officials International’s Certificate of Excellence in Financial Reporting Award for their Fiscal Year 2020 Comprehensive Annual Financial Report. Gayellyn Jacobson thanked Director of Fiscal Services Carey Pinto and Lead Accountant Dawna Burke for their contributions.

Ready Schools, Safe Learners, Resiliency Framework – Superintendent Shay James introduced Assistant Superintendent of Education Ivonne Dibblee and Assistant Superintendent of Operations Cindy Detchon. The Board was provided a report with information about local guidance, what actions North Clackamas School District has taken to date, key points from the Back to School Plan and Virtual Online Program updates. Questions and comments were addressed.

Transportation Supplemental Plan (Walk Zones) – Assistant Superintendent of Operations Cindy Detchon presented information regarding a proposed addendum to the Supplemental Walk Zone Plan. Director of Transportation Kathy Calkins and Assistant Director of Transportation James Prichard were available to address questions.

Board Liaison Committee Assignments – Vice Chair Mitzi Bauer provided a report on Board liaison committee assignments for the 2021-2022 school year.

R21/22-8

Board Protocols/Operating Agreements – Steven Schroedl moved, Orlando Perez seconded the motion to approve the Board Protocols and Operating Agreements. Tory McVay had left the meeting, motion passed unanimously 6-0.

R21/22-9

PERS Employee 6 Percent Contributions – Jena Benologa moved, Mitzi Bauer seconded the motion to adopt the resolution to change the type of employee

contributions made to the Oregon Public Employees Retirement System (OPERS/PERS) from Employer Paid Pre-Tax contributions to Member Paid Pre-Tax contributions for all members of the North Clackamas Education Association (NCEA), North Clackamas Administrators Association (NCAA), Confidential/Non-Represented Employees and Exempt Administrators. Motion passed unanimously 6-0.

R21/22-10

Authorization to Purchase Replacement Intercom Systems – Steven Schroedl moved, Mitzi Bauer seconded the motion to grant advanced authorization to the Superintendent to enter into contracts with GB Manchester, Inc. for replacement intercom systems for Rex Putnam High School, Oak Grove Elementary School, and Milwaukie El Puente Elementary School. The total amount of the purchase is a not-to-exceed \$180,000. Motion passed unanimously 6-0.

There being no further business to come before the Board, the meeting adjourned at 8:11 p.m.

Unapproved

DRAFT

STRATEGIC PLANNING

PRESENTATION

Agenda Item #3
August 26, 2021

SUPERINTENDENT’S RECOMMENDATION:

This item is presented for Board information and discussion.

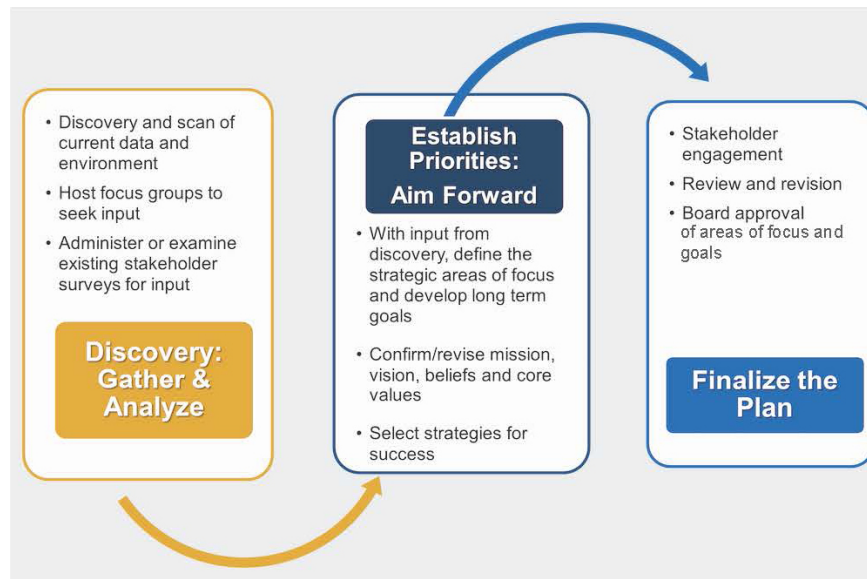
REASON FOR BOARD CONSIDERATION:

Initiation of North Clackamas School District Strategic Planning Process

BACKGROUND:

Every organization needs a map to advance from where it is now to where it wants to be in the future. North Clackamas School District’s map is its District Strategic Plan. The district’s Mission, Strategic Direction, Goals and Objectives are key components of the Strategic Plan.

North Clackamas School District last underwent a Strategic Planning process in the 2017-2018 school year and the current Strategic Plan (Attachment A) is in place through the end of the current school year. With assistance from consultant partners from STUDER Education, a three-phase process has been designed to develop the next Strategic Plan over the course of the 2021-2022 school year.



This presentation will be an opportunity for the Board to:

- learn more about [Dr. Gayle Juneau-Butler](#) and [Dr. Kathleen \(Kathy\) Oropallo](#) who will assist North Clackamas School District through the Strategic Plan development and implementation,
- discuss the planned Strategic Planning process,
- provide input on the process, and
- express any desired outcomes from the process.

Following this board meeting, the Board is next scheduled to discuss the Strategic Plan development at its October 14, 2021 meeting. During that meeting, the Board is currently scheduled to participate in a visioning and discovery session focused on where North Clackamas envisions itself in the future.

ATTACHMENTS:

- A. 2018-2022 Strategic Plan
- B. Presentation Slides, 8/26/2021

PRESENTER / STAFF CONTACT:

- Tiffany Shireman, Chief of Staff
- Dr. Gayle Juneau Butler, Strategic Planning and Organizational Development Consultant, STUDER Education
- Dr. Kathy Oropallo, Strategic Planning and Organizational Development Consultant, STUDER Education



**STRATEGIC
PLAN
2018-2022**

Equity • Engagement • Care • Integrity • Excellence

Our Strategic Direction

In North Clackamas, we prepare graduates who are inspired and empowered to strengthen the quality of life in our local and global communities. Each student is actively engaged every day for success in life, college, and career.

As a student enters a vibrant neighborhood school, a magnet school, or charter program, a joy of learning is fostered, a positive vision for their future is nurtured, their cultural heritage is valued, and their physical, emotional, and social needs are supported. In North Clackamas, safety, respect, and care form the basis for our actions. Students can expect to think deeply, solve problems, and enjoy learning in welcoming and safe schools. Our commitment includes developing the whole child.

Our unique combination of programs provides each student with a distinctive learning experience. Beginning in kindergarten and continuing through high school, students engage in music and physical education and are supported by a comprehensive counseling program. We are home to the largest career-technical education program in Oregon, high-demand bilingual schools, and Clackamas County's first International Baccalaureate program. In response to changing employer demands, we continue to expand high school electives, advanced college credit offerings, and career-related certificates. Our students are creative, critical thinkers with a strong foundation in reading, writing, math, science, social studies, digital literacy, and the arts.

Exceptional and caring staff actively engages each student. Through relevant and challenging curriculum, North Clackamas educators promote high expectations, cultural understanding, and positive interpersonal communication among students. Our staff sets the pace for high-quality education in Oregon in service to our students and families.

In North Clackamas, parents and the community work in concert with district employees in support of all students. We pursue strong relationships with families and volunteers, and we work to form strategic partnerships with local organizations and businesses. Together, we remove barriers to student achievement and build bridges for a stronger community.

North Clackamas is nationally recognized for outstanding programs supported by the efficient utilization of resources. Our community expects, and school leaders ensure, strong stewardship through accountability and transparent investments that place funding as close to students as possible.

Students are at the heart of North Clackamas Schools where artists, scientists, teachers, athletes, and community leaders emerge. Each student has the opportunity to express their own voice and follow their own path in reaching their full potential. Our students know they are important, and that we care about them. Each student knows that we are with them. Every single one of them.

Our Purpose

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

Our Goals



STUDENT SUCCESS

Advance student learning by focusing on each student's experience, well-being and potential



EQUITY

Cultivate belonging and inclusion with the expectation of success for each student



QUALITY

Ensure consistent, high quality in each program and service



STEWARDSHIP

Develop and manage the resources and assets entrusted to the district

Our Vision

For each student, a joy of learning is fostered, a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, and social needs are supported.

Each student is actively engaged every day for success in life, college, and career.

Our Objectives

- Whole student focus
- Culturally responsive learning organization
- Engaging curriculum and instruction
- Post-secondary success
- Effective organizational systems and leadership
- Resource management

Key Performance Indicators



Strong School District Climate Ratings



Third Graders Read at or Above Grade Level



Eighth Graders Algebra Ready



Tenth Graders on Track with Six Credits



All Students Graduate High School



Post Secondary Enrollment Rates Increase

Strategic Planning & Organizational Excellence

Building a System Around Student Success

- Dr. Kathleen “Kathy” Oropallo, Director and Leader Coach
- Dr. Gayle Juneau Butler, Director and Leader Coach



DR. KATHLEEN "KATHY" OROPALLO

Leader Coach
Studer Education
koropallo@hcg.com



DR. GAYLE JUNEAU BUTLER

Leader Coach
Studer Education
koropallo@hcg.com¹²

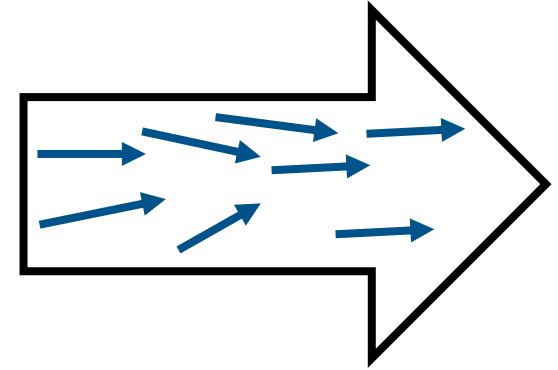
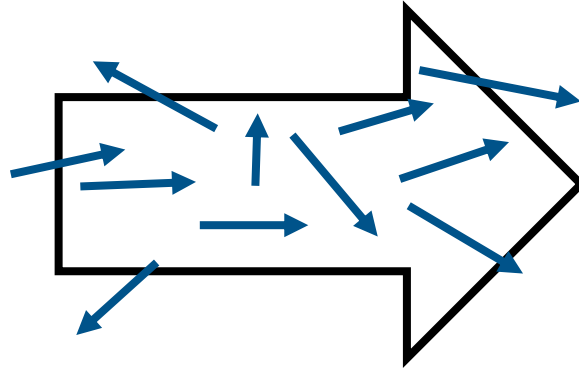
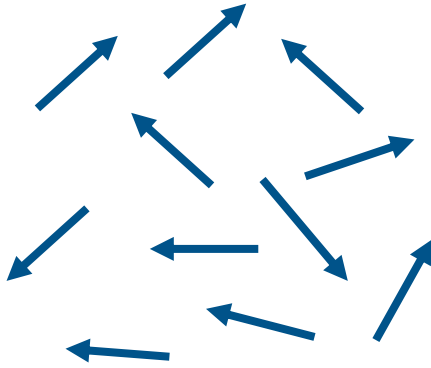
We Are Huron Studer Education

- Studer EducationSM partners with organizations across the country to support **system-wide continuous improvement and performance excellence**.
- Our services including **strategic planning; leadership training** and development; **survey** research, development and administration; **coaching** to support continuous cultural improvement and high-quality, **sustainable execution** of strategic plans.
- Our coaches are **former teachers, principals, district-level academic and operational leaders, and superintendents**.

WHY DO WE NEED A STRATEGIC PLAN?

- A strategic plan **communicates priorities to galvanize action** and foster **effective decision-making**; offers a touchstone and a **why** to drive commitment;
- A strategic plan defines the **vision, mission, core values and goals for long term success** years from now; defines the **for student's success to help them be future ready in the workforce they will enter upon graduation**
- A strategic plan **aligns values and commitments to measurable outcomes**

SYSTEMS THINKING AND ALIGNMENT



**FROM RANDOM
ACTS OF
IMPROVEMENT**

**TO ALIGNED
ACTS OF
IMPROVEMENT**

Strategic Plans:

Are

- A product of informed decision-making by a group who engaged stakeholders in a disciplined process
- Organization-wide, long-term goals and strategies prioritized for focused, continuous improvement
- The guiding framework for all decisions and planning across the system

Are Not

- Inclusive of everything we do; instead focused on a few, specific areas to drive the greatest leverage for improvement
- About just one idea, initiative, or perspective
- A detailed plan for executing strategies
- A rigid set of requirements that can't respond to changes in the organization or environment

OUR STUDENTS

- How will we create pathways so they will be “future ready?”

MISSION & VISION



17



OUR STAKEHOLDERS

- What mission, vision and values will reflect how we will serve our students, community and employees?

What are common parts of a strategic plan?

Vision

- Aspirations for success and what we will achieve

Mission

- Core organizational purpose

Values

- How we want to treat each other

Pillars/ Priorities

- Categories of focus to achieve our vision

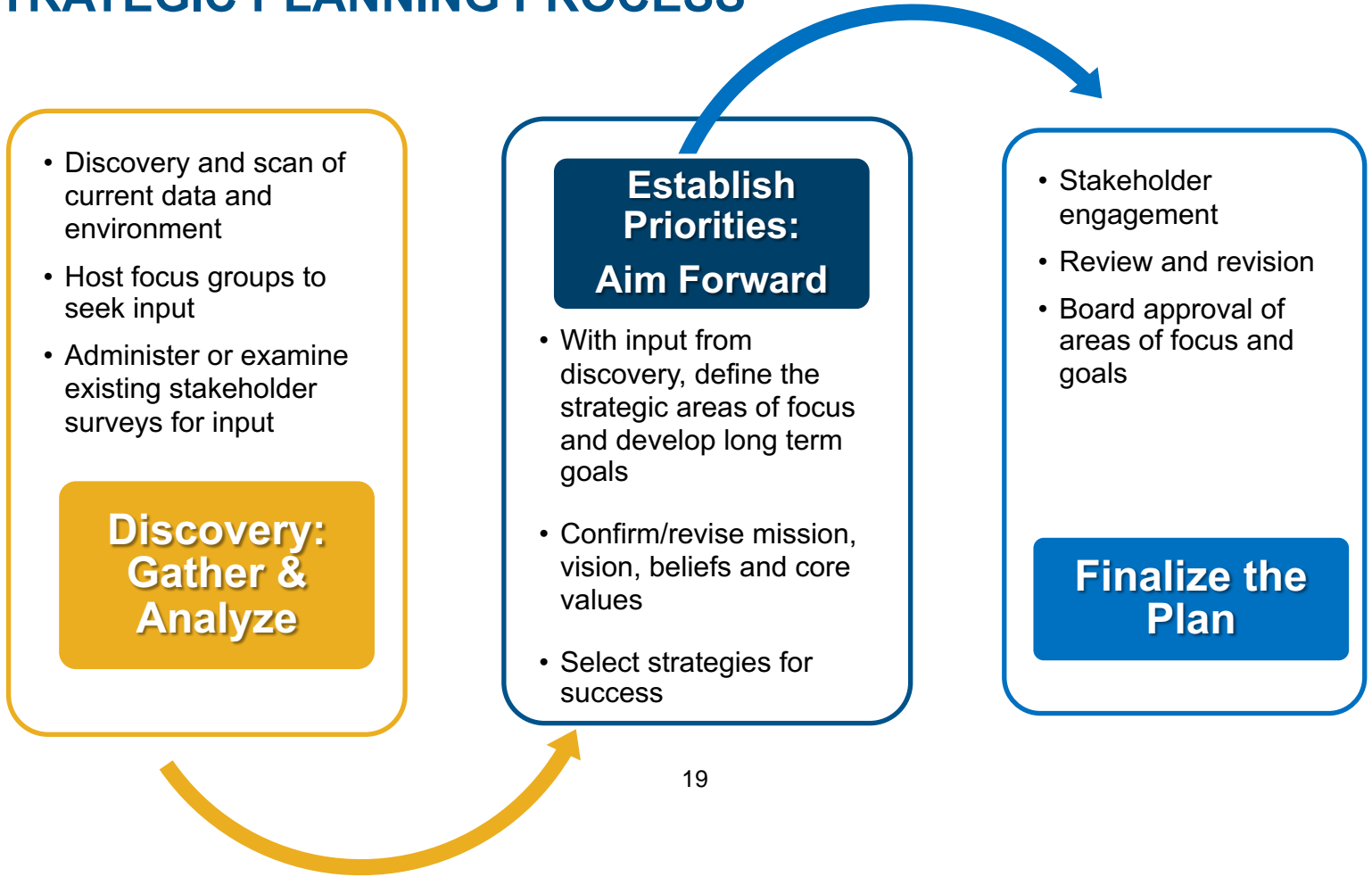
Goals

- The outcomes we must achieve to fulfill our mission
- Aligned to each pillar/ priority

Strategies

- More specific “how” we will achieve success

THE STRATEGIC PLANNING PROCESS



Are there any other priorities you believe is important as we begin the strategic planning process?

KEY COMPONENTS OF GATHER & ANALYZE

Steering Committee/ Team

- Includes diverse stakeholders in a working team
- Facilitated by Studer Education
- Reviews input to identify priorities for the plan
- Shares analysis and recommendations for feedback
- Acts as ambassadors of the process throughout the community
- Presents plan at conclusion

Executive Team will
participate

KEY COMPONENTS OF GATHER & ANALYZE

Discovery Sessions

- Engage diverse stakeholders to provide input into priorities
- Can be facilitated by Studer Education or by internal team
- Key is to ask a few open-ended questions and gather the responses. Often we use:
 - **Imagine you are sending yourself a postcard from the future. It's 2023 and the district has achieved our mission of empowering all students to excel. What would your postcard say? How would we know we are successful?**
 - **What works well in our district? What could be improved?**
 - **What values matter most in our interactions with each other?**
- Steering Team, with coach support, analyzes results



Are there any desired outcomes or processes that are priorities for you?

KEY COMPONENTS OF GATHER & ANALYZE

Surveys

- Employee Engagement
- Parent Satisfaction
- Student Engagement
- District Services to Schools
- All online, Spanish and select other translations available; we can upload any translations you provide to us



POTENTIAL PLANNING TIMELINE

Month	Activity
July	<ul style="list-style-type: none"> • Kickoff w/ Senior Team • Finalize planning calendar
August	<ul style="list-style-type: none"> • Rollout planning process with Executive Team on 8/2
September	<ul style="list-style-type: none"> • Communicate process to Board • Host discovery sessions with stakeholder groups • Invite stakeholder feedback via surveys
October	<ul style="list-style-type: none"> • Develop initial draft of components • Communicate update to Board: themes from discovery sessions
Nov./ Dec.	<ul style="list-style-type: none"> • Strategic Planning Survey on draft components
January	<ul style="list-style-type: none"> • Redraft plan with feedback received • Communicate update to Board: themes from strategic planning survey
February	<ul style="list-style-type: none"> • Finalize components
March	<ul style="list-style-type: none"> • Present proposed goals to board
April-July	<ul style="list-style-type: none"> • Plan for rollout and launch
August	<ul style="list-style-type: none"> • LAUNCH!

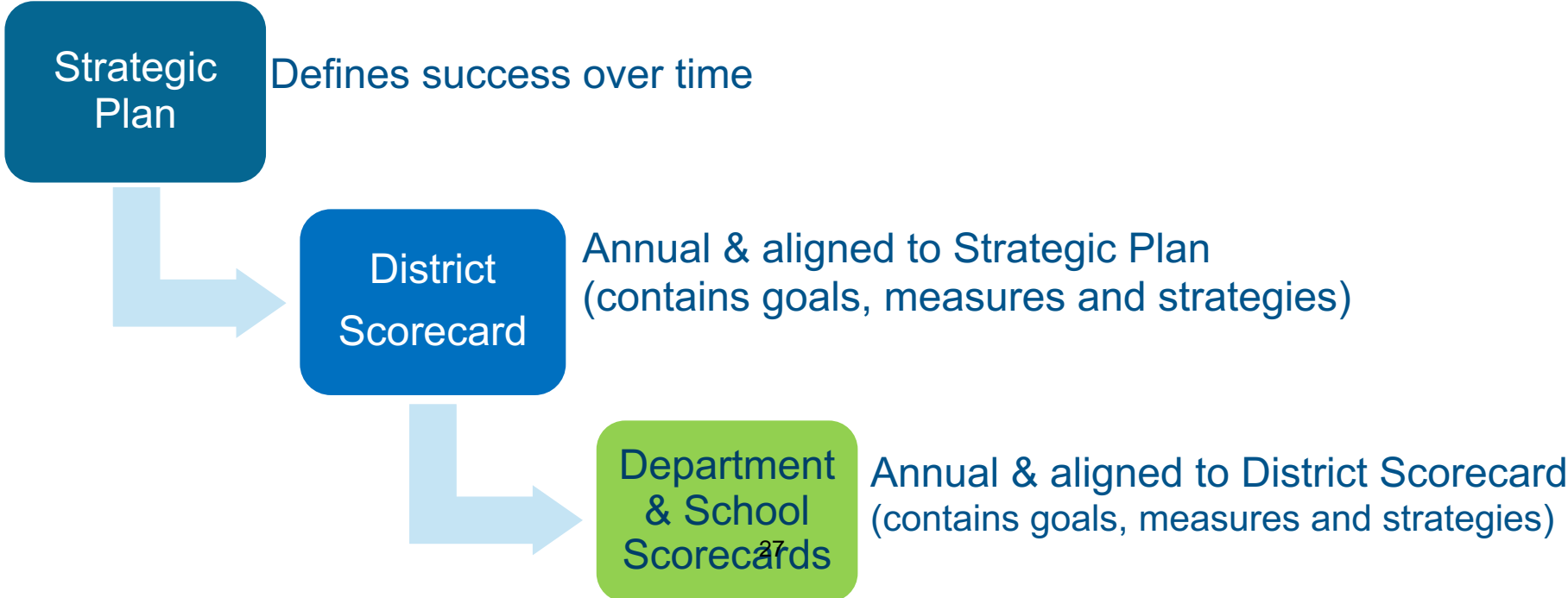
THE STEERING COMMITTEE

- **Working group that will come together multiple times during the development and refinement of the plan**
- **Facilitated by Studer Education**
- **At each meeting, we will:**
 - ✓ **Analyze & synthesize data**
 - ✓ **Identify areas of strategic focus**
 - ✓ **Discuss and debate about priorities**
 - ✓ **Recommend our best effort to the Board**



HOW WILL WE BRING THE PLAN TO LIFE AND USE IT?

HOW WILL WE MEASURE AND MONITOR SUCCESS?



CONTINUOUS IMPROVEMENT MINDSET

“We can always do something better, make something better, and improve something, even if things aren’t broken.”

An improvement mindset means we are constantly looking for opportunities to improve.”

The Organizational Excellence Framework

ORGANIZATIONAL EXCELLENCE EXECUTION FRAMEWORK



NINE PRINCIPLES FOR ORGANIZATIONAL EXCELLENCE

- Principle 1: Commit to Excellence**
Set high expectations to achieve results while living out mission and values.
- Principle 2: Measure the Important Things**
Continuously track progress to achieve results with an improvement mindset.
- Principle 3: Build a Culture Around Service**
Serve others with great care and concern.
- Principle 4: Develop Leaders to Develop People**
Coach people to be their best at work.
- Principle 5: Focus on Employee Engagement**
Attend to aspirations and desires in the workplace.
- Principle 6: Build Individual Accountability**
Achieve beyond individual expectations.
- Principle 7: Align Behaviors with Goals and Values**
Apply consistent practices to move the organization in a positive direction.
- Principle 8: Communicate at All Levels**
Build connections so that people know how what they do matters.
- Principle 9: Recognize and Reward Success**
Value and appreciate people working together to get results.





**PEOPLE
FIRST**



**SERVICE IS
EVERYTHING**



**STRATEGY=
EXECUTION**



**RESULTS
MATTER**

Thank
you!

SUPERINTENDENT’S RECOMMENDATION:

Information presented for review and discussion.

BACKGROUND:

Financial Highlights:

The 2020-21 General Fund ending balance is currently projected to be \$41.5 million, or 17.18% of revenues and \$17.9 million more than the prior year. The district is in a solid financial position this year due to increased state funding, our tremendous community support with the local option levy, federal pandemic relief funding and savings due to the pandemic.

The beginning fund balance on the attached Quarterly Financial Report (line 6) has been adjusted to reflect the fund balance changes between the **Budget**, which was the best estimate during the budget development process in the spring, and the **Activity** columns. The projected ending fund balance for 2020-21 (line 32) continues to be above the Board approved amount.

Notes:

Revenues have been adjusted upward in several categories, the State School Fund has been increased by \$6.5M from the last projection to account for the May adjustment from the 2019-20 school year and the current fiscal year, Federal Forest Fees were higher than expected by \$100,000, High Cost Disability increased by \$1M with increased funding from the state.

Expenditures have been adjusted to reflect decreased employee benefits of \$1.3M due to having more temporary employees who were not eligible for benefits. Purchased Services and Supplies and Materials were both lower than previous projections by \$3.8M due to pandemic and supply chain issues.

Investment Report:

Investment of Funds is outlined in NCSD Policy DFA, requiring quarterly investment information reporting to the Board. The Local Government Investment Pool (LGIP) is one of the primary institutions used for district investments, producing the highest interest rate for short-term investments at this time. The current interest rate is 0.6% which is the down .15% from the last quarter.

In accordance with NCSD Policy DFA and DFA-AR Investment of Funds, attached is the quarterly report containing information about the investment portfolio as of June 30, 2021.

The Investment Portfolio Summary report is a summary of all fixed income investments, the LGIP, bank checking accounts and bank “money market” account balances. The combined portfolio contained \$177.5 million at a weighted average nominal rate of return of 0.68%. This report recaps the percentage of the portfolio invested in each category (i.e. US Government Treasury investments, US Government Agency investments, Corporate Notes) and compares to policy percentage restrictions. As of June 30, 2021 all categories were in compliance with Board Policy. This report also provides the weighted average yield by issuer.

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

ATTACHMENTS:

Quarterly Financial Report

Investment Portfolio Summary

Investments by Fund and Maturity Date

PRESENTER / STAFF CONTACT:

Gayellyn Jacobson, Chief Financial Officer

North Clackamas School District No. 12
Quarterly Financial Report
General Fund
For the Period Ended June 30, 2021

	Budget	2020 - 2021 Activity			
	Adopted Budget 2020-21	YTD Actuals Through 06-30-2021	Encumbrances Through 06-30-2021	Actuals Including Encumbrances	Forecast Through 6-30-2021
REVENUES:					
Beginning Fund Balance (BFB)	\$ 21,956,908	\$ 23,554,298	\$ -	\$ 23,554,298	\$ 23,554,298
State School Fund:					
State Funds	111,638,700	117,113,789	-	117,113,789	117,113,789
Property Taxes	72,995,000	71,585,732	-	71,585,732	71,585,732
Local Option Levy	19,340,000	19,272,441	-	19,272,441	19,272,441
Federal Forest Fees	40,000	158,339	-	158,339	158,339
Common School Fund	1,641,767	1,676,919	-	1,676,919	1,676,919
County School Fund	15,000	-	-	-	-
High Cost Disability Grant	2,000,000	2,128,818	-	2,128,818	2,128,818
Investment Earnings	800,000	371,204	-	371,204	371,204
Intermediate Sources-CESD	2,525,500	1,415,606	-	1,415,606	2,800,599
Other Services and Fees	4,042,000	1,510,879	-	1,510,879	3,098,809
Transfers-in	500,000	-	-	-	-
Subtotal Revenues excluding BFB	\$ 215,537,967	\$ 215,233,729	\$ -	\$ 215,233,729	\$ 218,206,653
Total Revenues including BFB	\$ 237,494,875	\$ 238,788,027	\$ -	\$ 238,788,027	\$ 241,760,951
EXPENDITURES:					
Salaries	\$ 108,035,864	\$ 101,621,148	\$ -	\$ 101,621,148	\$ 101,621,148
Benefits	74,629,618	65,859,845	-	65,859,845	\$ 65,859,845
Purchased Services	24,479,996	22,238,593	-	22,238,593	\$ 22,438,593
Supplies & Materials	7,267,966	5,734,700	-	5,734,700	\$ 5,934,700
Capital Outlay	220,000	115,499	-	115,499	\$ 115,499
Dues and Fees	1,402,449	1,413,914	-	1,413,914	\$ 1,413,914
Transfers-out	3,659,214	2,845,770	-	2,845,770	\$ 2,845,770
Subtotal Expenditures	\$ 219,695,107	\$ 199,829,469	\$ -	\$ 199,829,469	\$ 200,229,469
CONTINGENCY:	\$ 17,799,768	\$ -	\$ -	\$ -	\$ -
Total Expenditures	\$ 237,494,875	\$ 199,829,469	\$ -	\$ 199,829,469	\$ 200,229,469
*Projected Ending Fund Balance on 6-30-20					\$ 41,531,482
Projected Ending Fund Balance as a Percentage of Forecasted Revenue at 6-30-2021					17.18%



Investment Portfolio Summary	Issuer	Book Value	Percentage of Portfolio	Maximum allowed per Policy	Over	Weighted Ave Yield
6/30/2021						
US Gov't Treasuries						
	US Gov't Treasury	\$ 3,999,950.08	2.25%	100%		0.00%
	Sub Total	\$ 3,999,950.08	2.25%	100%		
Municipalities						
		\$ -	0.00%	25%	N/A	
	Sub Total	\$ -	0.00%	25%		
US Gov't Agencies						
	Federal Home Loan Mortgage	\$ 9,752,508.52	5.49%	25%	N/A	1.70%
	Federal Agriculture Mortgage	\$ 10,000,000.00	5.63%	25%	N/A	0.00%
	Farmer Mac	\$ 10,003,966.27	5.64%	25%	N/A	0.12%
	Sub Total	\$ 29,756,474.79	16.76%	100%	N/A	1.49%
Corporate Notes						
		\$ -	0.00%	5%	N/A	0.00%
	Sub Total	\$ -	0.00%	35%	N/A	0.00%
Total Investment Portfolio						
		\$ 33,756,424.87	19.02%			1.62%
Banks/Money Market						
	US Bank - Bond Checking	\$ 18,422,702.85				
	Umpqua Bank MMKT - Fund 420	\$ 15,713,855.00	8.85%			0.25%
	Washington Federal MMKT - Fund 420	\$ 10,597,948.99	5.97%			0.15%
	Washington Federal MMKT - Fund 100	\$ 20,369,695.71	11.48%			0.15%
	US Bank - General Checking	\$ 2,800,115.44				
	Sub Total - banks	\$ 67,904,317.99				
				LGIP Limit	Under/Over	
	LGIP 3581 Bond Fund 420	\$ 1,873,183.63	1.06%	51,177,000	49,303,816	0.75%
	LGIP 4904 General Fund 100	\$ 73,972,330.62	41.67%	51,177,000	(22,795,331)	0.75%
	Total Cash and Equivalents	\$ 75,845,514.25	42.73%			
Grand Total						
		\$ 177,506,257.11				0.68%



Investment By Fund and Maturity Date
3/31/2021

Fund	Type	Settlement	Maturity Date	Total days held	Yield	Par Amount	Amortized Cost
100	FHLMC	12/13/2019	9/2/2021	629	1.700%	9,750,000.00	9,750,590.24
Total General Fund						<u>9,750,000.00</u>	<u>9,750,590.24</u>
421	FAMCA	1/4/2019	6/1/2021	879	2.650%	10,000,000.00	10,000,000.00
421	US Treas	12/20/2018	6/15/2021	908	2.620%	4,000,000.00	3,999,986.56
421	FRMC	9/2/2020	8/16/2021	348	0.120%	10,000,000.00	10,000,933.24
Total 2018 Bond						<u>24,000,000.00</u>	<u>24,000,919.80</u>
Grand Total						<u>33,750,000.00</u>	<u>33,751,510.04</u>

DIGITAL CURRICULUM ADOPTION GRADES K-12

DISCUSSION
Agenda Item #6
August 26, 2021

SUPERINTENDENT'S RECOMMENDATION:

This data is presented for Board information, discussion, and adoption of the following Digital Curricula as proposed for grades K-12:

- Edgenuity Courseware (6-12)
- Florida Virtual School (FLVS) (K-5)

REASON FOR BOARD CONSIDERATION:

The Digital Curriculum adoption recommendation is a direct response to:

- Our Vision: Each student is actively engaged every day for success in life, college, and career
- Our Goals: Students Success - Advance student learning by focusing on each student's experience, well-being, and potential; Equity - Cultivate belonging and inclusion with the expectation of success for each student
- Our Objectives: Culturally responsive learning organization; Engaging curriculum and instruction; Post-secondary success
- State Standards: Curriculum materials that are aligned to state content standards.

As part of Division 22 and the Ready Schools, Safe Learners Resiliency Framework for the 2021-2022 school year, North Clackamas School District needs to adopt digital learning materials to be used for core instruction this academic year.

BUDGET IMPACT/SOURCE OF FUNDS:

Funds for the purchase of Digital Curriculum adoption resources are part of the ESSER (Emergency Relief funds) budget for 2021-2022.

BACKGROUND:

During the 2020-2021 school year, in response to meeting the needs of students and families during the COVID 19 pandemic, the Virtual Online Program (VOP) was created. In the interest of an expedient process that was responsive to the adoption of digital materials and compliance with Division 22 assurances, the following took place:

- Program administrator and teachers from the instructional leadership team explored curriculum
- Parents, students and staff provided feedback through surveys
- Both Edgenuity Courseware and Florida Virtual School (FLVS) curricula are aligned to common core standards, meet the needs of students who have individualized education plans, and also supports English learners through varied strategies within the software.

The following is the rationale for the Board to adopt the digital curriculum presented:

- Curricula is aligned to common core standards
- Curricula means by ways to increase student engagement
- Curricula is adaptable - teachers can customize/individualize units
- Curricula honors teachers' knowledge and expertise
- Curricula offers opportunities for authentic assessment

ATTACHMENTS:

- A. NCSD Digital Curriculum Adoption Board Presentation
- B. Districts using Edgenuity Courseware in Oregon
- C. Districts using Florida Virtual School (FLVS) in Oregon (to be added)
- D. [Ready Schools, Safe Learners Resiliency Framework](#)
- E. [OAR 581 022 2350](#)

PRESENTER / STAFF CONTACT:

Ivonne Dibblee Ed.D., Assistant Superintendent of Education
Stafford Boyd, VOP Program Administrator



VOP Curriculum Adoption

August 26, 2021



Instructional Materials

“Districts that use digital content as core curriculum for a course of study or any part thereof must complete an independent adoption of the digital instructional materials” ([OAR 581-022 2350](#))

This recommendation responds the district’s vision, goals, and objectives:

- Active engagement
- Advance student learning
- Engaging curriculum and instruction
- Meets state standards

Edgenuity Courseware (6-12)

Goals **Lesson Goals**

Read *Narrative of the Life of Frederick Douglass.*

- Define** personal narrative and explain how a text exemplifies this genre.
- Find** textual evidence that reveals the historical context.
- Make predictions** about future events.

English Language Arts II

Introduction to Heroism and American Heroes

Warm-Up Icons: Pencil, Eraser, Highlighter, Eraser, Arrow

Figuring Out a Code

- A **cypher** is a type of code used to keep a message secret.
- Only the sender and receiver understand the message.
- The receiver understands the message by deciphering, or figuring out, the code.

A wheel cypher
Source: The Metropolitan Museum of Art

English

Introduction to Heroism and...

My Notes

0:11

Edgenuity Courseware (6-12)

Edgenuity

Unit Test
Report an Issue

Assessment Overview
Show All

- ✗ Question 1
- ✓ Question 2
- ✓ Question 3
- ✗ **Question 4**
- ✓ Question 5
- ✗ Question 6
- ✓ Question 7
- ✓ Question 8
- ✗ Question 9
- ✓ Question 10
- ✓ Question 11
- ✓ Question 12
- ✓ Question 13
- ✗ Question 14
- ✓ Question 15

Question 4
Question ID: 7f3fac7b-d05b-4cde-bfd1-8277089e3af8
Points Possible: 1
Points Received: 0

Most scientific questions are based on

- opinions.
- ✗ hypotheses.
- observations.
- experimental data.

You have answered INCORRECTLY

Pre-writing | Rough Draft | **Final Draft**

Suggested Score	Holistic Score	3	Organization	3
	Focus and Meaning	3	Language Use and Style	3
	Content and Development	3	Mechanics and Convention	3

70%

Accept Suggested Score | Manual Score: | Manual Score

I love scary stories. If a new scary movie is out with a really bad villain, I will go immediately. Most people are wimps and can not handle a lot of blood and gore, but not me. I'm thick skinned and don't close my eyes at all.

Everyone wants to badmouth the villain, but he is critical to the success of a story. Without a villain, you just don't realize how great the hero is. The villain plays many important roles. He helps develop the plot. He is the antagonist, the opponent, the enemy. Usually he loses too, so we usually get to celebrate victory of good over evil. This makes us all happy, smile, and enjoy the movie more. The actors love this too because they make more money.

I do not have a favorite villain, there are so many to choose from. Certainly the Joker in the Batman movies stands out for me. Jack Nicholson plays the part so well. His voice, his makeup, his actions are just so mean. Nicholson was also very good in A Few Good Men. When he exploded at the end of the movie, you could feel his anger. An odd choice might be the fance in Titanic. He was so self centered and rude. That was a good love story and true. Oh, I almost forgot Fernand Mondego in the Count of Monte Cristo. He was HORRIBLE!

In conclusion, dramas often have villains to make the story better. Good doesn't seem as good if there isn't evil. So, next time you go to a movie, pay attention to the villain. Study his role, think about what the movie would be like if there wasn't a villain. I bet you will conclude that you need a good villain to have a good movie.

Word Count: 301

Lesson Mastery Report - Student Quiz Attempts

Foundational Math B-Section 1

Last Update: 12/07/2013 04:00 AM Eastern Time

Avg Score	Avg Attempts	Avg Lesson Time
70.5%	1.9	01:18.41

Alert	Student	Active	# Quiz Attempts	Highest Score ▲	Lowest Score	Total Lesson Time (hh:mm:ss)
!	Smith, Tyler		13	20%	20%	0:55:05
!	Kirkham, Alan		3	50%	40%	1:54:09
!	Bennette, Madelyn		3	50%	40%	1:44:55
!	Sheffey, Katharyn		3	50%	40%	1:33:59
!	Skipper, Sherita		3	50%	40%	0:39:56
!	Damewood, Daphine		3	60%	40%	1:49:44

43

Florida Virtual School Elementary (K-5)



What will I learn in this lesson?

I will be able to add mixed numbers with unlike denominators using fraction models.

Objectives

CCSS.Math.Content.5.NF.A.1

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions...

CCSS.Math.Practice.MP1

Make sense of problems and persevere in solving them.

CCSS.Math.Practice.MP2

Reason abstractly and quantitatively.

CCSS.Math.Practice.MP4

Model with mathematics.

CCSS.Math.Practice.MP5

Use appropriate tools strategically.

The screenshot displays a digital learning interface for a math lesson. At the top, there is a navigation bar with icons for home, search, and other functions, along with a 'My Progress' indicator. The main content area features three large fraction models on the left, each in a pink frame. The top model is a blue fraction bar divided into 10 equal parts, with 7 parts shaded. The middle model is a red fraction bar divided into 10 equal parts, with 8 parts shaded. The bottom model is a yellow fraction bar divided into 10 equal parts, with 9 parts shaded. To the right of these models are two equations: $1\frac{7}{10} + 1\frac{8}{10} = 2\frac{15}{10}$ and $1\frac{7}{10} + 1\frac{8}{10} = 2\frac{15}{10}$. A red question mark icon is positioned above the second equation. Below the fraction models is a pink button labeled 'Show Text Version'. At the bottom of the interface, there is a status bar with icons for volume, network, and battery, and a page number '2'.

Florida Virtual School Elementary (K-5)



FLORIDA VIRTUAL SCHOOL

ELA K-5 eTeacher Guide

[Introduction](#) [Pace](#) [Materials](#) [Syllabus](#) [Assessments](#) [FAQs](#) [Modules](#)

[Previous](#) [Next](#)

Assessments

Students have a variety of assignments to complete throughout the course such as Discussion-Based Assessments, quizzes, worksheets, writing assignments, and projects.

Discussion-Based Assessments (DBAs) are assessments done orally over the phone. Students are to be contacted by phone and answer questions using material they have learned in the module. This is a time when you can check comprehension and maintain course integrity.

Exam and Answer Key information can also be found here.

Discussion-Based Assessments

Each module contains a Discussion-Based Assessment. There are 12 modules in each grade level.

Assessments

Summative and formative assessments are included within each module. To measure learning, students complete self-checks, practice projects, Discussion-Based Assessments, and discussions.

Reflections



SYLLABUS	PROJECTS	WEIGHTS	ACTIVITY LIST	SCHEDULING	GROUP SETTINGS
	Filter by title	Filter by type	Any type	Filter by location	
Title	Type	Location			
<input type="checkbox"/> 01.08 Module One Review And Discussion-Based Assessment	File or website	Module 01: Citizenship			
<input type="checkbox"/> 01.08 Module One Review And Discussion-Based Assessment	Assignment	Module 01: Citizenship			
<input type="checkbox"/> 01.09 Module One Assessment	File or website	Module 01: Citizenship			
<input type="checkbox"/> 01.09 Module One Assessment	Assessment	Module 01: Citizenship			
<input type="checkbox"/> Test Project 1	Folder	Module 01: Citizenship			
<input type="checkbox"/> Test Project 1 - Description	Editable content	Test Project 1			
<input type="checkbox"/> Test Project 1 - Discussion	Discussion	Test Project 1			
<input type="checkbox"/> Test Project 1 - Peer assessment	Editable content	Test Project 1			
<input type="checkbox"/> Test Project 1 - Submission	Assignment	Test Project 1			

Title
Test Project 1

Type
Folder

Visible to
Students, teachers and observers

Visible in table of contents

Start date
Jul 28, 2021

End date
Aug 27, 2021

Edit

Preview

Delete

CCSS.ELA-Literacy.L.1.1a - Print all lowercase letters.

CCSS.ELA-Literacy.L.1.1b - Use proper, and possessive

CCSS.ELA-Literacy.L.1.5a - Sort words into categories (e.g., colors, clothing)

Engagement Process

- Survey: Families, Staff, 6-12 Students - Aug 10-18
 - Multiple languages
 - Online access to sample lessons
- Conversation with 2 focus students Aug 17

<i>Strongly Agree</i> ← <i>Agree</i> ← <i>Neutral</i> → <i>Disagree</i> → <i>Strongly Disagree</i>					
<i>Edgenuity Courseware ...</i>			<i>Florida Virtual School ...</i>		
<i>...Is accessible to all students</i>	<i>...Helps students think deeply</i>	<i>...Promotes student agency and autonomy rather than dependence on teachers</i>	<i>...Reflects the diversity of students</i>	<i>...Allows for multiple ways of student expression</i>	<i>...Cultivates a joy of learning</i>
<i>What is most important for us to consider?</i>			<i>Is there anything else you would like us to know?</i>		

Who Engaged

- Parents
 - 27 responses
 - 22% with I.E.P. services
 - 59% in VOP last year
 - 3 Chinese, 2 Spanish, 1 Vietnamese
 - Underrepresentation of Hispanic and Black perspectives
- Staff
 - 7 responses
 - 78% in VOP last year
- Students
 - 3 responses
 - Focus Students
 - I.E.P. services
 - Emerging Bilingual

What Was Shared - Overview

- Parents
 - Large number of “neutral” responses
 - Numerous comments about challenges to evaluate FLVS (being new)
- Staff
 - Top Strength - ...*Promotes student agency and autonomy*
 - Top Challenge - ...*Allows for multiple ways of student expression*
- Additional Value of Feedback
 - Inform implementation
 - Continued family and student perspective

Students

Make it interesting

What [teachers] could do different is try to limit the use of other websites and other things to complete your assignments

It asked me to do things that I wasn't sure how to do from the instructions ... so I constantly had to be asking my parents, "What does this mean again?"

I didn't have very many problems with [my core classes] ... they were pretty straight forward. I only had to ask a couple of questions

Some of the lessons were hard to connect to the outside world

Last year we did clubs...it didn't go to well because we didn't know what we were doing.

Parents - Most Important Consideration?

作业多布置
"Assign more homework"

Engaging the students, allowing practice and repetition, ability to see positive progress.

More engaging materials and learning than just a traditional classroom setting.

I want my boys to learn as much as they would at in class learning.

does it explicitly address white supremacy and how to combat it

Not a fan of outsourcing a program...mix-matching an on line academy with NC school district was not the understanding we were told.

needs to be user friendly

Meaningful lessons that will help the learning stick!

To provide more in depth writing opportunities in Edgenuity.

指引学生投入兴趣, 作业要按时完成
"Instruct students to engage in interest, and the homework should be completed on time"

Ease of use and clear explanations of subject matter.

that it can be 100% specialized and worked for my IEP Modified Diploma child as a learner

Most children are currently not at the same⁵⁰ grade level

Please have required reading for 30 minutes a day and a way to enforce it with a required reading log or book reports

To ensure ALL are heard and viewed equally with regards to race, religion, political view of those topics are discussed.

Parents - What Else Should We Know?

I hope there will be a way for the teacher or parent to bypass certain lessons or go straight to the test.

I like that there are pretests and I'm hopeful those will be used to determine what a child needs to complete.

Last year's high school electives lacked the real "meat" of the topics chosen.

Life skills- check book management, bill pay, loans, credit card usage, how to prepare for the future in college and what not to do academically and financially

Organizational tools to keep children organized and prepared.

It would be nice if [health and wellness] was still incorporated somehow.

More support for kids with learning needs and for the kids not learning.

there were some pretty useful guides to walk people through

Tools and extras for math help.

Not a fan of this. Might as well just look at Oregon on-line academies...what is the difference?

wanting to make sure that the curriculum can align with my sons IEP

The biggest help for our home would be a later start time

确保在线和上校的课程完全一致
Ensure that the online and the school's courses are exactly the same

I don't know anything about Florida Virtual but we are grateful that this is an option

Staff

Most Important

Accessibility of the curriculum for students of all abilities.

Most Important

it is important to allow students opportunities and options to demonstrate their learning in the way that works best for them individually

Most Important

Support for educators. Edgenuity was difficult to navigate at times

Most Important

Opportunities for authentic assessment and feedback need to be increased

Most Important

Student ability to work at their own pace.

What Else?

Flexibility for the teacher to be able to supplement or skip lessons as needed for each student.

What Else?

The sample lessons shown in Florida Virtual are MUCH BETTER than the lessons in Edgenuity

Most Important

Accessibility for all. I really appreciate that there is a speech feature (FLVS). It would have been really helpful for many students last year.

Questions?



Oregon Customer List

- Adrian School District 61
- Ashland School District 5
- Astoria School District 1 C
- Arlington School District 3
- Baker Web Academy
- Bandon School District 54
- Bethel School District 52
- Blachly School District 90
- Bridge Charter Academy
- Brookings Harbor School District 17C
- Camas Valley Charter
- Canby School District 86
- Centennial School District 28J
- Central Curry School District 1
- Central OR Intergvt Council (COIC)
- Central School District 13 J
- Chemawa Indian School
- Clackamas Web Academy
- Clatskanie School District 6J
- Condon School District 25J
- Coos Bay School District #9
- Coquille School District #8
- Corvallis School District 509J
- Crater Lake Charter Academy
- Crook County School District
- Crow-Applegate-Lorane
- Dallas School District 2
- Days Creek Charter
- Dayton School District 8
- Douglas County ESD
- Elgin School District 23
- Eola Hills Charter
- Eugene School District 4J
- Falls City School District 57
- Family Solutions
- Fern Ridge School District 28 J
- Forest Grove School District 15
- Four Rivers Community School
- Glendale School District 77
- Grants Pass School District 7
- Greater Albany Public School District 8J
- Gresham-Barlow School District 10
- Harmony Academy Charter
- Harper School District 66
- Harrisburg School District 7
- Hillsboro School District 1 J
- Huntington School District 16J
- Intermountain ESD
- Jefferson School District 14
- Jordan Valley School District 3
- Junction City School District 69
- Klamath County School District 600
- Klamath Falls City Schools
- Knappa School District 4
- La Grande School District 1
- Lake County School District 7
- Lebanon Community School District 9
- Linn-Benton-Lincoln ESD
- Logos Charter School
- Lowell School District 71
- Malheur Educational Service District
- Mapleton School District 32
- Marcola School District 79J
- Medford School District
- Metro East Web Academy
- Mitchell School District 55
- Monroe School District 1J
- Monument School District
- Morrow County School District
- Myrtle Point School District 8
- NAYA
- Network Charter School
- New Avenues for Youth
- Newberg School District
- North Bend School District
- North Central ESD
- North Clackamas School District
- North Lake School District
- Northwest Regional ESD
- Nyssa School District 26
- Oakland School District 1
- Ontario School District 8C
- Open School East
- Oregon Family School
- Oregon Trail School District 46
- Paisley School District 54 1C
- Pendleton School District #16 R
- Perrydale School District 21
- Philomath School District 17J
- Pilot Rock School District 2-R
- Pleasant Hill School District 1
- Rainier School District 13
- Redmond Proficiency Academy
- Redmond School District 2J
- Reedsport Charter School
- Reynolds School District
- Riddle School District 70
- Rogue River School District 35
- Rogue Valley Youth Correctional Facility
- Roseburg Public Schools
- Salem-Kiezer School District
- Santiam Canyon School District 129J
- Sheridan School District 5
- Sherwood School District 88 J
- Siletz Valley Charter
- Silvies River Charter
- Siuslaw School District 97J
- South Lane School District 45J3
- South Umpqua School District 19
- Spray School District 1
- St Paul School District 45
- Summit Learning Charter
- Sutherlin School District 130
- Sweet Home School District
- Three Rivers School District
- Tigard Tualatin School District
- Tillamook School District 9
- Vale School District 84
- Vernonia School District 47J
- Warrenton-Hammond School District 30
- West Lane Technical Learning Center
- West Linn - Wilsonville School District
- Winston-Dillard School District 116
- Woodburn School District 103
- WyEast Academy
- Yamhill Carlton School District 1
- Yoncalla School District 32

POLICY REVISIONS

DISCUSSION
Agenda Item #7
August 26, 2021

REASON FOR BOARD CONSIDERATION:

First reading 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 review:

Policy	Title	Reason
BBAA	Individual Board Member’s Authority and Responsibilities	Board Governance Requests
BCB	Board Officers	
BDDH	Public Comment at Board Meetings	
BH/BHA	Orientation of New Board Members	
BHB	Board Member Development	

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff



Code: **BBAA**
Adopted: 6/19/86
Revised/Readopted: 1/20/11; 8/08/13; 5/25/17;
10/24/19
Orig. Code: BBAA

Individual Board Member’s Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position only when the Board is in legal session unless otherwise required by law (e.g. mandatory reporting of child abuse).

No member of the Board has the authority to act in the name of the Board unless so authorized by the affirmative vote of the majority of members of the Board. When authorized to act as the district’s designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

A Board member has the right to express personal opinions. When expressing such opinions in public, the Board member must clearly identify the opinions as their own. The public is advised that individual Board members do not speak on behalf of the Board unless appointed by the Board as a spokesperson.

Members shall inform themselves with information requested through Board action, information supplied by the superintendent, and information gained through attendance at district activities and by participating in Board professional activities.

Members of the Board will adhere to the following procedures in carrying out the responsibilities of Board membership:

1. Request for Information

~~Any individual member of the Board who desires that information be prepared by the administrative staff will make such a request to the superintendent. A copy of such material will be sent to each member of the Board.~~

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material will be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

2. Requests for Legal Opinions

Any member of the Board may request a free legal opinion from Oregon School Boards Association directly. A formal request for a legal opinion that may incur a cost will be made through the Board chair and vice chair to the superintendent. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests from staff, students or members of the public, such information is to be conveyed to the superintendent for action.

4. Board Member’s Relationship to Administration

Individual Board members will become informed about the educational program of the district, may visit schools or other facilities to gain information required to become so informed, and may request information from the superintendent, but will not intervene in the administration of the district or its schools. No individual Board member may direct the superintendent to action without Board authorization.

5. Contracts or Agreements

All contracts or agreements of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval. If a contract or agreement is made without authority of the Board, the individual making such contract or agreement shall be personally liable.

END OF POLICY

Legal Reference(s):

[ORS 332.045](#)
[ORS 332.055](#)

[ORS 332.057](#)
[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass’n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Cross Reference(s):

BCB – Board Officers

BHD - Board Member Compensation and Expense Reimbursement



Code: **BCB**
Adopted: 6/19/86
Readopted: 1/20/11; 10/24/19
Orig. Code: BCB

Board Officers

At its first scheduled meeting in July, the Board will elect one of its members to serve as chair and one to serve as vice chair. No member of the Board may serve as chair more than two years in succession. If the Board member is unable to continue to serve as an officer, a replacement will be elected immediately. The replacement officer will serve the remainder of the officer's term until the following July. The replacement term for chair does not count against the two consecutive years of service for that office. **No member may serve as chair during their first year on the Board.**

Board Chair

The Board chair will:

1. ~~In consultation with the superintendent and vice chair,~~ **Work with the superintendent to establish the meeting agendas with input from the vice chair;**
2. Call special meetings when required;
3. Preside at all meetings of the Board and enforce the rules of order;
4. Sign official documents that require the signature of the chair;
5. Represent the district and the Board at official functions, unless this duty is delegated by the chair or the Board to another member of the Board;
6. Appoint all committees and make all liaison appointments unless otherwise ordered by the Board;
7. Have the right to discuss issues and vote.

Board Vice Chair

In the absence, incapacitation, or death of the chair, the vice chair will perform the duties of chair and, when so acting, will have the powers of the chair. The vice chair will perform such other functions as designated by the Board. If both are absent, the person with the longest period of service on the Board will conduct the meeting.

The vice chair will participate with the chair and the superintendent in agenda planning.

Board Secretary

The superintendent will designate a staff member to serve as Board secretary and will directly supervise and evaluate the secretary. The secretary to the Board will take notes at Board meetings, compile minutes and perform related work as assigned by the superintendent or requested by the Board chair. These duties may include, but not be limited to, the following:

1. Record the disposition of all matters on which the Board considered action;
2. Prepare and distribute minutes in advance for approval at the next Board meeting;
3. Maintain properly authenticated official copies of the minutes;
4. Maintain the official record of Board policies.
5. Provide public notice of all Board meetings in accordance to Oregon Public Meeting Laws.

Board or District Spokesperson

The Board chair serves as the spokesperson for the Board. The Board may appoint ~~one~~ another of its members or another person to make authorized statements to the public or the media when the Board deems that, under the circumstances, the position of the ~~district~~ Board should be articulated by a single voice.

END OF POLICY

Legal Reference(s):

[ORS 255.335](#)
[ORS 332.040](#)

[ORS 332.045](#)
[ORS 332.057](#)

[OAR 166-400-0010\(9\)](#)



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. Members of the public are not permitted to engage in conduct that interferes with the ability of the Board to conduct its business.

It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. ~~An individual with hearing, vision or speech impairments~~ a disability 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. The district requests that ~~All auxiliary aids and/or service requests must~~ be made with at least 48 hours notice to ensure appropriate accommodations can be secured. 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.

Procedures for Public Comment at Meetings

During a Board meeting session that is open to the public, members of the public may be invited to present comments during the designated portion of the agenda for a designated allotment of time.

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;~~
- 2.1. Any individual desiring to speak ~~will submit~~ may indicate their desire by submitting their name, address city of residence, either email address or phone number, and the group, if any, that is represented on the sign-in sheet or online form prior to the Board meeting; ~~and~~
3. A speaker should give their name, city of residence, and the group, if any, that is represented and ~~should will~~ limit his/her their presentation to three minutes. ~~Time may be extended at the discretion of the Board chair. If there are more patrons desiring to present comments than time allotted, the~~

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.

Board Chair has the authority to reduce the presentation time for individual speakers or institute a prioritization process with attention to order of sign up and city of residence.

Comments

4. 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.
5. As an organization centered around youth and their positive development, all speakers will model respectful public comment and be mindful of civil discourse.
6. 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

KGB – Public Conduct on District Property



Code **BH/BHA**
Adopted: 6/19/86
Readopted: 1/20/11

Orientation of New Board Members

Board and staff will assist new members to become informed about the Board's functions, policies, procedures and issues. In the interim between appointment and assuming office, the new Board member(s) will be assisted in the following ways:

1. The newly elected or appointed Board member will be given and/or provided access to materials as an overview on the roles and responsibilities of a school board member;
2. The newly elected or appointed Board member will be invited to attend open Board meetings to observe the operation of the Board;
3. The newly elected or appointed Board member will be directed to Board policies;
4. The superintendent will supply material pertinent to meetings;
5. The incoming member will be invited to meet with the superintendent and other administrative personnel, by arrangement with the superintendent, to discuss services they perform for the district.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Cross Reference(s):

BHB - Board Member Development



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

Board Member Development

The Board places a high priority on the importance of a planned and continuing program of inservice education for its members.

In order for Board members to develop leadership capabilities, become informed about current issues in education, and improve their skills as members of a policymaking body, Board members will participate in opportunities for development that may include, but not be limited to, the following:

1. In-service activities planned by the Board and in-service planned by the administration for staff members, as appropriate;
2. Participation in school board conferences, workshops and conventions held by state and national school board associations and other educational organizations;
3. Subscriptions to publications addressed to the concerns of Board members.

In order to control both the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures for its guidance:

1. The superintendent or their designee will inform Board members, in a timely manner, of impending conferences, conventions, and workshops. The Board will decide which meetings appear to be most likely to produce the greatest benefit to the Board and the district;
2. Funds for participation at such meetings will be budgeted. When funds are limited, the Board will designate which of its members would be most appropriate to participate at a given meeting;
3. If authorized to attend, Board members will be reimbursed, upon request, for reasonable and necessary expenses actually incurred;
4. When a conference, convention or workshop is not attended by the full Board, those who do participate may be requested to share, by means of written or oral reports, information, recommendations and materials acquired at the meeting. The superintendent will be provided with written presentation materials at least 8 calendar days prior to a presentation at a Board meeting.

END OF POLICY

Legal Reference(s):

[ORS 332.018\(3\)](#)
[ORS 332.107](#)

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS (2008)

Cross Reference(s):

BH/BHA - Orientation of New Board Members
BHD - Board Member Compensation and Expense Reimbursement

ADDENDUM TO TRANSPORTATION SUPPLEMENTAL PLAN
(Walk Zone)

ACTION
Agenda Item #8
August 26, 2021

SUPERINTENDENT’S RECOMMENDATION:

Approval of the Addendum to the 2017 Transportation Walk Zone Supplemental Plan.

REASON FOR BOARD CONSIDERATION:

The safety of our students as they come to school is our first consideration. The last comprehensive analysis and submission of a Walk Zone Supplement Plan was in 2017. The district needs to periodically review the safety of walk zone and transportation areas. In addition to the opening of two new schools, the moving of one school and the resulting boundary changes, there are or have been four major roadway construction projects that have impacted our plan.

BUDGET IMPACT/SOURCE OF FUNDS:

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

BACKGROUND:

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

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

The 2017 Walk Zone Supplemental Plan is the product of an 18-month process including 9 months of physical evaluation of our walk zones by the Transportation Department, comprehensive review by an Advisory Committee composed from all stakeholder groups, and extensive community engagement efforts including PTO meetings at the schools most heavily impacted by recommended changes.

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

- Aligning the street names with conventional street names
- Reducing transportation bus stops in areas that have had recent road and walkway improvements for approximately 100 students who now have a safe walk path to school
- Adding NCSD’s two newest schools (Beatrice Morrow Cannady Elementary and Adrienne C. Nelson High School) to the plan
- Reflecting Rock Creek Middle School’s new location and transportation plan

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

ATTACHMENTS:

[North Clackamas School District Walk Zone Supplemental Plan 2017](#)

2021 Addendum to the NCSD Walk Zone Supplemental Plan

PRESENTER / STAFF CONTACT:

Cindy Detchon, Assistant Superintendent of Operations

Kathy Calkins, Director of Transportation

James Prichard, Assistant Director of Transportation

2021 Addendum to North Clackamas Transportation Supplemental Walk Zone Plan 2017

Background:

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

- Aligning the street names with conventional street names
- Reducing transportation bus stops in areas that have had recent road and walkway improvements for approximately 100 students who now have a safe walk path to school
- Adding NCSD's two newest schools (Beatrice Morrow Cannady Elementary and Adrienne C. Nelson High School) to the plan
- Reflecting Rock Creek Middle School's new location and transportation plan

In addition to the opening of two new schools and resulting boundary changes, there are four large construction projects underway that impact walkzones at the writing of this:

1. [Lake Road Improvements](#) - Slated to be completed the last week of August 2021.
2. [Linwood Ave. SAFE Project](#) - Slated to be completed in October 2021
3. [King Road Super Block Phase I](#) - done mid August. Happy Valley will start phase II impacting the north side of King Rd. in late 2022.

Changes:

The following are recommended edits and changes to the current "[North Clackamas Supplemental Walk Zone Plan 2017](#)".

- **Pg. 10** - Fields for both the name of the evaluator and the date of evaluation need to be incorporated into the form.
- **Pg. 12** - The desire is to have this page removed entirely as it should be an internal document and doesn't pertain to walkzones as much as overall Transportation policy. With that said, the verbage "not allowed" needs to be changed to something along the lines of "the District does not expect". Example: students cross the rail lines all the time in downtown Milwaukie even though we don't expect them to.
 - List 1:
 - 1. 82nd Avenue - **Change to "SE 82nd Ave."**
 - 2. Interstate 205
 - 3. HWY 212
 - 4. HWY 224
 - 5. Clackamas River and flowing tributaries - **Eliminate (not within a walk boundary)**

- 6. Kellogg Creek - Trolley Trail now goes over Kellogg Creek
- 7. Main Railroad Line (along Railroad Avenue) -
- 8. McLoughlin Blvd - Change to "SE McLoughlin Blvd." and allow for high school to cross at lighted intersections.
- 9. 82nd Drive - Eliminate (not within a walk boundary) or change to "SE 82nd Dr."
- 10. Sunnyside Road - Change to "SE Sunnyside Rd." and allow for high school to cross at lighted intersections.
- 11. Oatfield Road - Eliminate as it directly conflicts with the listing below on the same page and there are stretches of Oatfield that have been evaluated and are safe to cross with student load lights.
- 12. King Road: 42nd to 82nd - Change to "SE King Rd.: SE 42nd Ave. to SE 82nd Ave."
- 13. 42nd : King Road to Harrison - Change to "SE 42nd Ave.: SE King Rd. to SE Harrison St."
- 14. Harrison: McLoughlin to 42nd - Change to "SE Harrison St: From Hwy 224 to SE 42nd Ave."
- 15. Monroe: McLoughlin to 37th - Change to "SE Monroe St: From Hwy 224 to SE 37th Ave."
- 16. 42nd to Ardenwald - Eliminate as there is no Ardenwald Street or Drive and there have been improvements made to 42nd allowing students to cross 42nd safely.

○ List 2:

- 1. Johnson Creek Blvd - Change to "SE Johnson Creek Blvd."
- 2. River Road - Change to "SE River Rd."
- 3. Springwater - Change to "S. Springwater Rd."
- 4. Oatfield - Change to "SE Oatfield Rd."
- 5. Webster - Change to "SE Webster Rd."
- 6. Roots Road - Change to "SE Roots Rd."
- 7. Lake Road - Change to "SE Lake Rd." and include the stretches this applies to after City of Milwaukie improvements.
- 8. Thiessen - Change to "SE Thiessen Rd."
- 9. Idleman - Change to "SE Idleman Rd."
- 10. Jennings - Change to "SE Jennings Ave. between SE Webster Rd. and SE McLoughlin Blvd."
- 11. Linwood - Change to "SE Linwood Ave." and include stretches this applies to after City of Milwaukie improvements
- 12. 122nd - Change to "SE 122nd Ave." and include stretches this applies to after improvements
- 13. Clackamas Road: Johnson to McKinley - Change to "SE Clackamas Rd. from SE Johnson Rd. to SE McKinley Ave."

● Pg. 21 - Rowe Middle

- Hazard Area 5 - Unsafe to walk on the north side of Lake Rd. - With improvements complete in August, this should be eliminated. Small triangle between 36th and 35th. 0 students impacted.
- **Pg. 29 - Linwood Elementary**
 - Hazard Areas 2, 4 and 7 - Linwood Ave. - Eliminate. Reevaluated 7/20/2021. Will be safe to walk with City of Milwaukie improvements. 40 students impacted
 - Hazard Area 3 - Unsafe to walk along Harmony Rd. between Cedar Crest Dr. and Fuller Rd. - Map needs to reflect what is stated in the statement and make the stretch from Cedar Crest to Linwood not a hazard. 0 students impacted
 - Hazard Area 6 - Unsafe to walk along Furnberg St. - Evaluated 7/20/2021 and training evaluated and it's safe to walk Linwood to 64th. 2 students impacted
- **Pg. 45 - Sojourner School**
 - See notes on Linwood Elementary on page 29 as they have identical walkzones. 11 along Linwood and 2 on Fernburg.
- **Pg. 53 - New Urban High**
 - Hazard Area 2 - Unsafe to walk along Oak Shore Ln. - Eliminate as Transportation Services can't get a bus down Oak Shore, Risley (this section), or this section of River Forest. 0 students affected.
 - Hazard Area 4 - Unsafe to walk along River Rd. north of 23rd - Eliminate. Re-evaluated with City of Milwaukie improvements. 0 students affected.
- **Pg. 61 - Alder Creek Middle**
 - Hazard Area 4 - Unsafe to cross Webster Rd. - Eliminate. Reevaluated 7/27/2021 and it is safe to cross Webster at the light. Lighted crosswalks have been improved. 21 students affected.
- **Pg. 65 - Bilquist Elementary**
 - Hazard Area 4 - Unsafe to walk along Webster Rd., south of Roots Rd. and roads that access Webster Rd. - Modify to say "Hazard Area 4 - Unsafe to walk along SE Webster Rd., south of SE Roots Rd." The wording as it is written would make all roads that access SE Webster Rd. walkhazards and they aren't.
 - ADD HAZARD - Hazard Area 7 - Unsafe to walk along SE Webster Rd. north of SE Clackamas Rd. (aligns with Alder Creek's walk hazards)
- **Pg. 89 and 101 - Happy Valley Elementary and Middle**
 - Hazard Area 5 - Unsafe to walk along the east side of 145th between Happy Valley preschool and King Rd. Also along the east side of 147th between King Rd. and the south end of the 1-mile walk zone. - Eliminate. Reevaluated 6/28/21 with improvements, new developments and roundabout. Students can walk down the west side of 147th between King and Krause. 8 elementary and 9 middle school students affected.
- **Pg. 93 - Adrienne C. Nelson High (formerly Rock Creek Middle) - NEW walk boundary has been drawn**
 - Hazard Area 1 - Unsafe to cross 172nd Ave. - Eliminate as high school students will be permitted to cross SE 172nd Ave. at SE Rock Creek Blvd. 1 student affected

- Hazard Area 3 - Unsafe to walk on 162nd between Hwy 212 and Rock Creek Blvd. - Eliminate, as there's nothing Transportation can do to pick them up door-to-door. It's safer to have them walk to school
- Hazard Area 4 - Unsafe to cross at turnout at Big Timber Ln. - Modify to say "Unsafe to cross SE 172nd Ave. at the SE Big Timber Ct. turnout".
- **Pg. 97 - Verne Duncan Elementary**
 - Hazard Area 3 - Unsafe to walk on 162nd. - Eliminate, as there's nothing Transportation can do to pick them up door-to-door. It's safer to have them walk to school
 - Hazard Area 4 - Unsafe to walk past the turnout at Big Timber Ln. - Modify to say "Unsafe to walk past turnout at SE Big Timber Ct. along SE 172nd Ave." Students on Big Timber can walk. It's not safe to have students cross Big Timber at the roundabout. 0 students impacted.
- **Pg. 113 - Scouters Elementary**
 - Need to update the map to reflect that we do have walkers and a walkzone that accesses the campus from SW Star Lily Rd. (the development directly to the north of Scouters). 22 students are now walkers and these have been walkers for the past couple years.
- **Pg. 117 - Spring Mountain Elementary**
 - Hazard Area 3 - Only 1 place to safely cross Mt. Gate Rd. - Eliminate. Boundary changes put Mountain Gate in Happy Valley Elementary boundary. 54 students are now walkers to Happy Valley Elementary. The new walkers are a result of redistricting but the hazard needs to be removed.
- **NEW - Beatrice Morrow Cannady Elementary - Need to create all new entry**
 - 1 - Hazard area - Unsafe to walk along SE Vogel Rd. (results in everyone being transported for now)
- **NEW - Rock Creek Middle - Need to create all new entry**
 - While the walk zone is smaller than Clackamas High School's, the hazards would remain the same as what is referred to on page 85:
 - 1 - Hazard area - Unsafe to cross Major Arterial (Sunnyside Rd.)
 - 2 - Hazard area - Unsafe to walk along or cross a Highway (Hwy 212)
 - 3 - Hazard area - Unsafe to walk along the South and west side of SE Mather Rd.
 - 4 - Hazard area - Unsafe to walk along SE Mather Rd.
 - 5 - Hazard area - Unsafe to walk along SE Mather Rd. (Culvert) Students can cross to other side of SE Mather Rd. to avoid this section

Additional changes in the future:

Because of timeline constraints and additional analysis needs, changes to Oak Grove Elementary and Ardenwald Elementary walk zones will be evaluated in 2022.

Summary impact:

- Rowe Middle - 0 impacted
- Linwood/Sojourner - 55 impacted
- Alder Creek Middle - 21 impacted
- Bilquist Elementary - 0 impacted
- Happy Valley Elementary and Happy Valley Middle - 17 impacted
- Verne Duncan Elementary - 0 impacted
- Scouters Mountain Elementary - 22 impacted starting two years ago.
- Spring Mountain Elementary - impact as a result of redistricting. The hazard is no longer within Spring Mountain's boundary
- Adrienne C. Nelson High - an addition to supplemental
- Beatrice Morrow Cannady - an addition to supplemental - fundamentally all transported
- Rock Creek Middle - an addition to supplemental following pre existing hazards set by Clackamas High.