



# Agenda

North Clackamas School Board  
Thursday, July 6, 2023 - 6:30 PM  
Zoom/YouTube  
12400 SE Freeman Way  
Milwaukie, OR 97222

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

## OPEN SESSION

<b>6:30</b>	<b>Call to Order</b>	
	<b>Community Comments</b>	
	<b>Native Land Acknowledgement</b>	<b>3</b>
	<b>Flag Salute</b>	<b>4</b>
<b>7:05</b>	<b>1. Selection of Chair/Vice Chair - Action</b>	<b>5</b>
	Presenter: Shay James	
	<b>Minutes - June 22, 2023</b>	<b>6</b>
	<b>Consent Agenda</b>	
	<b>A. Employment Changes</b>	
	<b>B. Travel Request - Adrienne C. Nelson High School Cheerleading</b>	<b>8</b>
	<b>C. Travel Request - Rex Putnam High School Cheerleading</b>	<b>13</b>
<b>7:15</b>	<b>2. Oath of Office Video</b>	
<b>7:20</b>	<b>3. Declarations of Actual, Potential or Perceived Conflict of Interest</b>	<b>21</b>
	Presenter: Shay James	
<b>7:25</b>	<b>4. Board Protocols/Operating Agreements</b>	<b>29</b>
	Presenter: Board Chair	
<b>7:30</b>	<b>5. Board Liaisons Committee Assignments</b>	<b>32</b>
	Presenter: Board Chair	
<b>7:35</b>	<b>6. Mandatory Child Abuse Reporting Training</b>	<b>36</b>
	Presenter: Shay James	

**7:40     Adjourn**



## Native Land Acknowledgment

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



## Flag Salute

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

**SELECTION OF BOARD CHAIR AND VICE CHAIR**

**ACTION**  
Agenda Item #1  
July 6, 2023

**SUPERINTENDENT'S RECOMMENDATION:**

This time on the agenda is scheduled for the Board to select a chair and vice chair for 2023-24.

**ORIGINATED BY:**

This is an annual agenda item.

**BACKGROUND:**

As required by Oregon Revised Statutes (ORS 332.040), Board members must select a chair and vice chair for the year at the first meeting on or after July 1.

**PRESENTER / STAFF CONTACT:**

Shay James, Superintendent  
Board Chair

**NORTH CLACKAMAS SCHOOL DISTRICT 12  
CLACKAMAS COUNTY, OREGON  
MINUTES — BOARD OF DIRECTORS MEETING  
June 22, 2023  
Zoom/YouTube**

**Open Session**

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

Mitzi Bauer	–	Chair
Jena Benologa	–	Vice Chair
Orlando Perez	–	Director
Tory McVay	–	Director
Steven Schroedl	–	Director
Kathy Wai	–	Director
Libra Forde	–	Director
Donna Collingwood	–	Board Secretary

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

Jena Benologa read the Native Land Acknowledgement. Tory McVay led the Pledge of Allegiance. Mitzi Bauer provided a statement regarding the death of a student at Clackamas High School.

R22/23-90

**Minutes** – Tory McVay moved, Kathy Wai seconded the motion to approve the minutes of the regular Board Meeting held June 8, 2023.

Motion passed unanimously, 7-0.

R22/23-91

**Consent Agenda** – Tory McVay moved, Steven Schroedl 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:

- Licensed terminations

**North Clackamas Education Association Collective Bargaining Agreement**

**2023-2025** - Approve the NCEA Collective Bargaining Agreement, July 1, 2023 to June 30, 2025. Association members ratified the tentative agreement on June 16, 2023.

**North Clackamas Administrators Association (NCAA) Employment Agreement 2023-2025** - Approve the North Clackamas Administrators Association Employee Agreement for July 1, 2023 through June 30, 2025.

**Addendum to Transportation Supplemental Plan (Walk Zone)** - Approve the 2023 Addendum to the Transportation Supplemental Walk Zone Plan.

**Travel Request -**

- Grant permission for 20 students from Rex Putnam High School to travel to LaPine, Oregon, August 6-10, 2023.

**Travel Request -**

- Grant permission for 22 students from Clackamas High School to travel to Tillamook, Oregon, July 23-27, 2023.

Motion passed unanimously, 7-0.

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

R22/23-92

**2023-2024 Organizational Resolution for the Required Designations, Authorizations and Appointments** - Tory McVay moved, Steven Schroedl seconded the motion to approve the designations, authorizations, and appointments as identified in items A. through I. on the Organizational Resolution for the Required Designations, Authorizations, and Appointments for Fiscal Year 2023-24.

Motion passed unanimously. 7-0.

R22/23-93

**Comprehensive Sexuality Education Plan Update** - Tory McVay moved, Steven Schroedl seconded the motion to approve the District's Comprehensive Sexuality Education Plan.

Motion passed unanimously. 7-0.

There being no further business to come before the Board, the meeting adjourned at 7:00 p.m.

**Unapproved**

**TRAVEL PERMISSION REQUEST**

Adrienne C. Nelson High School Cheerleading

**CONSENT B**

July 6, 2023

**SUPERINTENDENT’S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

Adrienne C. Nelson High School is requesting permission for 10 students and 3 chaperones to travel to the University of Portland for an overnight cheer camp, July 19-22, 2023. The trip will cost approximately \$434 per person to be funded by the SnapRaise fundraiser, carwash, and jog-a-thon fundraiser. This trip is after school is out for the year, so students will not miss any school.

**SOURCE OF FUNDS:**

See attached Application for Permission to Travel

**ATTACHMENTS:**

Application for Permission to Travel and required attachments

**STAFF CONTACT:**

Petra Callin, Executive Director of Secondary Programs



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

**Expenses (per student)**

- 1. Transportation \$ 0
- 2. Lodging (no home stays) \$ 0
- 3. Meals \$ 0
- 4. Fees/Event Expense \$ 434
- 5. Other \$ 0

Description of other expenses: Event expense covers all transportation, lodging, and meals

**6. Total cost per student (total lines 1 through 5):** \$ 434

7. # of chaperones 3

8. # of students 10

**9. Total # of students + chaperones** 13

**10. Total cost of participation (Line 6 x Line 9):** \$ 5642

11. Substitute Teachers: (rates are effective 2022-2023)

a. 0 # Full-Day Substitute(s) x 0 # of Days @ \$273.60 = \$ 0.00

b. 0 # Half-Day Substitute(s) x 0 # of Days @ \$136.80 = \$ 0.00

c. **Total Sub Cost** \$ 0

**TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.):** \$ 5642

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 5,642.00

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

We have used SnapRaise, held a community car wash, and will do a jog-a-thon fundraiser

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

**Section III – Transportation and Lodging Information**

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

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

Name of Driver(s): N/A

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

Number of miles round trip: N/A

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

Parents will transport students to and from the University of Portland.

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

University of Portland - 5000 N Willamette Blvd., Portland, OR 97203

Athletes will stay in designated dorm rooms (2 athletes per room; 5 total rooms); Coaches will also stay in designated dorm rooms (female coach will stay in individual dorm room; 2 male coaches will share a room on the bottom floor of the dorm facility)

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

I have read and understand all trip guidelines.

Yntez 6/23/23  
Date

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

The following attachments must accompany this application:

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

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

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

**Section VI – Approval**

Principal Level:  Approved  
 Denied

District Level:  Approved  
 Denied

Vicki T. Mo 6/23/23  
Principal Date

[Signature] 6/26/23  
Executive Director of Elementary/Secondary Date

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



# 2023 4-Day Traditional Overnight Camp Schedule



## DAY ONE

9:00 am <sup>S</sup> Registration  
 12:00 pm  
 1:00 pm Opening Staff Demo & Meet your Team Leader  
 1:30 pm <sup>C</sup> Motion & Spirit Prop Workshop / Game Day Class: Sidelines & Coaches' Meeting #1  
 2:00 pm <sup>E</sup> Camp Dance  
 2:30 pm <sup>S</sup> Safety Awareness w/ Team Leader  
 2:45 pm <sup>A</sup> Stunt Class #1  
 4:00 pm <sup>C</sup> Group A – Situational Sideline Private Coaching  
<sup>L</sup> Group B – Team UCA & Material Review  
 4:30 pm *Dinner*  
 6:15 pm <sup>L</sup> Group A – Team UCA & Material Review  
<sup>C</sup> Group B – Situational Sideline Private Coaching  
 6:45 pm <sup>A</sup> Pyramid Class w/ Team Leader  
 7:30 pm <sup>S/C</sup> Game Day Class: Band Chant  
 8:00 pm <sup>S/A</sup> Stunt Troubleshooting Class – *NEW!*  
 8:30 pm Team Leader Meetings & Daily Awards  
*New Coaches' Q/A*

## DAY TWO

*Breakfast*  
 8:30 am <sup>A</sup> Team Leader Check-In / Warmup / Stretching, Flexibility & Jump Class & Coaches' Meeting #2  
 9:15 am <sup>L</sup> Coaches' & Captain's Goal Setting  
 9:30 am <sup>A</sup> Group A – Stunt Class #2  
<sup>C</sup> Group B – Game Day Class: Cheers & Cheer Private Coaching Prep  
 10:30 am <sup>C</sup> Group A – Game Day Class: Cheers & Cheer Private Coaching Prep  
<sup>A</sup> Group B – Stunt Class #2  
 11:30 am *Lunch*  
 1:15 pm <sup>L/S</sup> Captains' Leadership Training / Coaches' Stunt Workshop #1  
 1:30 pm <sup>A</sup> Pyramid Class  
 2:15 pm <sup>R/C</sup> Group A – Band Chant Review, FNL Frenzy & Sideline Stunts  
<sup>C</sup> Group B – Cheer Private Coaching  
 3:15 pm <sup>C</sup> Group A – Cheer Private Coaching  
<sup>R/C</sup> Group B – Band Chant Review, FNL Frenzy & Sideline Stunts  
 4:15 pm Open Practice w/ Coach  
 4:30 pm *Dinner*  
 6:15 pm <sup>E</sup> Sideline & Cheer Evaluations  
 6:45 pm <sup>A/E</sup> Group A – Personalized Pyramids & Camp Routine Private Coaching Prep  
<sup>L/B</sup> Group B – Squad Leadership Training / St. Jude & Team UCA  
 7:30 pm <sup>L/B</sup> Group A – Squad Leadership Training / St. Jude & Team UCA  
<sup>A/E</sup> Group B – Personalized Pyramids & Camp Routine Private Coaching Prep  
 8:15 pm <sup>A</sup> Jump Off  
 8:30 pm Team Leader Meetings / Squad Credentialing & Daily Awards

## DAY THREE

*Breakfast*  
 8:30 am <sup>C</sup> Team Leader Check-In / Warmup & Game Day Class: General Sidelines & Fan Chants! & Coaches' Meeting #3  
 9:15 am <sup>C/A</sup> Group A - Game Day Practice & Drills for Skills  
<sup>A</sup> Group B – Stunt Class #3  
 10:15 am <sup>A</sup> Group A – Stunt Class #3  
<sup>C/A</sup> Group B – Game Day Practice & Drills for Skills  
 11:15 am <sup>B</sup> All-American Set Up / Material Review  
 11:30 am *Lunch*  
 1:15 pm <sup>S</sup> Coaches' Stunt Workshop #2  
 1:30 pm <sup>E</sup> Group A – Camp Routine Private Coaching  
<sup>L/A</sup> Group B – Team Unity & Motion Technique Class – *NEW!* / Team UCA  
 2:15 pm <sup>L/A</sup> Group A – Team Unity & Motion Technique Class – *NEW!* / Team UCA  
<sup>E</sup> Group B – Camp Routine Private Coaching  
 3:00 pm <sup>C</sup> Game Day Private Coaching  
 3:30 pm Team Time w/ Team Leader  
 4:00 pm <sup>B</sup> All-American Tryouts  
 4:30 pm *Dinner*  
 6:15 pm <sup>E</sup> Camp Routine Evaluations  
 6:45 pm Electives\*  
 7:30 pm Gatorade Break  
 7:45 pm <sup>R</sup> *Spirit Night!*  
 8:15 pm <sup>B</sup> Squad Credentialing / Daily Awards & Pin It Forward  
*Final Coaches' Q&A*

## DAY FOUR

*Breakfast*  
 8:30 am Optional: Open Practice  
 9:00 am Team Time w/ Team Leader  
 9:30 am <sup>E</sup> Camp Routine Championship  
 10:15 am <sup>C</sup> Game Day Championships  
 11:00 am Squad Credentialing Presentation  
 11:15 am Senior Recognition Ceremony – *NEW!*  
 11:30 am <sup>B</sup> Final Awards & Pin It Forward

### Elective Classes

- Timeout Dance
- Stunt Transitions
- Additional Material
- Basket Toss Class
- Open Workshop



**TRAVEL PERMISSION REQUEST**  
Rex Putnam High School Cheerleading

**CONSENT C**  
July 6, 2023

**SUPERINTENDENT'S RECOMMENDATION:**

Board approval of the request to travel.

**BACKGROUND:**

Rex Putnam High School is requesting permission for 15 students and 2 chaperones to travel to Corvallis, Oregon for Oregon State University's Cheer Camp, July 11-14, 2023. The trip will cost approximately \$340 per person to be funded by the chocolate bar and meat stick fundraiser, carwash, and bottle drive. This trip is after school is out for the year, so students will not miss any school.

**SOURCE OF FUNDS:**

See attached Application for Permission to Travel

**ATTACHMENTS:**

Application for Permission to Travel and required attachments

**STAFF CONTACT:**

Petra Callin, Executive Director of Secondary Programs



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

**Expenses (per student)**

- 1. Transportation \$ \_\_\_\_\_
- 2. Lodging (no home stays) \$ \_\_\_\_\_
- 3. Meals \$ \_\_\_\_\_
- 4. Fees/Event Expense \$ 340.00
- 5. Other \$ \_\_\_\_\_

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

6. Total cost per student (total lines 1 through 5): \$ 340

7. # of chaperones 2

8. # of students 15

9. Total # of students + chaperones 17

10. Total cost of participation (Line 6 x Line 9): \$ 5780

11. Substitute Teachers: (rates are effective 2022-2023)

a. \_\_\_\_\_ # Full-Day Substitute(s) x \_\_\_\_\_ # of Days @ \$273.60 = \$ 0.00

b. \_\_\_\_\_ # Half-Day Substitute(s) x \_\_\_\_\_ # of Days @ \$136.80 = \$ 0.00

c. Total Sub Cost \$ 0

**TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.): \$ 5780**

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 5,780.00

Briefly describe fund-raising activities and other resources:

Chocolate bar and meat stick sales, car wash, individual sponsors, and bottle drive.

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

**Section III – Transportation and Lodging Information**

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

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

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

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

Number of miles round trip: 0


Name the type(s) of nondistrict transportation to be used (including to and from airport) and company name:  
Parents to get students to RPHS then District Transportation to and from camp. No transport needed at camp.

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

Oregon State University, Finley Hall, two students per room. Coaches have separate lodging from students on the same floor.

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

I have read and understand all trip guidelines.

  
\_\_\_\_\_  
Trip Leader Signature

06/16/2023  
\_\_\_\_\_  
Date

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

The following attachments must accompany this application:


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

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

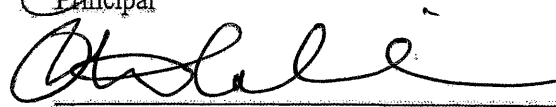
- Detailed itinerary which includes all planned activities and outline of student expectations specific to the trip.
- List of chaperones and verification of current background check on file.

**Section VI – Approval**

Principal Level:  Approved  
 Denied

  
\_\_\_\_\_  
Principal 6/16/2023  
\_\_\_\_\_  
Date

District Level:  Approved  
 Denied

  
\_\_\_\_\_  
Executive Director of Elementary/Secondary 6/26/23  
\_\_\_\_\_  
Date

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

## **Rex Putnam NCA Cheer Camp Itinerary 2023**

### **Tuesday, July 11**

7:30 AM	Parent drop off at RPHS with coaches to catch the bus to Oregon State University
9:00 AM	Register/check in to the dorms at Western Oregon University
10:45-11:15	Eat lunch
11:15-1:00	Stretch, warm up stunts, review camp material
1:00-4:30	Opening, game day cheer class, safety awareness, & stunt classes
4:30-5:30	Dinner
5:30-6:15	Stretch & review material
6:15-8:45	Game Day Experience, stunts, props, goal setting, & daily awards
8:45-9:00	Back to dorms
9:00 -10:00	Team activities
10:00-11:00	Showers/ready for bed
11:00	In bed/lights out

### **Wednesday, July 12**

6:00-7:00	Wake up, showers
7:00-7:45	Breakfast
7:45-8:30	Stretch
8:30-11:30	Material review, jump and stunt class, Basket builders class, & dance
11:30-12:45	Lunch
12:45-1:15	Stretch & material review
1:15-4:30	Evaluations, stunts, pyramids, hip hop & time out dance, Extreme routine review
4:30-5:45	Dinner
5:45-6:15	Stretch & material review
6:15-8:30	Cheer evaluations and stunt, cheer coaching
8:30	Spirit sticks, stick skits
8:45-9:00	Back to dorms
9:00-10:00	Team building activities
10:00-11:00	Showers/ready for bed
11:00	In bed/lights out

### **Thursday, July 13**

6:00-7:00	Wake up, showers
7:00-7:45	Breakfast
7:45-8:30	Stretch
8:30-11:30	Material review, jump and stunt class, Basket builders class, & All American Cheer demo
11:30-12:45	Lunch
12:45-1:15	Stretch & material review
1:15-4:30	Evaluations, stunts, pyramids, hip hop & time out dance, Pom & Sideline dance
4:30-5:45	Dinner
5:45-6:15	Stretch & material review

## Rex Putnam NCA Cheer Camp Itinerary 2023

6:15-8:30 Evaluation Band Chant, stunt, cheers, buddy coaching  
8:30 Spirit sticks, stick skits  
8:45-9:00 Back to dorms  
9:00-10:00 Team building activities  
10:00-11:00 Showers/ready for bed  
11:00 In bed/lights out

### Friday, July 14

6:00-7:30 Wakeup, showers, get ready, and pack up  
7:30-8:00 Breakfast  
8:00-8:15 Stretch  
8:45 All American Tryout  
8:45-9:30 Material review  
9:30-11:00 Final Day competitions chant, band chant, and cheer  
11:00-11:45 Material showcase, awards  
11:45-12:00 Final pictures and pick up  
12:30 Load bus to RPHS  
2:00 Parent pick up at RPHS



# OVERNIGHT - 4 DAY

2023

NFHS KEY:

CROWD LEADER	AMBASSADOR	SPIRIT RAISER	ATHLETE	ENTERTAINER	LEADERSHIP
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Time	Class	Notes	
1:00 PM	Opening Rally	Meet your NCA Staff!!	
1:15 PM	Material Demos	GD #1, Perf #1, Chant w/ 1-3-1 method, Band Chant	
1:30 PM	Band Chant / Coaches' Meeting	Great Game Day Dance to incorp Dance Team/Mascot	E
2:15 PM	Cheer Class	Learn Game Day Cheer #1 & Performance Cheer #1	C
2:45 PM	Chant Class	Select 2 chants to learn from Chants #1-5	C
3:15 PM	Buddy Time	Introductions, Spirit Book, National Bid/NFHS Process	L
3:45 PM	Stunt S.A.F.E. / Coaches Return	Philosophy ensure the safety of all teams while stunting	A
4:00 PM	Skill Drills	Skills necessary to keep your team safe while stunting	A
4:15 PM	Team Time / Coaches Reception	Intro to our camp theme! / Coaches meet w/ Buddy	S
4:30 PM	<b>DINNER</b>		
5:30 PM	Practice Time with Coach	Optional practice time if needed	
6:00 PM	Stunt Foundations	Core stunts & technique make up the foundation stunting	A
6:45 PM	Skill Check	Evaluate the current level of the team for stunt classes	A
	<b>The NCA Game Day Experience</b>	Developing the perfect Game Day atmosphere!	C
7:00 PM	Game Day Entrance	NCA Staff will demo a Game Day Entrance & Cheer	C
7:05 PM	Game Day Fundamentals	Learn what makes a solid foundation for Game Day!	C
7:10 PM	Practice Implementing	Use the Game Day Cheer learned during Cheer Class	C
7:25 PM	Game Day Props	How to properly use props & people on game day!!	C
7:30 PM	Performing with Props	Practical application using signs, poms, flags & megs	C
7:45 PM	Game Day Skills	Enhance your Game Day with appropriate skills	C
7:50 PM	Time to Stunt with Props	Work on getting in/out of stunts with props	C
8:05 PM	Final Thoughts	Bring it all together to make the ultimate GD Experience!	C
8:10 PM	Leader's Reception/Material Review	Team Leaders meet with their NCA Buddy instructor	S
8:30 PM	Team Time	Team Building Activities	L
8:50 PM	Announcements		
8:55 PM	Spirit Sticks	Given to teams exemplifying team spirit throughout the day	
9:00 PM	Tally Ho	Camp Dismissed! Have a great night!	

DAY 1

Time	Class	Notes	
8:15 AM	Leaders in Training	Team Leaders attend additional leadership classes	L
8:30 AM	Team Time / Coaches' Meeting	Camp Starts / Coaches head to meeting location	L
8:40 AM	Cheerobics	Fun warm up to get the body moving & ready to go	
8:50 AM	Jump Class	Work on & improve upon jumps & exercises	A
9:20 AM	Chant Class	Select 2 chants to learn from Chants #6-10	C
9:50 AM	Stunt Class / Coaches Return	Core+, Stunt Progressions 1, 2, & 3 w/ prop incorp	A
10:50 AM	Basket Builders	Take part in drills or optional class for JH/MS teams	A
11:20 AM	Dance Showcase	Demo of Hip Hop & Advanced Dance	
11:30 AM	<b>LUNCH</b>		
12:30 PM	Practice Time with Coach	Optional practice time if needed	
1:00 PM	Custom Coaching #1	1 <sup>st</sup> Eval on Cheer (with entrance) & Chant w/ Buddy	C
1:30 PM	Custom Coaching #2	1 <sup>st</sup> Eval on Cheer (with entrance) & Chant w/ Buddy	C
2:00 PM	Custom Coaching #3	1 <sup>st</sup> Eval on Cheer (with entrance) & Chant w/ Buddy	C
2:30 PM	Pyramid Workshop	Team works on Static & Transitional pyramids	A
3:30 PM	Specially Classes (Regional)	Hip Hop Dance, Advanced Danced & Option Stunts	E
4:30 PM	<b>DINNER</b>		
5:30 PM	Practice Time with Coach	Optional practice time if needed	
6:00 PM	Custom Coaching #3	Buddy Swap - Work on anything *	C
6:20 PM	Custom Coaching #1	Buddy Swap - Work on anything *	C
6:40 PM	Custom Coaching #2	Buddy Swap - Work on anything *	C
7:00 PM	Evaluation	2 <sup>nd</sup> Evaluation of a Cheer (with entrance) & Chant	E
8:00 PM	Team Time	Team Building Activities	A
8:30 PM	Spirit Sticks / Stick Skits / Mascots	Given to teams exemplifying team spirit throughout the day	
9:00 PM	Tally Ho	Camp Dismissed! Remember, tomorrow is FUN DAY!!	

DAY 2

\* Opportunity for home fight song & additional material feedback.



# OVERNIGHT - 4 DAY

2023

NFHS KEY:

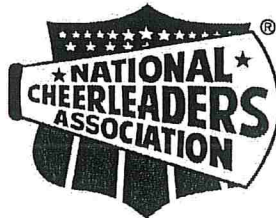
CROWD LEADER    AMBASSADOR    SPIRIT RAISER    ATHLETE    ENTERTAINER    LEADERSHIP

Time	Class	Notes	
8:15 AM	Leaders in Training	Team Leaders attend additional leadership classes	L
8:30 AM	Team Time / Coaches' Meeting	Camp Starts / Coaches head to meeting location	S
8:50 AM	Band Chant Review	Review Band Chant for Custom Coaching	
9:05 AM	Cheerobics	Fun Day warm up to get the body moving & ready to go	
9:15 AM	Jump Class	Continue to work & improve upon jumps & exercises	A
9:45 AM	Stunt Class / Coaches Return	Core+, Stunt Progressions 1, 2, & 3, Cradles	A
11:00 AM	All-American Cheer & Demo	This cheer is used for All-American Tryouts ONLY	
11:30 AM	<b>LUNCH</b>		
12:30 PM	Practice Time with Coach	Optional practice time if needed	
1:00 PM	Custom Coaching #2	1st Eval on Band Chant w/ NCA Buddy	C
1:30 PM	Custom Coaching #3	1st Eval on Band Chant w/ NCA Buddy	C
2:00 PM	Custom Coaching #1	1st Eval on Band Chant w/ NCA Buddy	C
2:30 PM	Pyramid Workshop	Team works on Static & Transitional pyramids	A
3:30 PM	Specialty Classes (Regional)	Pom Dance, Sideline Spirit Dance, AA Workshop & Opt. Stunts	E
4:30 PM	<b>DINNER</b>		
5:30 PM	Practice Time with Coach	Optional practice time if needed	
6:00 PM	Custom Coaching #1	Buddy Swap - Work on anything *	C
6:20 PM	Custom Coaching #2	Buddy Swap - Work on anything *	C
6:40 PM	Custom Coaching #3	Buddy Swap - Work on anything *	C
7:00 PM	Final Evaluation	2nd Evaluation of the Band Chant	E
8:00 PM	Top Team & All-American Sign-Up	Optional final day competition sign up	E
8:15 PM	Spirit Sticks	Given to teams exemplifying team spirit throughout the day	
8:30 PM	Team Time	Shower of Praise	L
9:00 PM	Tally Ho	Camp Dismissed! Have a great night!	

FUN DAY 3

Time	Class	Notes	
8:30 AM	Coaches' Meeting		
	All-American Warm-Up	Optional All-American Team Tryout	
8:45 AM	All-American Tryout	3 stamina jumps, spirited entrance, & AA cheer	
9:30 AM	Final Day Competition Warm-Up	All final day competitions are optional	
	<b>Final Day Competitions</b>	Teams can compete in ALL 3	
9:50 AM	Top Team Chant	No Entrance, as taught, 1-3-1, Allow levels & ripples	C
10:10 AM	Top Team Band Chant	Crowd effective & practical. No Stunts or Tumbling	C
10:40 AM	Top Team Cheer	Showcasing team skills & crowd leading abilities	C
11:10 AM	Material Showcase	Advanced, Hip Hop & Spirit Dance / AA Cheer / Seniors	
11:25 AM	Awards Presentation	Camp awards h&ed out	
11:40 AM	Spirit Sticks	Take it home with you, if you earn one on the final day!	
11:45 AM	Closing	Final thoughts & message to camp	
12:00 PM	Tally Ho	Camp Dismissed!! Travel safe!	

DAY 4



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**DECLARATIONS OF ACTUAL, POTENTIAL OR PERCEIVED  
CONFLICTS OF INTEREST**

**GOVERNANCE**  
Agenda Item #3  
July 6, 2023

**SUPERINTENDENT’S RECOMMENDATION:**

This time on the agenda is scheduled for Board members to declare any actual, potential or perceived conflicts of interest.

**ORIGINATED BY:**

This is an annual agenda item.

**BACKGROUND:**

Board policy BBFA requires that Board members publicly announce the nature of any potential, actual or perceived conflict of interest during open session of a Board meeting at the first board meeting every July.

**ATTACHMENT:**

[Policy BBFA - Board Member Ethics and Conflicts of Interest](#)

**PRESENTER / STAFF CONTACT:**

Shay James, Superintendent



Code: **BBFA**  
Adopted: 10/16/08  
Revised/Readopted: 1/20/11; 3/13/14; 6/23/16;  
6/14/18  
Orig. Code(s): BBFA

## **Board Member Ethics and Conflicts of Interest**

No Board member will use his/her official position or office to obtain personal financial benefit or to avoid financial detriment for him or herself, relatives, household members or for any business with which the Board member, household member or a relative is associated.

This prohibition does not apply to any part of an official compensation package, honorarium allowed by Oregon Revised Statute (ORS) 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the annual \$50 gift limit from one who has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. District-provided meals at board meetings are acceptable under the reimbursement of expenses exception.

### **I. Conflicts of Interest**

“Business” means any corporation, partnership, proprietorship, enterprise, association, franchise, firm, organization, self-employed individual or any legal entity operated for economic gain. This definition excludes any income-producing tax exempt 501(c) not-for-profit corporation with which a public official or a relative of the public official is associated only as a member or board director or in a nonremunerative capacity.

“Business with which a Board member or relative is associated” means any private business or closely held corporation of which a Board member or relative is a director, officer, owner, employee or agent or any private business or closely held corporation in which a Board member or relative owns or has owned stock, another form of equity interest, stock options or debt instruments worth \$1,000 or more at any point in the preceding year; any publicly held corporation in which a Board member or relative owns or has owned \$100,000 or more in stock or another form of equity interest, stock options or debt instruments at any point in the preceding calendar year; or any publicly held corporation of which a Board member or relative is a director or officer.

“Relative” means:

1. The Board member’s spouse<sup>1</sup>; or
2. The Board member’s or the spouse of the Board member’s:
  - a. Parent;
  - b. Step-parent;
  - c. Child;
  - d. Sibling;

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<sup>1</sup>The term spouse includes domestic partner.

- e. Step-sibling;
- f. Son-in-law; or
- g. Daughter-in-law.

Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits<sup>2</sup> to the Board member, or who receives any benefit from the Board member's public employment.

"Member of the household" means any person who resides with, and including, the Board member.

No Board member will solicit or receive, either directly or indirectly, any pledge or promise of future employment based on any understanding that the Board member's vote, official action or judgment would be thereby influenced.

No Board member will attempt to use or use for personal gain any confidential information gained through his/her official position or association with the district. A Board member will respect individuals' privacy rights when dealing with confidential information gained through association with the district.

No person who is an employee of the district will be eligible to serve as a member of the Board while so employed.

If a Board member participates in the authorization of a public contract, the Board member may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

Individual Board members and the Board as a public entity are bound by the Code of Ethics for public officials as stated in Oregon law.

### **Potential Conflict of Interest**

"Potential conflict of interest" means any action or any decision or recommendation by a Board member that could result in a financial benefit or avoidance of financial detriment for self, household members, relatives or for a business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly announce the nature of a potential conflict of interest. A Board member may, after publicly announcing the nature of his/her potential conflict of interest, either vote or abstain on the issue. Abstaining from a vote does not meet the legal requirement of publicly announcing a potential conflict.

### **Actual Conflict of Interest**

"Actual conflict of interest" means any action or any decision or recommendation taken by a Board member that would result in a financial benefit or avoidance of financial detriment to self, household members, relatives or for any business with which the Board member or relatives are associated, unless otherwise provided by law.

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<sup>2</sup>Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

A Board member must publicly announce the nature of an actual conflict of interest. The Board member may not vote lawfully if an actual conflict of interest exists unless a vote is needed to meet a minimum requirement of votes to take official action. Such a vote does not allow the Board member to participate in any discussion or debate on the issue out of which an actual conflict arises.

“Perceived conflict of interest” means any action or any decision or recommendation by a Board member that could reasonably be perceived as a potential or actual conflict of interest even though there may not truly exist a conflict of interest as defined above.

### **Public Announcements of Conflicts of Interest**

Board members will publicly announce the nature of any potential, actual or perceived conflict of interest during open session of a Board meeting as follows:

1. At the first Board meeting every July (or when at the first meeting when new board members take office and thereafter in July);
2. At any time during the year as soon as practicable when an additional conflict of interest arises; or
3. At each occasion before any official discussion or action on an issue giving rise to the conflict of interest.

### **Class Exception**

It will not be a conflict of interest if the Board member’s action would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person’s relative or business with which the person or the person’s relative is associated, is a member or is engaged. For example, if a Board member’s spouse is a member of the collective bargaining unit, the Board member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a board member’s spouse is the only one in the bargaining unit who has a doctorate and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

## **II. Gifts**

Board members are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. All gift related provisions apply to the Board member, their relatives, and members of their household. The \$50 gift limit applies separately to the Board member, and to the Board member’s relatives or members of household, meaning that the Board member and each member of their household and relative can accept up to \$50 each from the same source/gift giver. “Gift” means something of economic value given to a Board member without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

“Relative” means:

1. The Board member’s spouse<sup>3</sup>; or
2. The Board member’s, or the spouse of the Board member’s:
  - a. Parent;
  - b. Step-parent;
  - c. Child;
  - d. Sibling;
  - e. Step-sibling;
  - f. Son-in-law; or
  - g. Daughter-in-law.

Relative also includes any individual for whom the Board member has a legal support obligation, whose employment provides benefits<sup>4</sup> to the Board member, or who receives any benefit from the Board member’s public employment.

“Member of the household” means any person who resides with the Board member, and including the Board member.

### **Determining the Source of Gifts**

Board members should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the Board member’s personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of \$50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. If the giver does not have a legislative/administrative interest, the ethics rules on gifts do not apply and the Board member need not keep track of it, although board members are advised to record all gift sources in case of a later dispute.

### **Determining Legislative and Administrative Interest**

A legislative or administrative interest means an economic interest distinct from that of the general public, in any action subject to the decision or vote of a person acting in the capacity of a Board member. For example, everyone within a county has a general interest in the fire department, but the person who sells the uniforms to the fire department has a legislative/administrative interest in the fire department that is distinct from the general public.

### **Determining the Value of Gifts**

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

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<sup>3</sup>Ibid. p. 1

<sup>4</sup>Ibid. p. 1

“Fair market value” is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the Board member does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals the payor of the Board member’s admission or meal will include all costs other than any amount donated to a charity;

For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25 and the amount donated to charity was \$75, the benefit conferred on the Board member is \$25. This example requires that the Board member does not claim the charitable contribution on personal tax returns;

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the Board member’s meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
  - (a) The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
  - (b) The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
  - (c) The source calculates the actual amount spent on the Board member.
3. Upon request by the Board member, the source will give notice of the value of the merchandise, goods, or services received;
4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

### **Value of Unsolicited Tokens or Awards: Resale value**

Board members may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

### **Entertainment**

Board members may not solicit or accept any gifts of entertainment over \$50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member unless:

1. The entertainment is incidental to the main purpose of another event (i.e. a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or

2. The Board member is acting in their official capacity for a ceremonial purpose.

Entertainment is ceremonial when a Board member appears at an entertainment event for a “ceremonial purpose” at the invitation of the source of the entertainment who requests the presence of the Board member at a special occasion associated with the entertainment. Examples of an appearance by a Board member at an entertainment event for a ceremonial purpose include throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

### **Exceptions**

The following are exceptions to the ethics rules on gifts:

1. Campaign contributions are not considered gifts under the ethics rules;
2. Gifts from “relatives” and “members of the household” to the Board member are permitted in an unlimited amount; they are not considered gifts under the ethics rules;
3. Informational or program material, publications, or subscriptions related to the recipient’s performance of official duties;
4. Contributions made to a legal expense trust fund if certain requirements are met;
5. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative/administrative interest, with the following exceptions:
  - a. Organized Planned Events. Board members are permitted to accept payment for travel conducted in the Board member’s official capacity, for certain limited purposes:
    - (1) Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50 aggregate amount IF:
      - (a) The Board member is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND
        - i) The giver is a unit of a:
          - a) Federal, state, or local government;
          - b) An Oregon or federally recognized Native American Tribe; OR
          - c) Nonprofit corporation.
        - (b) The Board member is representing the district:
          - i) On an officially sanctioned trade-promotion or fact-finding mission; OR
          - ii) Officially designated negotiations or economic development activities where receipt of the expenses is approved in advance by the Board.
      - (2) The purpose of this exception is to allow Board members to attend organized, planned events and engage with the members of organizations by speaking or answering

questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.

6. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the Board member is representing the district. Again, this exception does not authorize private meals where the participants engage in discussion;

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal;

7. Food or beverage consumed by Board member acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(5)(b)(I)(i);
8. Waiver or discount of registration expenses or materials provided to Board member at a continuing education event that the Board member may attend to satisfy a professional licensing requirement;
9. A gift received by the Board member as part of the usual or customary practice of the Board member’s private business, employment or position as a volunteer that bears no relationship to the Board member’s holding of public office.

## **Honoraria**

A Board member may not solicit or receive, whether directly or indirectly, honoraria for the Board member, relative or any member of the household of the Board member if the honoraria are solicited or received in connection with the official duties of the Board member.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token or other item with a value of \$50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation or expertise of the Board member or candidate.

END OF POLICY

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

[ORS 162.015](#) to -162.035  
[ORS 162.405](#) to -162.425

[ORS 244.010](#) to -244.400  
[ORS 332.055](#)

[OAR 199-005-0001](#) to -199-010-0150

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

OR. ETHICS COMM’N, OR. GOV’T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

### **Cross Reference(s):**

BBF - Board Member Standards of Conduct  
BBFB - Board Member Ethics and Nepotism  
DJ - District Purchasing

**BOARD PROTOCOLS AND OPERATING AGREEMENTS**

**GOVERNANCE**

Agenda Item #4

July 6, 2023

**SUPERINTENDENT'S RECOMMENDATION:**

This time on the agenda is scheduled for the Board to review the Board Protocols and Operating Agreements.

**ORIGINATED BY:**

Annual agenda item.

**ATTACHMENTS:**

Board Protocols and Operating Agreements

**PRESENTER:**

Board Chair

**NORTH CLACKAMAS BOARD OF DIRECTORS  
OPERATING AGREEMENTS**

1. The Board will focus on governing through policy and strategic direction in support of student achievement.  
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2. The Board is committed to an ongoing, open dialogue with the community regarding student education.  
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3. The leadership and direction of district staff and the management of the school district is the direct responsibility of the superintendent, not the Board or any individual Board member. The Board and superintendent will work together to maintain open and honest communication based upon trust.  
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4. The Board acknowledges the primary responsibility of the superintendent, supported by administrative staff, is to achieve the strategic direction and accompanying goals set by the Board of Directors in collaboration with the Superintendent. Board members will work with the Superintendent’s office in their interactions with staff.  
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5. The Board, representing the community members of the district, establishes strategic direction and goals. The Board assures the superintendent determines the data needed to measure and monitor the process, progress, and goals.  
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6. The Board commits itself individually and collectively to maintain standards of conduct, to “speak with one voice” once decisions are made, to maintain a positive culture and orderly decision-making processes, and to do its work openly.

## BOARD PROCESS AND PROTOCOLS

1. All data and information provided by the district to one Board member will be provided to all board members.
2. Decisions made by the Board will not be made the first time an issue is brought before the Board except under exceptional circumstances.
3. Board member requests during open session will be recorded by the Superintendent, and will be acted upon in the most appropriate manner as ascertained by the Superintendent and Board Chairs.
4. Board member requests outside of open session will be acted upon as ascertained by the Superintendent and Board Chairs and response shared with all members.
5. Board members will strive to make decisions in an orderly fashion at meetings, expressing positions once during debate and using motions to end debate when discussions become repetitive.
6. Board members will share their perspectives succinctly and respect differing opinions.
7. Board members will refer community members with issues of concern regarding school district operations to the proper staff member or administrator directly responsible for the operational activity. In areas of major concern, Board members will refer community members to the Superintendent and copy the Board Chairs.
8. A copy of any written legal opinion regarding Board business, Board actions, or potential future Board actions or regarding any Board member(s) that is provided to the Board Chair or Superintendent will be provided to all Board members.
9. Board members and staff are respectful toward members of the community who address the Board.
10. The Board may appoint one 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 should be articulated by a single voice.
11. Board members agree that during meetings they will strive to:
  - a) Avoid springing surprises on each other.
  - b) Avoid hidden agendas.
  - c) Use Robert's Rules of Order Newly Revised to govern its deliberations and to control the meeting.
  - d) State their position and vote their conscience.
  - e) Treat all present with respect.
  - f) Attack issues, not attack people.
  - g) Refrain from debating issues with members of the audience.
  - h) Use discretion when addressing issues presented to the Board.
  - i) Direct questions or comments to the Board Chair when responding to issues presented to the Board by the public.
  - j) Limit deliberations/activities to Board work and not administrative/staff work.
  - k) Ensure only one person speaks at a time and that each member has an equal opportunity to participate.
  - l) Listen to each other and refrain from side conversations.
  - m) Refrain from long speeches.
  - n) Model the behaviors the Board expects of students, staff, and community members.
  - o) Maintain decorum and avoid using aggressive tactics.
  - p) Refrain from taking a position on an agenda item or issue until all relevant information is presented.
  - q) Praise publicly and challenge respectfully.
  - r) Monitor meeting process for compliance with laws and policy.
12. The Board may perform an annual self-evaluation.
13. The Board Chair may summarize action items & wrap up following official meetings.

**BOARD LIAISON COMMITTEE ASSIGNMENTS**

**GOVERNANCE**

Agenda Item #5

July 6, 2023

**SUPERINTENDENT'S RECOMMENDATION:**

This time on the agenda is scheduled for board members to discuss committee liaison assignments for the 2023-2024 school year.

**ORIGINATED BY:**

Annual agenda item.

**ATTACHMENTS:**

District and Board Committees

[Policy BCE/BCF](#)

**PRESENTER:**

Board Chair

**Student Voice Equity Committee**

An advisory committee to understand the diverse experiences of students in the North Clackamas School District and amplify their voices and stories to improve their educational experience. These meetings will be held virtually.

**Employee Benefits Committee**

Typically meets monthly on the first Monday at 4:00-6:00 p.m. to review the health plan and other benefits. There will be no meetings in December and January.

**Health Curriculum Committee**

Meets as needed (evenings) to review curriculum materials. Reviews supplemental health materials and makes a recommendation to the Board for their use.

**Legislative Advocacy Committee**

Every other fall/winter prior to the long legislative session, Board liaisons would work with district staff and community members to draft the District's Legislative Agenda. After Legislative Agenda board adoption, Board liaisons would provide legislative outreach and advocacy throughout both legislative sessions in accordance and in alignment with the Board adopted Legislative Agenda.

**NCEA Labor Association**

Meets as needed on contract negotiations and other communication with the union.

**OSEA Labor Management**

Meets as needed on contract negotiations and other communication with the union.

**Policy Review Committee**

Meets virtually twice monthly on the first and third Tuesday at 2:00-3:30 p.m., or as needed, to discuss revisions to Board policies.

**Wellness Committee**

Meets on the second Wednesday each month at 3:45 – 5:15 p.m. Committee researches programs and oversees grants to promote wellness for employees.

**Senate Bill 732**

Implement and establish Senate Bill 732 as a Superintendent's educational equity advisory committee.

**Superintendent Evaluation Committee**

This committee is responsible for drafting the superintendent's evaluation. The evaluation is drafted over 1-2 meetings in February. As this is a Board Committee it is subject to Oregon's Open Meeting Law.



Code: **BCE/BCF**  
Adopted: 6/19/86  
Readopted: 9/20/12  
Orig. Code(s): BCE

## **Board Committees**

The Board may appoint special committees of citizens, staff and/or Board members for specific purposes to serve until their assignment is completed. This can include the entire Board meeting as a committee-of-the-whole; standing sub committees; ad hoc committees and advisory committees. Committee assignments for standing sub committees will be made at the Board's organizational meeting.

### **General Guidance**

Committee recommendations will be made directly to the Board. Recommendations from such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters. Committee recommendations and reports will become an official part of Board minutes.

All meetings of Board committees shall follow all public meeting laws. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chair.

The composition of committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. When requested by the Board, appointment of staff members, when appropriate, will be made by the superintendent.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility;
2. The resources the Board will provide;
3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive a committee report(s).

### **Committee of the Whole**

The Board meets as one body for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. This is a non-voting meeting.

## **Standing Subcommittees**

This Board-directed committee exists in perpetuity to advise the Board on important governance matters. These are long term committees which assist the Board in doing policy work efficiently and effectively; provides opportunity to conduct more thorough research and consideration of information prior to decision making; provides an opportunity to dialog with invited staff and community members on specific topics as directed by the Board. A staff member will be assigned to support the committee.

## **Ad Hoc Committees**

This Board member only committee exists for a specific project, and is of limited duration. It is used to research and report on recommendations on a narrow set of issues/topics. This committee may interface with district staff but will not typically interface with the public.

## **Advisory Committees**

These advisory committees act as a sounding board for community opinion and provide an opportunity to gain community wide understanding and support on matters of districtwide importance and make recommendations to the Board. The Board appoints this committee but is not a member of this committee. Board members shall act as a resource consultant and/or as an observer and does not speak on behalf of the Board.

## **Liaison to Nondistrict Committees**

Individual Board members are assigned as a representative of the Board to another external body, group, organization or other entity. Board members may be asked to attend internal administrative/operational meetings as an observer to gain individual understanding of operations and systems. Board members shall act as resource consultant and/or observer. They do not speak on behalf of the Board.

END OF POLICY

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

[ORS 192.610 - 192.690](#)

[ORS 332.045](#)

[ORS 332.105](#)

**MANDATORY REPORTER TRAINING**

**GOVERNANCE**

Agenda Item #6

July 6, 2023

**SUPERINTENDENT'S RECOMMENDATION:**

This time on the agenda is scheduled for Board members to review expectations regarding mandatory reporting of suspected abuse of a child.

**BACKGROUND:**

The Board on February 27, 2020 adopted Policy BBFC – Reporting of Suspected Abuse of a Child due to Senate Bill (SB) 415 (2019) which designates members of a school district board as mandatory reporters of suspected child abuse.

**ATTACHMENTS:**

[Board Policy BBFC](#)

Training Handout

**PRESENTER / STAFF CONTACT:**

Shay James, Superintendent



Code: BBFC  
Adopted: 2/27/20

## **Reporting of Suspected Abuse of a Child**

A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately notify the Oregon Department of Human Services (DHS) or local law enforcement pursuant to Oregon Revised Statute (ORS) 419B.015.

The Board member making a report of child abuse, as required by ORS 419B.010, shall make an oral report by telephone or otherwise to the local office of the Department of Human Services, to the designee of the department or to a law enforcement agency within the county where the Board member making the report is located at the time of the contact.

The report shall contain, if known: the names and addresses of the child and the parents of the child or other persons responsible for the care of the child; the child's age; the nature and extent of the abuse, including any evidence of previous abuse; the explanation given for the abuse; and any other information that the Board member making the report believes might be helpful in establishing the cause of the abuse and the identity of the perpetrator.

END OF POLICY

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

[ORS 332.107](#)  
[ORS 419B.005](#)  
[ORS 419B.010](#)  
[ORS 419B.015](#)  
[Senate Bill 415 \(2019\)](#)

### **Cross Reference(s):**

BBF - Board Member Standards of Conduct



# Recognizing and Responding to Child Neglect and Abuse in Oregon

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## Objectives

The purpose of this course is to help educators understand, recognize, respond to and reliably report suspected child neglect and abuse.

Course topics include:

1. Neglect
2. Physical Abuse
3. Sexual Abuse
4. Emotional Abuse
5. Speaking with a Victim
6. Understanding Child Neglect and Abuse



## Overview

In 2014, an estimated 1,580 children lost their life to child neglect and abuse. The concept of harming a child is unimaginable to most people, although when children are neglected or abused, it's often by the people they love, people who love them, or people in whose care they are entrusted.

Children and adolescents spend a large portion of their time in school, making educators one of the most valuable resources in recognizing and reporting cases of child maltreatment.

Federal legislation identifies a minimum set of acts or behaviors that define child neglect and abuse. However, each state also provides its own definitions, and not all state definitions include the same information.

Of the estimated 702,000 instances of child neglect abuse in 2014, 92% of the perpetrators were parents.



For this course, the term “educator” applies not only to the classroom teacher, but to all school personnel who work directly with children.

## Definition

There is no single, universal definition of child maltreatment, but there are four commonly recognized forms:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

Some states also include parental substance abuse, children witnessing domestic violence and abandonment in their child protection laws.



# 1

Chapter  
Neglect

**Topics in this chapter include:**

- Physical Neglect
- Medical Neglect
- Inadequate Supervision
- Educational Neglect
- Emotional Neglect
- Indicators of Neglect

## Neglect

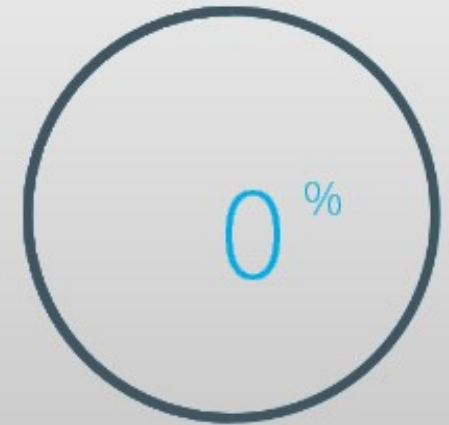
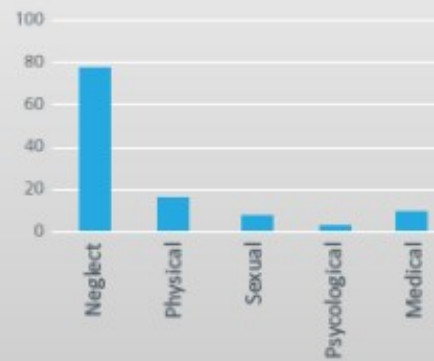
**Neglect** is overwhelmingly the most common crime perpetrated against children. Neglect is the failure of a parent or caretaker to provide needed food, clothing, shelter, medical care or supervision to the degree that the child's health, safety and well-being are threatened. Acts of neglect vary based on the age and developmental level of a child and the extent of the neglect.

While other forms of maltreatment are mostly episodic, neglect tends to be chronic. Because of this, children often become accustomed to their way of life and may not recognize what is missing.

Categories of neglect include, but are not limited to:

- Physical neglect
- Medical neglect
- Inadequate supervision
- Educational neglect
- Emotional neglect

Neglect was the most common type of maltreatment at 78%.



The percentage of child victims by sex was similar for boys and girls (48.7 and 50.9%, respectively). Source: [Child Health USA 2014](#).

## Physical Neglect

**Physical neglect** is one of the most widely recognized forms of neglect. Physical neglect includes:

- **Abandonment**, which is specifically named in many state child protection laws. It is the failure to provide reasonable care and supervision of a child. A child is considered to be abandoned when:
  - The parent's identity or whereabouts are unknown;
  - The child has been left alone in circumstances where the child suffers serious harm; or
  - A parent fails to maintain contact or provide reasonable support for their child within a specified period.
- **Expulsion** is the blatant refusal of custody, such as the permanent or indefinite exclusion of a child from the home, without arranging adequate care.
- **Shuttling** is repeatedly leaving a child in the custody of others for days or weeks at a time.
- **Nutritional neglect** is when a child is undernourished or goes without food for long periods.
- **Clothing neglect** is the lack of appropriate clothing, such as not having warm clothes or shoes in winter.



## Physical Neglect, continued

Additional types of physical neglect include inadequate hygiene, failure to address obvious hazards in the home, and/or a reckless disregard for a child's safety and welfare (e.g., driving while intoxicated with a child in the car, leaving a young child in a car unattended, etc.).

Neglect laws often exclude circumstances in which a child's needs are not met because of low socio-economic status or an inability to provide.

It is unclear when homelessness should be considered neglect. Some states specifically omit homelessness as a form of neglect. However, homeless children are more at risk for other types of neglect.





Some states define **medical neglect** as the failure to provide needed medical treatment or mental healthcare to a child. Types of medical neglect are listed below:

- **Refusal of healthcare** is the failure to provide or allow needed medical care as recommended by a competent healthcare professional.
- **Delay in healthcare** is the failure to seek timely and appropriate medical care for a serious health problem that a reasonable person could recognize as needing medical attention.
- **Delay or refusal in psychological care** is the failure to seek or provide treatment for an emotional or behavioral problem that most people would recognize as needing professional attention (e.g., suicidal behaviors).

There are exemptions in some states for parents who choose to not seek medical care due to religious beliefs.

## Inadequate Supervision



**Inadequate supervision** involves leaving a child inadequately supervised for extended periods of time, or allowing a child to remain away from home without attempting to determine where the child is. Some states specify the amount of time children at different ages can be left alone.

**Inappropriate care** involves leaving a child in the care of someone who should not be trusted to provide care for a child, such as leaving a child with another young child, or leaving a child with a known child abuser.

Other types of inadequate supervision include:

- Leaving a child with an appropriate caregiver several days longer than planned;
- Leaving the child with a caregiver who is not adequately supervising the child; and
- Not keeping the child from engaging in risky, illegal or harmful behaviors.

## Educational Neglect

Parents are responsible for meeting certain requirements regarding the education of children. About half the states include the **educational neglect** a child as part of their definition of neglect.

**Failure to enroll** a school-age child in school is one type of educational neglect. Another type is **chronic truancy** — that is, not sending a school-age child to school without valid reasons for keeping him/her home.

**Inattention to special-education needs** involves refusing to allow a child to receive recommended remedial-education services, without a reasonable cause for doing so.



## Emotional Neglect

**Emotional neglect** is more difficult to assess than other types of neglect. It often occurs along with other forms of neglect or abuse.

**Inadequate nurturing or affection** involves the persistent, marked inattention to a child's needs for emotional support or attention.

**Permitting maladaptive behavior** occurs when a parent or caregiver is aware that a child is engaging in risky, maladaptive behaviors but does not intervene.



## Indicators of Neglect, Student

Indicators of neglect are likely visible in the appearance and behavior of a child. Consider reporting possible neglect if/when you notice that a *child*:

- Is frequently absent from school.
- Wears dirty clothing, has clothing is significantly too small or too big; has clothing that's torn, or has clothing inappropriate for the weather.
- Is often hungry; hoards, steals or begs for food; seems emaciated; or has a distended stomach.
- Often appears listless and tired, and has little energy.
- Frequently reports caring for younger siblings, or shares that there is no adult at home to provide care.
- Has unattended medical or dental problems, such as infected sores or decaying teeth.
- Demonstrates poor hygiene or smells of urine and feces.



## Indicators of Neglect, Caregiver

Consider reporting possible neglect if/when a *parent or adult caregiver* repeatedly:

- Appears to be indifferent to a child;
- Seems apathetic or depressed;
- Behaves irrationally or in a bizarre manner; or
- Is abusing alcohol or drugs.

In these cases, it is common to see a parent-child role reversal, where children begin assuming parental roles and responsibilities.



# 2

## Chapter

# Physical Abuse

**Topics in this chapter include:**

- Physical Abuse
- Indicators of Physical Abuse

## Physical Abuse



**Physical abuse** includes any non-accidental physical injury caused by the actions of a caretaker. Abusive behaviors that typically cause harm include, but are not limited to:

- Striking
- Kicking
- Pushing
- Shaking
- Whipping
- Burning
- Biting

Many states' definitions of physical abuse include circumstances that create a significant risk of harm to a child's health or welfare. These actions are considered abusive regardless of whether harm was intended.

Acts of discipline, such as spanking, are not considered abusive when they are reasonable and do not cause bodily injury; many states include this exception in their laws.

## Indicators of Physical Abuse, Student and Caregiver

Consider the possibility of reporting possible physical abuse if/when a *student*:

- Has unexplained burns, bites, bruises or broken bones;
- Has fading bruises or other marks noticeable after an absence from school;
- Seems frightened of parents and protests or cries when it is time to go home;
- Shrinks at the approach of adults;
- Reports injuries caused by a parent or another adult caregiver; or
- Provides explanations for injuries that don't make sense.

Consider the possibility of reporting possible physical abuse when a *parent or adult caregiver*:

- Offers a conflicting or unconvincing explanation for a child's injury;
- Uses harsh physical discipline with a child;
- Shows little concern for a child; or
- Asks teachers or other caregivers to use harsh physical discipline if a child misbehaves.



Signs of physical abuse are difficult to interpret with absolute certainty and may be confused with normal childhood injuries.

## Indicators of Physical Abuse, continued

**Bruises** are the most common injury caused by physical abuse. Bruises from normal childhood mishaps usually occur to the “less fleshy” parts of one’s body, such as the forehead, elbows, knees and shins. It’s less common for children to sustain bruises to the “fleshy” parts of their bodies, such as their cheeks, abdomen, thighs and buttocks.

Most bruises do not have a recognizable shape. Bruises that appear as loop marks or hand marks, or that show a recognizable source (such as a belt) strongly suggest physical abuse. Also, watch for:

- An unusual amount of bruising;
- Bruises on different areas of the body;
- Multiple bruises in various stages of healing; and
- Bruises that indicate multiple strikes from a single object (e.g., a stick or a cord).

**Internal abdominal injuries** are difficult to recognize. Symptoms of abdominal injuries include:

- Pain or bruising in the abdominal area;
- A child guarding his/her body;
- An elevated heart rate;
- Signs of shock;
- A distended abdomen;
- A firm or rigid-feeling abdomen; and
- Low blood pressure.



## Indicators of Physical Abuse, continued 2

**Fractures** can result from direct blows, from twisting one's limbs or from falling. Fractures can be identified by:

- Swelling or bruising over a bone;
- A deformity in an arm or a leg;
- Pain in an injured area that gets worse when the area is moved or when pressure is applied;
- Loss of function in an injured area; or
- A bump or opening in the skin where an injury occurred.

A child with broken ribs may have difficulty breathing and may take quick, shallow breaths.



### Indicators of Physical Abuse, continued 3

**Head traumas** are the leading cause of death from physical abuse. Head trauma may be the result of a direct blow to the head or from severe shaking (commonly referred to as “shaken baby syndrome”).

When a child has a skull fracture, there may be blood or clear fluid leaking from the nose or ears, there may be eye pupils of unequal size, there may be bruises or discoloration around the eyes or behind the ears, or there may be swelling or a dent on part of the head.

Less severe head trauma cases may be recognized through the following symptoms:

- Sudden changes in behavior or mood, such as anxiety, irritability or depression;
- Vomiting;
- Dizziness, confusion or memory loss;
- Partial paralysis or numbness; or
- A headache.

In the most severe cases of head trauma, a child may become unconscious, suffer seizures or go into shock. These symptoms indicate a child is in dire need of emergency medical attention.



## Indicators of Physical Abuse, continued 4

**Burns** can be identified via the following indicators:

- Cigarette burns are round and are the size of cigarettes.
- Grease burns may leave a trail of the substance “dripping or running” down the skin.
- Scalding patterns from immersing a child into hot water often have clear burn lines.
- There may be areas of the skin that are less burnt because of folds in the skin.

**Bites** inflicted by animals may be difficult to distinguish from bites from other humans. However, bites from animals are typically smaller, deeper and narrower than human bites. Also, animal bites may show signs of the flesh being ripped or torn .



# 3

## Chapter

# Sexual Abuse

**Topics in this chapter include:**

- Sexual Abuse
- Indicators of Sexual Abuse

## Sexual Abuse

All states include sexual abuse as part of their child-protection laws. **Sexual abuse** occurs when an adult engages in inappropriate sexual behavior with a child, or when a child is exposed to inappropriate sexual behavior.

Sexual abuse can include any of the following behaviors:

- Oral, anal or genital penetration;
- Fondling of a child's genitals, breasts or buttocks;
- Making the child fondle an adult's genitals;
- Indecent exposure;
- Sexual exploitation of children (e.g., involving a child in prostitution or in the production of child pornography);
- Inadequate or inappropriate supervision of a child's voluntary sexual activities; and/or
- Exposing a child to pornographic materials.

The term **sexual abuse** typically refers to situations where a child is abused by a parent or another family member.

**Sexual assault** typically implies a forced or coerced sexual act by someone from outside the family. It may also include sexual acts committed by a person under the age of 18 when the perpetrator is significantly older than the victim, or when the perpetrator is in a position of power or control over a child.

The charges appropriate for a given case varies by state.



In some states, the definition of sexual abuse includes sex trafficking (i.e., the trafficking of children for sexual purposes).

## Sexual Abuse, continued



Sexual abuse impacts a child's behavior, school performance, attention, self-perception and emotional regulation. Many victims of sexual abuse become so consumed with the emotional effects of the abuse that they lack the energy they need to engage fully in learning.

After being sexually abused, children are at risk of developing significant emotional and behavioral difficulties. Victims may experience any combination of the following:

- A sense of guilt for their role in the abuse;
- Anger at their parents for not knowing about the abuse;
- Feelings of powerlessness;
- Feeling like they are "damaged goods"; and
- A fear that people will treat them differently because of the abuse.

## Sexual Abuse, continued 2

Victims of sexual abuse may also experience **mental health disorders**, including major depression.

Likewise, victims may start acting aggressively or engaging in age-inappropriate sexual behaviors. A child who has been sexually abused may approach adults seductively, assuming adults will be pleased by their behavior. Or s/he may abuse their peers or younger children as a way of trying to make sense of the abuse.

In addition, sexual-abuse victims often experience **posttraumatic stress disorder (PTSD)**, characterized by:

- Having Intrusive, reoccurring thoughts of the traumatic experience;
- Avoiding reminders of the trauma (e.g., places, people, sounds or smells that trigger memories);
- Numbing oneself emotionally;
- Behaving irritably;
- Having difficulties sleeping or concentrating; and
- Physical and emotional hyperarousal (e.g., mood swings that are disproportionate for the situation).



## Sexual Abuse, continued 3

In most sexual abuse cases, a period of grooming takes place. **Grooming** involves an adult increasingly and persistently invading the boundaries of a vulnerable child. Initially, children may welcome attention from an adult. An then, as the boundary invasions become increasingly inappropriate, the child may justify the adult's behavior because of the "special relationship" they share.

It's important to note that while all sexual grooming involves boundary invasions, not all boundary invasions constitute sexual grooming. Some boundary invasions between an adult and a child are understandable and justified. For example, a teacher's aide may need to change a student after a toileting accident. Or a coach may have to touch students while teaching them wrestling, football or gymnastics.



## Indicators of Sexual Abuse, Student

Consider the possibility of reporting possible sexual abuse if/when a *student*:

- Demonstrates bizarre, sophisticated or unusual sexual knowledge or behavior;
- Suddenly refuses to change for gym or participate in physical activities;
- Reports nightmares or bed-wetting;
- Experiences a sudden change in appetite; or
- Becomes pregnant (particularly if the child is younger than 14 years old).

Although indicators of sexual abuse are difficult to recognize, some include:

- Injuries to the genitals that make it difficult to walk or sit;
- Torn, stained or bloodied underwear; or
- Itching in the genital area. (Genital itching may indicate a sexually transmitted disease.)

It may be more difficult to detect the symptoms of sexual abuse in adolescents because of their increased knowledge of sexuality. That said, teens that exhibit intense promiscuity, self-injurious or suicidal behaviors may be revealing conflicts they're unable to handle.



## Indicators of Sexual Abuse, Caregiver

In addition to the indicators exhibited by a child, there are indicators exhibited by perpetrators of sexual abuse. Recognizing the indicators in a perpetrator may help to verify suspicions of sexual abuse.

Consider the possibility of sexual abuse if/when a *parent or caregiver*:

- Is unduly protective of a child;
- Severely limits a child's contact with other children, especially children of the opposite sex;
- Is secretive and isolated; or
- Is jealous or controlling with family members.



# 4

Chapter

## Emotional Abuse

**Topics in this chapter include:**

- Emotional Abuse
- Indicators of Emotional Abuse

## Emotional Abuse



Even the most responsible of parents have occasions when they say hurtful things to their children, fail to give them the attention they want, or scare their children with threatening behavior. Emotional abuse involves more than an occasional poor choice of words or an occasional display of insensitive behavior.

**Emotional abuse** (i.e., psychological abuse) is a pattern of behavior that impairs a child's emotional development or sense of self-worth. Examples of emotional abuse include:

- Constant criticism, ridicule or threats;
- Withholding love, affection or guidance;
- Ignoring a child's attempts to interact;
- Persistent, marked inattention to a child's need for affection, emotional support or attention; or

Isolating a child (e.g., confining a child, placing unreasonable limitations on a child's freedom of movement, or restricting the child from interacting with his or her peers).

State laws often define emotional abuse as "injury to the psychological capacity or emotional stability of a child, as evidenced by an observable or substantial change in behavior, emotional response or cognition" and injury as evidenced by anxiety, withdrawal or aggressive behavior.

## Indicators of Emotional Maltreatment

Emotional abuse is most often observed through behavioral indicators. It is nearly always present in conjunction with other forms of maltreatment. Consider the possibility of reporting emotional abuse if/when a *child*:

- Shows extremes in behavior (e.g., overly compliant behavior, overly demanding behavior, extreme passivity or extreme aggression);
- Is either inappropriately adult or inappropriately infantile;
- Is delayed in physical or emotional development;
- Displays suicidal behaviors;
- Reports a lack of attachment to his/her parent;
- Runs away from home;
- Shows significant sadness, self-denial, depression, low self-esteem or withdrawal;
- Is unable to form trusting relationships;
- Displays habit disorders (e.g., sucking, biting, rocking, etc.);
- Has phobias, obsessions, compulsions;
- Has conduct disorders (e.g., (is anti-social, violent, destructive or sociopathic); or
- Has neurotic traits (e.g., sleep disorders, speech disorders or the inability to play).



## Indicators, continued

Consider the possibility of emotional abuse when if/when a *parent or caregiver*:

- Constantly blames, belittles or berates a child;
- Is unconcerned about a child and refuses to consider offers of help for the child's problems;
- Overtly rejects a child;
- Sees a child as entirely bad, worthless or burdensome;
- Demands a level of physical or academic performance that the child cannot achieve; or
- Looks primarily to the child to provide him/her care, attention and the satisfaction emotional needs.

The behavior of *emotionally abused* children may be similar to the behavior of children who are *emotionally disturbed*. Parental behavior can help to distinguish between the two. The parents of an emotionally disturbed child are usually concerned about their child's welfare and seek help. The parents of an emotionally abused child may ignore that their child has a problem, refuse all offers of help, and/or appear unconcerned.

 [State statutes pertaining to all forms of child maltreatment](#)



# 5

## Chapter

# Speaking with a Victim

Topics in this chapter include:

- Overview
- How to Speak with a Victim

## Overview

Typically, when a child talks about neglect or abuse, s/he confides in someone trustworthy. That “someone” may be you, because school might be the child’s one safe refuge from abusive environment at home.

The thought of talking to a child about neglect or abuse may make you feel uncomfortable. But how you handle such a conversation is critical. It could, quite literally, be the most important discussion the child will ever have.

It’s essential you make the child feel comfortable. You want him/her to disclose as much information as s/he’s willing to do. That’s because your goal is to identify — and ultimately report — suspected child abuse so that a trained professional can investigate the situation.



## How to Speak with a Victim 1-4



When speaking with a possible victim of neglect or abuse:

1. Talk to the victim in private. Choose a comfortable area where you can't be overheard.
2. Don't be emotional. Maintain an open posture. Be calm and reassuring so the child stays relaxed. Don't show disgust about the abuse or the abuser; the child may think your disgust is directed at him/her for the acts forced s/he endured. In addition, even if the abuser committed a horrible act, he may still be someone the child loves.
3. Speak to a child at his/her level. Don't use terms unfamiliar to the child. And don't correct the child if s/he uses inappropriate language to describe what happened, or as part of an emotional outburst.
4. Listen intently. Show you're paying attention by nodding your head and using simple phrases like, "I see." Don't plead for information or coerce a child to share more than s/he wants.

## How to Speak with a Victim 5-6

5. Take the child seriously. Don't try to judge the child's truthfulness; a Public Child Services Agency (PCSA) will investigate the matter to determine what happened. Just let the child know what s/he's saying is important, and that sharing it is the right thing to do.
6. Obtain the information needed to make a report. Ask these four important who/what/when/where questions:
  - I. Who did this to you?
  - II. What happened?
  - III. When did this happen?
  - IV. Where were you when this happened?

Then, follow-up with open-ended questions such as, "What happened next?" Refrain from asking "why" questions. A child may think that you're asking him/her to justify his/her comments.



## How to Speak with a Victim 7-8

7. Help the child devise a safety plan. Talk about what the child should do if the abuse persists. If it does continue, encourage her/him to talk to you or another trusted adult right away. Suggest other people who can help.
8. Don't make promises or create misleading expectations. Let the child know you'll do everything you can to help. But don't promise the abuse will end. If you do, and the abuse endures, the child may no longer trust you. Also, don't promise a happy ending. Although steps will be taken to protect the child, s/he may be removed from her/his home, someone the child loves may be jailed, or the child's family may endure great amounts of stress.



## How to Speak with a Victim 9-10

9. Explain to the child what will happen next. Don't allow the child to think you will keep the conversation secret. Explain what you will do and what s/he can expect. Talk positively about what will happen and reassure the child that it's all to help and protect her/him.
10. Don't delay in making a report. If necessary, ask someone to assume your responsibilities so you can contact a law enforcement or a PCSA. Discuss the situation with someone before the child leaves school so protective measures can be enacted as needed.



Immediately after your conversation with the child, write down what she said. Be as detailed as possible, using the child's exact words.

# 6 Chapter

## Understanding Child Neglect and Abuse

**Topics in this chapter include:**

- Effects of Child Neglect and Abuse
- Risk Factors
- Protective Factors

## Effects of Child Neglect and Abuse

A growing body of evidence indicates that neglect and abuse can affect a child's cognitive, emotional, social and behavioral development. In fact, a child's brain structure and chemical activity can actually be changed.

How a kid is impacted depends on her/his age at the time of the maltreatment, the identity of the perpetrator, whether the child had dependable nurturing individual in her/his life, the type and severity of the maltreatment, how long the maltreatment lasted, and other factors.

Genetics predispose us to develop in certain ways. But our life experiences — including our parental interactions — significantly impact how those pre-dispositions are expressed. Genetics and life experience *both* play a role in brain development. And the brain adapts to negative experiences just as readily as it adapts to positive ones.



## Effects, continued



Children who have been neglected or abused may not be functioning at their chronological age in terms of their cognitive, emotional, social and behavioral skills. They may also display unusual or difficult coping behaviors. For example, abused or maltreated children may:

- Be unable to control their emotions and have frequent outbursts;
- Be quiet and submissive;
- Have difficulties learning in school;
- Have difficulties getting along with siblings or classmates;
- Have unusual eating or sleeping behaviors;
- Attempt to provoke fights or solicit sexual experiences;
- Be socially or emotionally inappropriate for their age; or
- Be unresponsive to affection.

The effects of maltreatment can continue to influence brain development and activity into adolescence and adulthood.

## Risk Factors

It is impossible to predict whether a child will be the victim of neglect or abuse. However, researchers have identified various factors common to victims child maltreatment; these are known as **risk factors**. Understanding risk factors can help identify victims of child maltreatment.

Children raised in homes where risk factors are present are more likely to experience abuse or neglect. When multiple risk factors are present, the risk is even greater. However, the presence of risk factors doesn't always mean maltreatment is taking place.



## Risk Factors, continued

Some of the most common risk factors include:

- **Immaturity** — Young parents may lack experience with children or be unprepared for the responsibility of raising a child.
- **Stress** — Families struggling with poverty, unstable housing, divorce or unemployment may experience higher levels of stress.
- **Substance abuse** — The effects of substance abuse — as well as the time, energy, and money spent obtaining drugs or alcohol — make it difficult for parents to care for their children.
- **Parental histories** — How a person is raised plays a large part in how s/he parents her/his own child. However, it is incorrect to assume that a maltreated child will grow up to become an abusive or neglectful parent. Two-thirds of parents who were maltreated as children do not maltreat their own children.
- **Attitudes and knowledge** — Negative, misguided attitudes about a child's behavior and inaccurate knowledge about child development are risk factors for child maltreatment:
  - A parent's lack of knowledge about normal child development may result in unrealistic expectations, which can result in inappropriate punishments.
  - Parents who become frustrated and don't know how to manage a child's behavior may lash out at a child.
  - Parents may have attitudes that devalue children or view them as property.



Two-thirds of parents who were maltreated as children *do not* maltreat their children.

## Risk Factors, continued 2

- **Family structure** — Children living in single-parent homes may have a higher risk of experiencing child maltreatment than children living with two parents. Lower income, increased stress and fewer supports all contribute to the risk of maltreatment.
- **Marital conflict and domestic violence** — Children in chaotic or violent homes are likely to experience harmful emotional consequences. These children may be victims of physical abuse themselves, or they may be neglected by parents who are focused on their partners or who are unresponsive to their children.
- **Poverty and unemployment** — Poverty and unemployment are associated with child maltreatment — particularly neglect. Most poor people do not maltreat their children; however, poverty increases factors associated with maltreatment.
- **Social isolation** — Effective parenting is more difficult when parents lack a supportive partner, a supportive family or a supportive community.



## Protective Factors



Trauma from neglect and abuse affect children differently. Some kids may experience severe long-term consequences, while others may not. The ability to cope with a negative experience is referred to as **resilience**. Resilience results from a mixture of both risk and protective factors.

**Protective factors** are conditions or attributes that promote well-being and reduce the risk of negative outcomes. Protective factors help individuals negotiate difficult circumstances and fare better in school, work and life.

Building protective factors for victims of child abuse and neglect can help increase resilience in the short-term. Building protective factors can also promote skills, personal characteristics, knowledge, relationships and opportunities that contribute to positive long-term outcomes.

## Protective Factors, continued

What follows is a non-inclusive list of protective factors:

- **Self-efficacy** — A positive internal locus of control.
- **A sense of purpose** — A positive attitude toward religiosity, faith or spirituality.
- **Self-regulation skills** — The ability to control emotions and cognitive thought processes.
- **Problem-solving skills** — The ability to solve challenges.



## Protective Factors, continued 2

- **Relational skills** — The ability to perform effectively in social situations.
- **Involvement in positive activities** — School connectedness, commitment and engagement.
- **Positive peers** — Support from positive friends.
- **A positive school environment** — A positive school climate and effective programming in schools.



## End of Section

You have completed this section of the course. You must complete all sections and take the test to receive credit for this course.

Click on the next section in the left-hand navigation bar. If you've completed all sections, please click "Take Test."

