



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

Agenda

North Clackamas School Board
Thursday, July 9, 2026 6:00 PM
Boardroom/YouTube
12400 SE Freeman Way
Milwaukie, OR 97222

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

OPEN SESSION

6:00	Call to Order	
	Community Comments	
	Native Land Acknowledgement	2
	Flag Salute	3
6:30	1. Selection of Chair/Vice Chair - Action	4
	Presenter: Shay James Board Chair	
	Consent Agenda	
	A. Employment Changes	
	B. Minutes - June 18, 2026	5
6:35	2. Declarations of Actual, Potential or Perceived Conflict of Interest	9
	Presenter: Shay James	
6:40	3. Board Protocols/Operating Agreements	17
	Presenter: Board Chair	
6:45	4. Board Liaisons Committee Assignments	20
	Presenter: Board Chair	
6:50	5. Mandatory Child Abuse Reporting Training	25
	Presenter: Shay James	
6:55	6. Policy Revisions - Discussion	109
	Presenter: Tiffany Shireman	
7:00	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 9, 2026

SUPERINTENDENT'S RECOMMENDATION:

This time on the agenda is scheduled for the Board to select a chair and vice chair for 2026-27.

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 18, 2026
Boardroom/YouTube

Executive Session

With due notice having been given and a quorum present, Chair Jena Benologa convened executive session under ORS 192.660(2)(b), at 6:00 p.m. with the following members present:

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

Complaint - The Board considered whether to hear a complaint brought against a staff member who does not request an open hearing.

Executive session adjourned at 6:05 p.m.

Open Session

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

Present, in addition to those in the executive session were Shay James, Tiffany Shireman, Teresa Neff-Webster, Michelle Riddell, Khaliyah William-Rodriguez, Tammy O'Neill, Matt Makara, David Kruse, Ryan Richardson, and Jennifer Dove-Kiltow.

Community Comments - There were no community members signed up to provide comments.

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

R25/26-49

Consent Agenda – Tory McVay moved, Glenn Wachter seconded the motion to adopt the consent agenda as recommended:

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

- Administrator transfers

- Licensed terminations

Minutes - June 4, 2026 - Approve the minutes of the regular Board Meeting held June 4, 2026.

2026-2027 Alternative Placements - Approve the proposed Alternative Program Placements list for 2026-2027.

Travel Permission Request - Grant permission for 22 students from Milwaukie High School to travel to Corvallis, Oregon, July 7-10, 2026.

Travel Permission Request - Grant permission for 13 students from Rex Putnam High School to travel to Las Vegas, Nevada, December 17-22, 2026.

Travel Permission Request - Grant permission for 12 students from Rex Putnam High School to travel to Corvallis, Oregon, August 8-11, 2026.

Travel Permission Request - Grant permission for 20 students from Rex Putnam High School to travel to Nehalem, Oregon, August 10-14, 2026.

Travel Permission Request - Grant permission for 30 students from Clackamas High School to travel to Tillamook, Oregon, July 19-23, 2026.

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

R25/26-50

Capital Construction Bond Resolution - Presentation/Action - Glenn Wachter moved, Paul Kemp seconded the motion to approve the General Obligation Bond Resolution, which includes the formal Ballot Caption, Ballot Question, Summary, and Explanatory Statement. This resolution directs that the measure be submitted to the Clackamas County Clerk for placement on the November 3, 2026 general election ballot.

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

R25/26-51

Contract Award: Program and Project Management Services RFP-2526-121 - Discussion/Action - Tory McVay moved, April Olson seconded the motion to award a contract to Cornerstone Management Group for Program Management Services and Project Management Services and award a contract to R&C Management Group for Project Management Services. The total cost of program management and project management services is estimated to not exceed \$6 million on the \$245,000,000 bond program.

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

R25/26-52 **Contract Award: Architectural and Engineering Services RFP-2526-122 - Discussion/Action** - April Olson moved, Samantha Tamtreng seconded the motion to award contracts to BBL Architects and BRIC Architecture for Architectural and Engineering Services. The total cost of Architectural and Engineering services is estimated to not exceed \$22 million on the \$245,000,000 bond program.

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

R25/26-53 **2026-2027 Organizational Resolution for the Required Designations, Authorizations and Appointments - Action** - Tory McVay moved, Glenn Wachter seconded the motion to approve the designations, authorizations, and appointments as identified in items A through I, on the attached Organizational Resolution for the Required Designations, Authorizations, and Appointments for Fiscal Year 2026-27.

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

R25/26-54 **2026-2027 Revised School Calendars - Discussion/Action** - Paul Kemp moved, Glenn Wachter seconded the motion to approve the proposed 2026-2027 calendar revisions identifying Friday, June 18, 2027 as a School Closed day and the re-identification of the days the following week as shown in Attachments A and B as found in the board packet.

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

R25/26-55 **Board Director Position 7 Appointment** - Tory McVay nominated Monica DiPietrantonio for Position 7 on the North Clackamas School District. Samantha Tamtreng nominated Ashley Krollenbrock for Position 7 on the North Clackamas School District.

Nomination passed 5-1 for Monica Di Pietrantonio - Benologa, Kemp, McVay, Olson, Wachter voted yes. Tamtreng voted no.

Nomination failed 1-5 for Ashley Krollenbrock - Tamtreng voted yes. Benologa, Kemp, McVay, Olson, Wachter voted no.

R25/26-56 **Complaint - Action** - Tory McVay moved, Paul Kemp seconded the motion that the Board determine that there was no policy violation and further

move that the Board delegates to the Board Chair the authority to respond to the complainant in writing.

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

There being no further business to come before the Board, the meeting adjourned at 7:26 p.m.

Unapproved

Draft

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

GOVERNANCE
Agenda Item #2
July 9, 2026

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.

Potential conflict of interest

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.

Actual conflict of interest

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.

Perceived conflict of interest

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.

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 spouse¹; or
2. The Board member’s or the spouse of the Board member’s:
 - a. Parent;
 - b. Step-parent;
 - c. Child;
 - d. Sibling;

¹The 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 benefits² 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.

²Examples 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 spouse³; 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 benefits⁴ 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.

³Ibid. p. 1

⁴Ibid. 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

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 #3

July 9, 2026

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

- A. The Board will focus on governing through policy and strategic direction in support of student achievement.
- B. The Board is committed to ensuring an ongoing, open dialogue with the community.
- C. 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.
- D. 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.
- E. The Board, representing the community members of the district, establishes strategic direction and goals. The superintendent determines the data needed to measure and monitor the process, progress, and goals.
- F. 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 generally encourage community members to seek information or guidance from the staff member closest to the situation. If the community member requires more specific assistance, board members may refer community members to the Board Secretary for assistance in determining who can best provide the requested information or address the question. When board members receive areas of major concern or complaints from community members, board members will refer community members to the Superintendent and notify 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. Board members agree that productive board meetings require the engagement of all board members. Board members will typically attend board meetings in person.
 - a) Remote attendance: Board members may attend board meetings virtually or by phone if they notify the Board Secretary and Chair at least one day in advance or as soon as possible.
 - b) Absences: For any absence, members should notify the Board Chair, Secretary, and Superintendent at least one week in advance or as soon as possible.
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 #4

July 9, 2026

SUPERINTENDENT'S RECOMMENDATION:

This time on the agenda is scheduled for board members to discuss committee liaison assignments for the 2026-2027 school year.

ORIGINATED BY:

Annual agenda item.

ATTACHMENTS:

District and Board Committees

[Policy BCE/BCF](#)

PRESENTER:

Board Chair



DISTRICT and BOARD COMMITTEES 2026-2027

DISTRICT COMMITTEES

Youth Equity

An advisory committee to understand students' diverse experiences in the North Clackamas School District and amplify their voices and stories to improve their educational experience. Typically meets monthly on a Tuesday or a Wednesday from 4:30 - 6:30 p.m.

Employee Benefits Committee

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

Health Curriculum Committee

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

Legislative Agenda Development Committee

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

NCEA Labor Association

Meets as needed on contract negotiations and other communication with the union. This is a non-bargaining year.

OSEA Labor Management

Meets as needed on contract negotiations and other communication with the union. This is a bargaining year.

Policy Review Committee

Typically meets virtually monthly on a Tuesday from 2:00 - 3:30 p.m., or as needed, to discuss revisions to Board policies. Approximately two times per year, an additional meeting is held for time-sensitive policy revisions.

Wellness Committee

The committee considers topics related to the local wellness policy and periodically reviews the policy. Meets at least twice annually, typically in the late afternoon.

Superintendent's Community Equity Council

An advisory committee providing bi-directional communication and learning between community members, students, staff, and school district leaders. Typically meets monthly on a Tuesday or a Wednesday from 5:00 - 7:00 p.m.

Bond Community Oversight Committee

Meets approximately quarterly throughout the bond to review bond progress and compliance with bond commitments. Times, dates, and format are to be determined.

BOARD COMMITTEES**Superintendent Evaluation Committee**

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

LIAISON TO OTHER ORGANIZATIONS**North Clackamas Education Foundation (NCEF) Board Meeting**

These meetings are for the NCEF Board members to review their budget, plan for fundraising events, share outreach efforts, and make decisions about ways they support NCSD students, staff, and the community. The NCSD Board Liaisons are non-voting, guest participants at NCEF Board meetings. Meets in person or online on the third Wednesday of each month at 6:30 - 8:00 p.m.



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

Legal Reference(s):

[ORS 192.610 - 192.690](#)

[ORS 332.045](#)

[ORS 332.105](#)

MANDATORY REPORTER TRAINING

GOVERNANCE

Agenda Item #5

July 9, 2026

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:

In Oregon, School Board member are mandatory reporters of child abuse. Policy BBFC, Reporting of Suspected Abuse of a Child, outlines the requirement.

ATTACHMENTS:

[Board Policy BBFC](#)

Training Handout

PRESENTER / STAFF CONTACT:

Shay James, Superintendent



Code: BBFC
Adopted: 2/27/20
Revised/Readopted: 1/16/25

Reporting of Suspected Abuse of a Child

A Board member is a mandatory reporter of child abuse¹. 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 a report through DHS² 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

Legal Reference(s):

ORS 332.107	ORS 419B.010
ORS 419B.005	ORS 419B.015

Cross Reference(s):

BBF - Board Member Standards of Conduct

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)



Child Abuse Module 1 - Identifying and Reporting (Oregon)

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Overview

Welcome. This is part one of a two-part training, **Oregon Child Abuse: Identifying and Reporting**. This training covers how to identify child abuse and sexual abuse. It also reviews mandated reporting.

Part two of this training covers **Child Abuse Prevention and Student Communication**. The two parts can be taken in any order.

Together, these trainings will fulfill requirements in Oregon Revised Statutes (ORS) [339.372](#) and [339.400](#).



Objectives

The chapters of this course are:

1. Identifying Child Abuse
2. Reporting Child Abuse



School Employees

Let me introduce our school employees who will lead you through this course. These employees are here to share their stories and tell you what they have learned. [Roll over each image to meet everyone.](#)



Chapter

Identifying Child Abuse

Topics in this chapter include:

- Indicators of Abuse
- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Online Sexual Abuse
- Sex Trafficking
- Human Trafficking
- Neglect

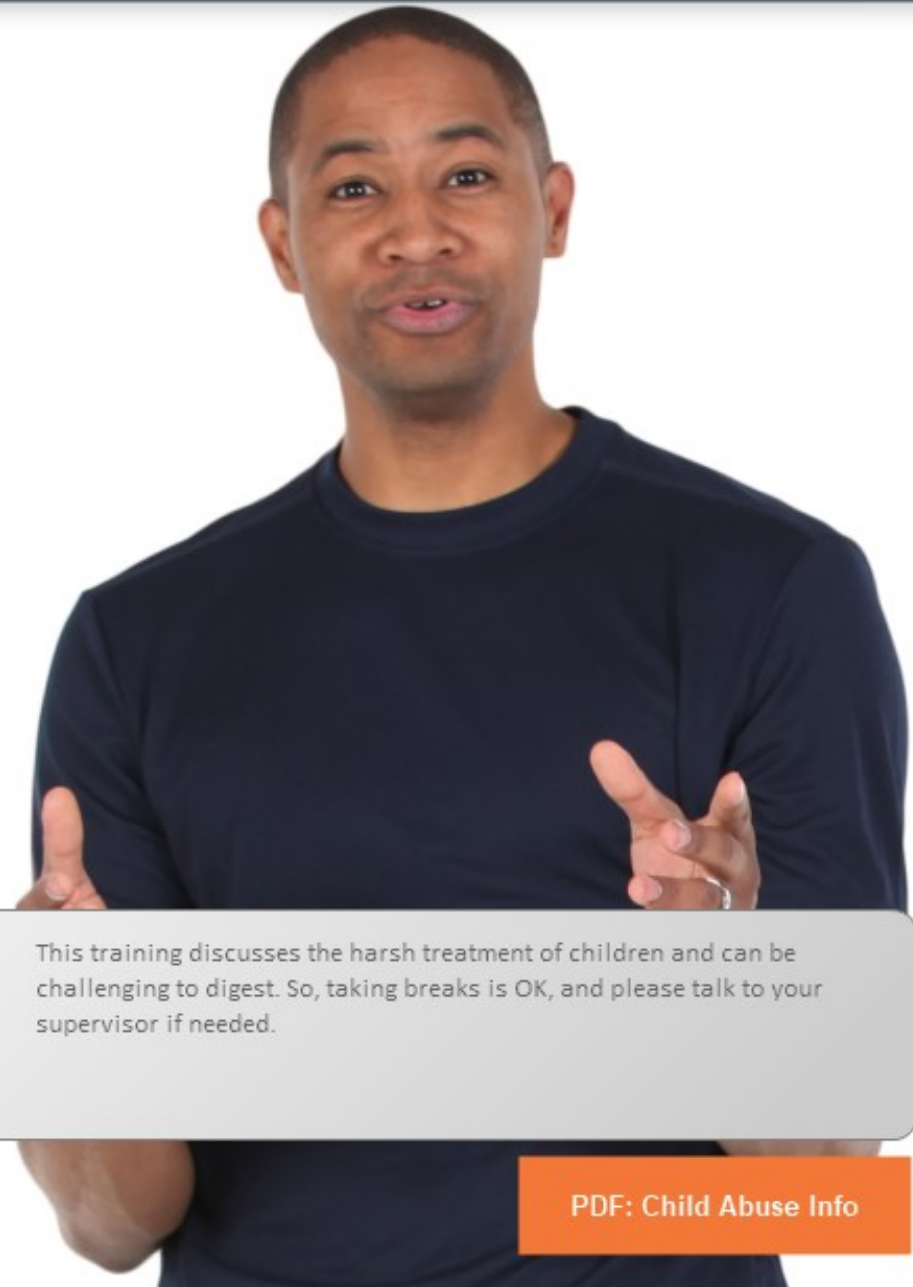
Indicators of Abuse

Hi, I'm Logan, the middle school PE teacher. This training will review different types of child abuse. You'll discover the telltale signs of how these forms of abuse might be observable with your students. Your objective is to be able to recognize each abuse based on its unique indicators.

Throughout this training, the term **indicators of abuse** will be used. It is essential to know the following:

- Indicators of abuse are a red flag for concern.
- The presence of indicator(s) doesn't mean the child is being abused but requires additional observation and a caring conversation.

[Click the "PDF: Child Abuse Info" button to download a PDF of this information.](#)



This training discusses the harsh treatment of children and can be challenging to digest. So, taking breaks is OK, and please talk to your supervisor if needed.

[PDF: Child Abuse Info](#)

Physical Abuse

Physical Abuse is any non-accidental bodily injury (ranging from minor bruises to severe fractures or death). According to the Child Welfare Information Gateway (2019), physical discipline, such as spanking or paddling, is not considered abuse, as long as it is reasonable and causes no bodily injury to the child.

[Click the "Indicators" button to continue.](#)

Indicators



PDF: Child Abuse Info

Physical Abuse

Physical Abuse is any non-accidental bodily injury (ranging from minor bruises to severe fractures or death). According to the Child Welfare Information Gateway (2019), physical discipline, such as spanking or paddling, is not considered abuse, as long as it is reasonable and causes no bodily injury to the child.

Indicators of Physical Abuse

- Bruising
- Fractures
- Head trauma
- Bite marks
- Behavior Changes

Emotional Abuse

Emotional Abuse is a pattern of behavior that impairs a child's emotional development and sense of self-worth. It may include:

- Constant criticism
- Threats
- Rejection
- Withholding love, support or guidance

[Click the "Indicators" button to continue.](#)

Indicators

PDF: Child Abuse Info



Emotional Abuse

Emotional Abuse is a pattern of behavior that impairs a child's emotional development and sense of self-worth. It may include:

- Constant criticism
- Threats
- Rejection
- Withholding love, support, or guidance

Indicators of Emotional Abuse

- Behaviors such as being extremely compliant or extremely demanding
- Behaviors that are inappropriately adult or inappropriately infantile
- Suicide attempts
- Conduct disorders, such as antisocial or destructive behaviors
- Repetitive or soothing behaviors such as sucking, biting or rocking
- Sleep disorders

Sexual Abuse

Sexual Abuse involves a child in sexual activity to provide sexual stimulation or gratification to the perpetrator. Acts of sexual abuse include both touching and non-touching behaviors.

[Click the "Indicators" button to continue.](#)

Indicators



PDF: Child Abuse Info

Sexual Abuse

Sexual Abuse involves a child in sexual activity to provide sexual stimulation or gratification to the perpetrator. Acts of sexual abuse include both touching and non-touching behaviors.

Indicators of Sexual Abuse

- Trouble sleeping due to nightmares and/or bedwetting
- A child that runs away
- Avoidance of specific people or places
- Difficulty walking or sitting
- Sudden changes in appetite
- Pregnancy or venereal disease
- Changes in dress; often unkempt
- Unusual sexual knowledge
- Withdrawn or angry
- Sudden low self-esteem

Online Sexual Abuse

Online Sexual Abuse involves grooming children to enable their sexual abuse online. It could include sextortion, inappropriate unsolicited messages such as sexual videos/photos or sharing images without consent.

Click the "Indicators" button to continue.

Indicators



Online Sexual Abuse

Online Sexual Abuse involves grooming children to enable their sexual abuse online. It could include sextortion, inappropriate unsolicited messages such as sexual videos/photos, or sharing images without consent.

Indicators of Online Sexual Abuse

- They spend large amounts of time online, especially at night
- They have pornography on their computer
- They receive phone calls from people you don't know
- They use an online account that belongs to someone else
- They turn the phone or computer monitor off when an adult is nearby
- They become withdrawn

Sex Trafficking

Sex Trafficking, according to **Oregon law**, means the recruitment, enticement, intimidation, harboring, transportation, provision, or obtaining of a person for the purpose of a commercial sex act, including such actions by means of force or fraud.

Children under the age of 18 **CANNOT** consent to commercial sex acts.

[Click the "Indicators" button to continue.](#)

Indicators

PDF: Child Abuse Info



Sex Trafficking

Sex Trafficking according to **Oregon law**, occurs when a person who knowingly recruits, entices, intimidates, harbors, or transports a person for commercial sex acts.

Children under the age of 18 CANNOT consent to commercial sex acts.

Indicators of Sex Trafficking

- A child is orphaned and living with "relatives"
- The minor has money for things you wouldn't expect, such as jewelry and phones
- They have been to inappropriate places like brothels or factories

Human Trafficking

Human Trafficking is defined by **Oregon law** as the recruitment, enticement, intimidation, harboring, transportation, provision, or obtaining of a person for the purpose of subjecting the person to involuntary servitude.

[Click the "Indicators" button to continue.](#)



Indicators

PDF: Child Abuse Info

Human Trafficking

Human Trafficking is defined by **Oregon law** as the recruitment, enticement, intimidation, harboring, transportation, provision, or obtaining of a person for the purpose of subjecting the person to involuntary servitude.

Indicators of Human Trafficking

- The minor has injuries from workplace accidents
- They are submissive or fearful
- They live with multiple people in a cramped space

Neglect

Neglect is the failure of a parent/guardian to provide necessary, age-appropriate care and provisions to support a child's health, safety, and well-being. This includes providing food, clothing, shelter, medical care, educational needs, and supervision.

[Click the "Indicators" button to continue.](#)

Indicators

PDF: Child Abuse Info



Neglect

Neglect is the failure of a parent/guardian to provide necessary, age-appropriate care and provisions to support a child's health, safety, and well-being. This includes providing food, clothing, shelter, medical care, educational needs, and supervision.

Indicators of Neglect

- The child has infected sores or other unattended medical or dental problems
- They smell of urine or feces
- They have dirty or decaying teeth
- They wear clothing that is soiled or inappropriate for the weather
- They spend a lot of time caring for siblings

2

Chapter

Reporting Child Abuse

Topics in this chapter include:

- Who Reports
- Reporting Steps

Who Reports

All school employees are mandated reporters.



! If a child is ever in immediate danger, call 9-1-1.

PDF: Reporting Abuse

Who Reports



Reporting suspected abuse is easy.
Call 855-503-SAFE
(855-503-7233)
24 hours/day, 7 days a week

! If a child is ever in immediate danger, call 9-1-1.

PDF: Reporting Abuse

Who Reports

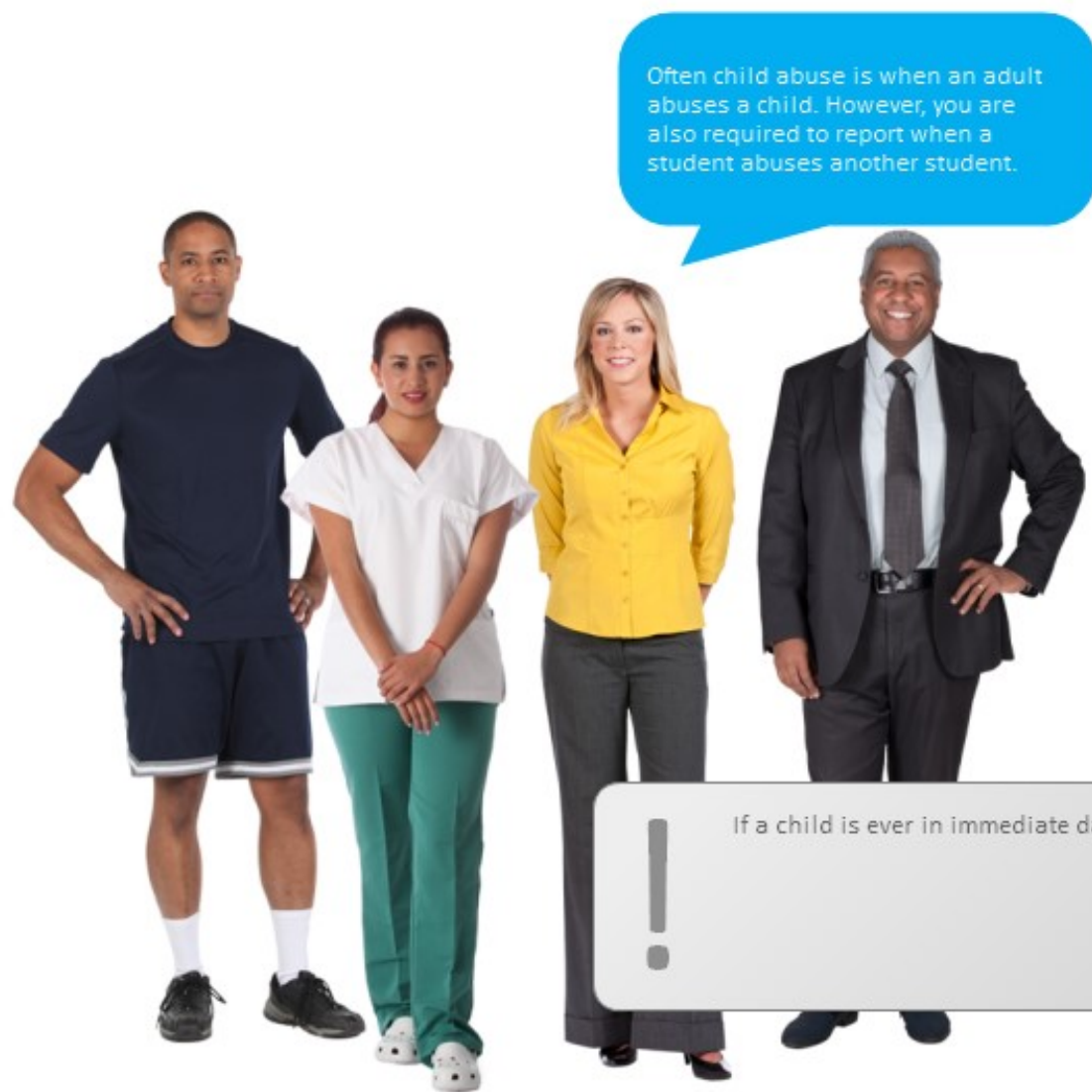
You don't need proof that abuse is happening. The hotline worker will guide you through the information.



! If a child is ever in immediate danger, call 9-1-1.

PDF: Reporting Abuse

Who Reports



Often child abuse is when an adult abuses a child. However, you are also required to report when a student abuses another student.

! If a child is ever in immediate danger, call 9-1-1.

PDF: Reporting Abuse

Who Reports

After the report, a caseworker will assess the situation further and decide if the child is at high risk or if the family needs help.



If a child is ever in immediate danger, call 9-1-1.

PDF: Reporting Abuse

Who Reports

It is important that you call so that children stay safe.
Call 855-503-SAFE
(855-503-7233)



! If a child is ever in immediate danger, call 9-1-1.

PDF: Reporting Abuse

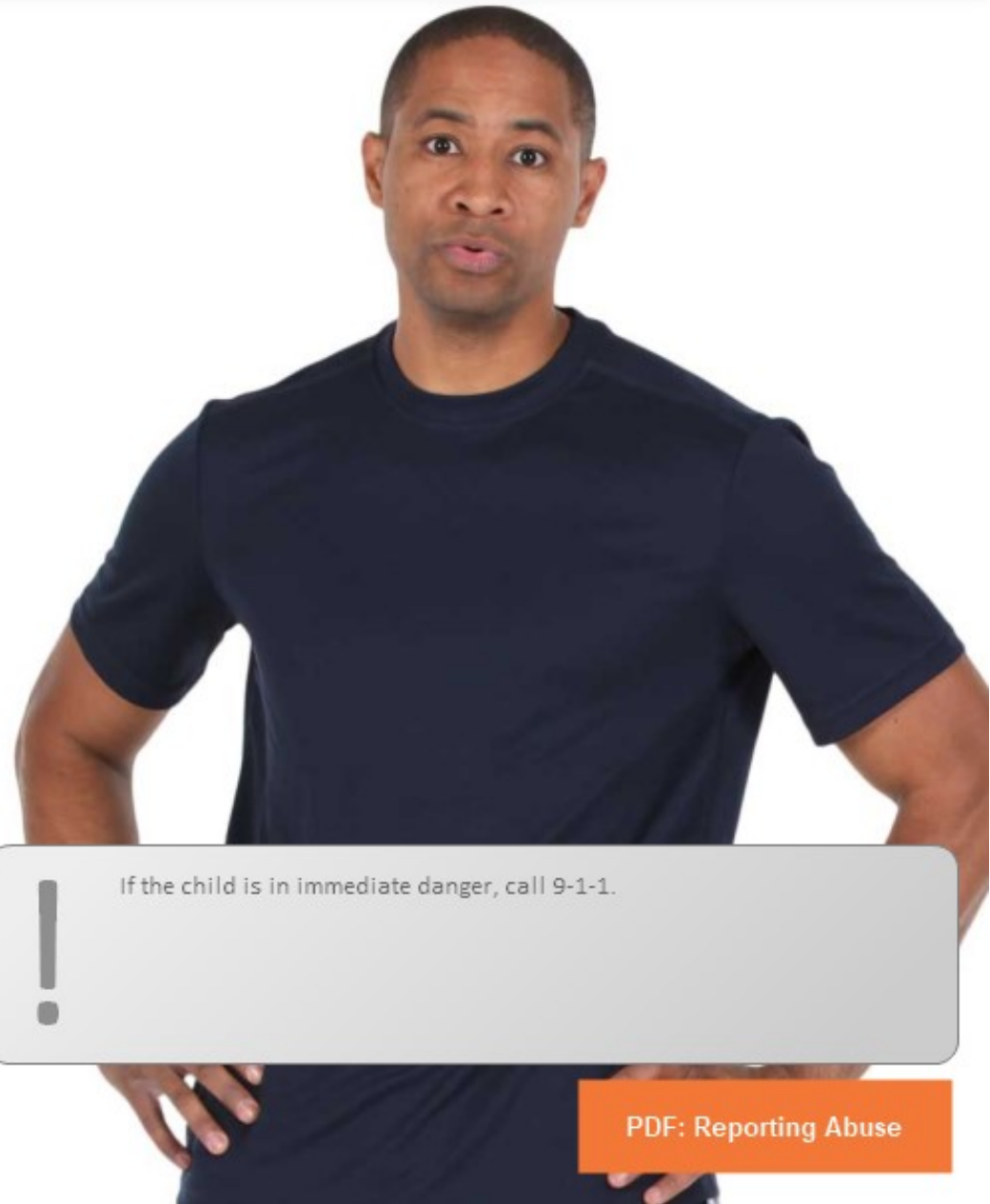
Reporting Steps

Hi, let's go through the steps again. You can print the PDF at the bottom of the screen for future reference.

First, call **855-503-SAFE (7233)** if you suspect abuse.

Next, have as much information ready as possible, including:

1. The name and address of the child
2. The name(s) and address(es) of the child's parent(s) or guardian(s)
3. The child's age
4. The concerns you have about the child
5. Any information you know about the family



If the child is in immediate danger, call 9-1-1.

PDF: Reporting Abuse

Immunity

A good faith report of suspected abuse or sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who made the report or who may have been subjected to abuse or sexual conduct.

In addition, a school may not discipline a student for filing a good faith report about suspected abuse or suspected sexual conduct involving school personnel or suspected abuse committed by a student.



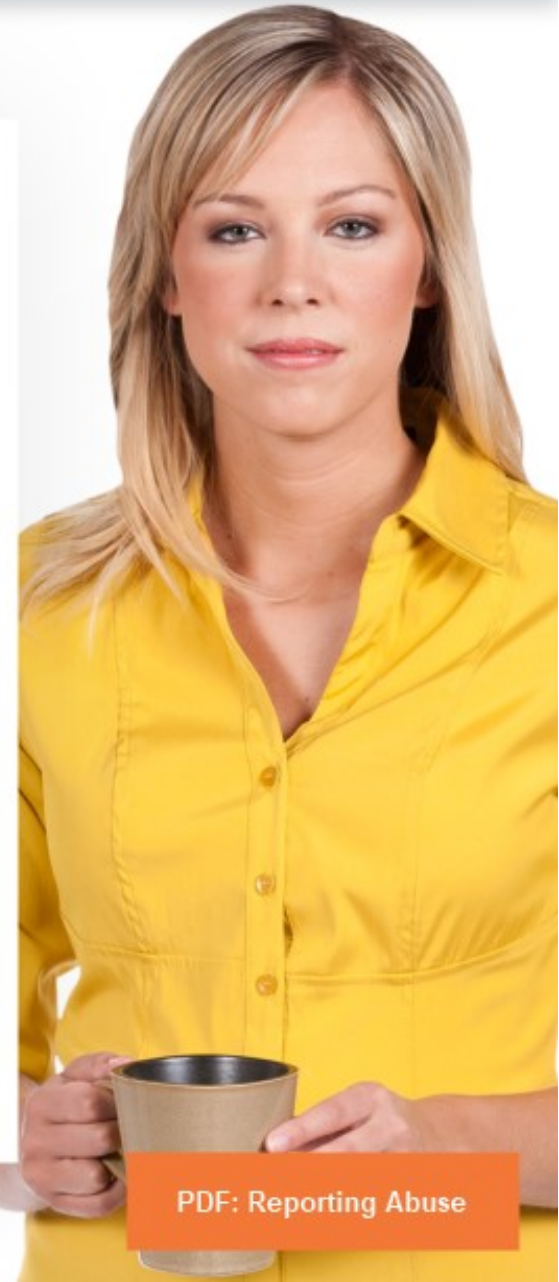
PDF: Reporting Abuse

Scenario

Hi, my name is Kate, and I am a school counselor. The next part of this training is a fictional scenario that describes a possible interaction with a student named Laura. As you read the scenario, decide how you would respond to this situation.

Click the "Start" button to begin Laura's scenario. You must complete the scenario to continue the course.

Start Scenario

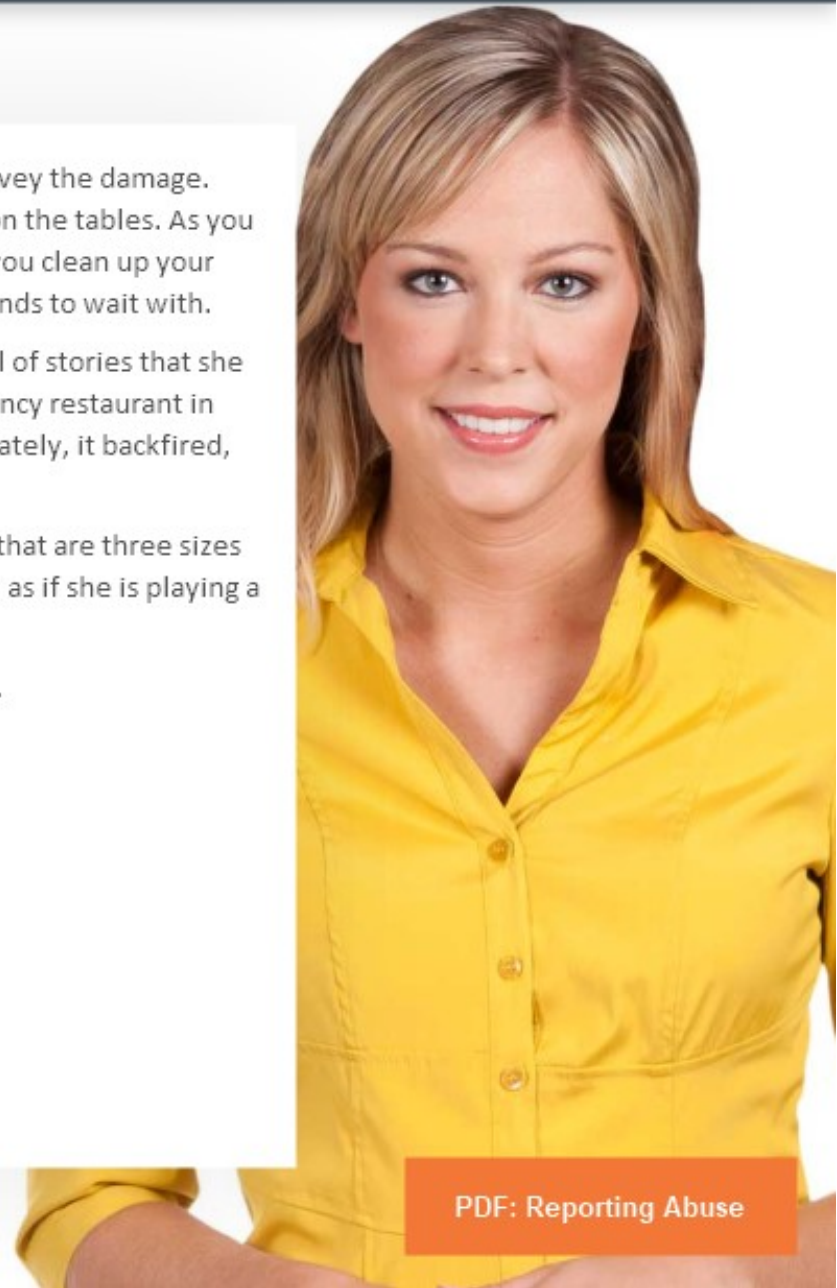


After the last student leaves your classroom for the day, you glance around the room to survey the damage. **Not too bad**, you think; most groups attempted to place their supplies back in the baskets on the tables. As you begin to tidy up, Laura comes to the door. She often stops by at the end of the day to help you clean up your room. You suspect it is to fill the time before her ride comes, as she doesn't have many friends to wait with.

Laura was in your class last year but seems more withdrawn this year. Last year, she was full of stories that she would tell the class, like how she spent her summer in France or ate regularly at the new fancy restaurant in town. She was trying to impress the other students with hopes of making friends, unfortunately, it backfired, and the other students never believed her stories.

This year, Laura has taken on a teenage aesthetic of oversized baggy shirts and sweatpants that are three sizes too big and are not getting washed regularly. Her clothes appear to have swallowed her up, as if she is playing a game of hide-and-seek with the world.

Style choices aside, you have to admit, the help is really nice, and you are happy to see her.



Continue

Back

PDF: Reporting Abuse

You smile at Laura and say, "Hi Laura, how are you today? Are you here to help me organize the tables?"

"Sure," she replies, "I can help."

The two of you get started, placing items in their proper place and throwing away scraps of paper.

"What time does your ride get here?" you ask as you turn to the next table. "Are you waiting for your mom?"

"No, my uncle is picking me up today. He is probably already here." Laura says as she focuses on sorting the markers at the table. "I just don't really want to leave right now."

"That's odd," you think to yourself, "I don't want Laura to make her uncle wait."



Continue

PDF: Reporting Abuse

How will you respond?

- ☐ "Laura; I am sure your uncle doesn't want to have to wait."
- ☐ "Oh, why don't you want to leave?"



PDF: Reporting Abuse

"I know he doesn't like to wait. I just wish my mom would come to get me," replies Laura. "I don't like it when she works late and makes me ride with him."

You notice that she looks upset and seems on the verge of tears.

You assess the situation. It's the end of the day, and Laura is probably just tired. Besides, her mom set this ride up for her, so it is clearly what she wants Laura to do. On the other hand, Laura does seem genuinely upset about the situation.



Continue

PDF: Reporting Abuse

You decide what to say next.

- ☐ "I'm sorry your mom can't be here, but you should get going. This job is almost done, thanks for your help."
- ☐ "Tell me about riding home with your uncle?"



PDF: Reporting Abuse

Laura nods and heads out the door. You realize a week later that she is no longer stopping by after school to say "Hi."

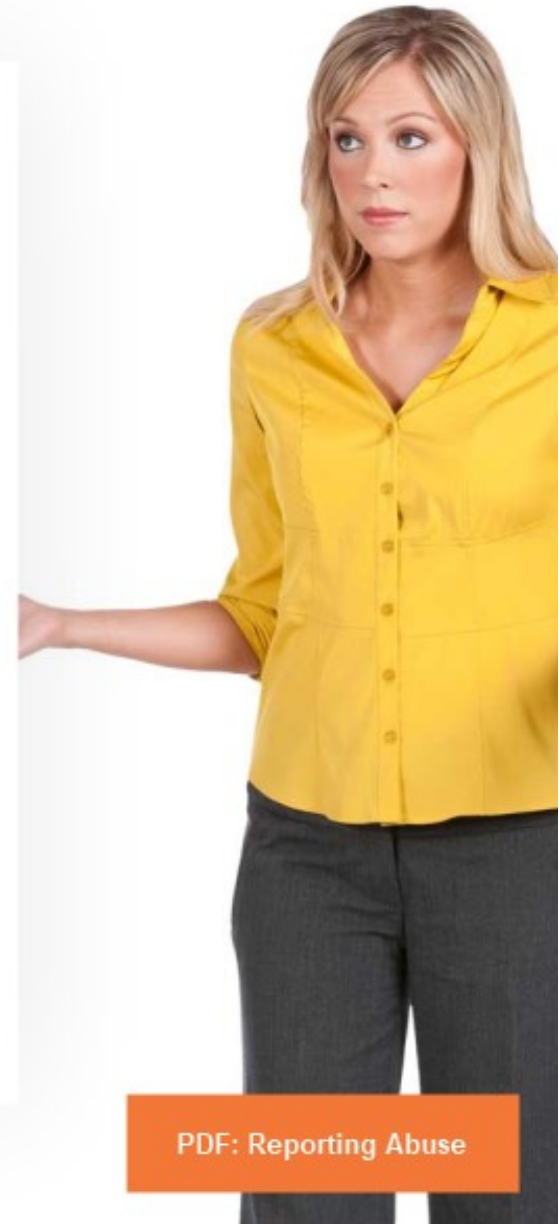
You have reached a poor ending. Laura showed signs of abuse that you missed:

- She is withdrawn.
- She has an unkempt appearance.
- She is avoiding a specific person or place.

These signs are indicators and do not mean that Laura is being abused. But they do warrant a caring conversation.

Go back and try to help Laura.

Go Back



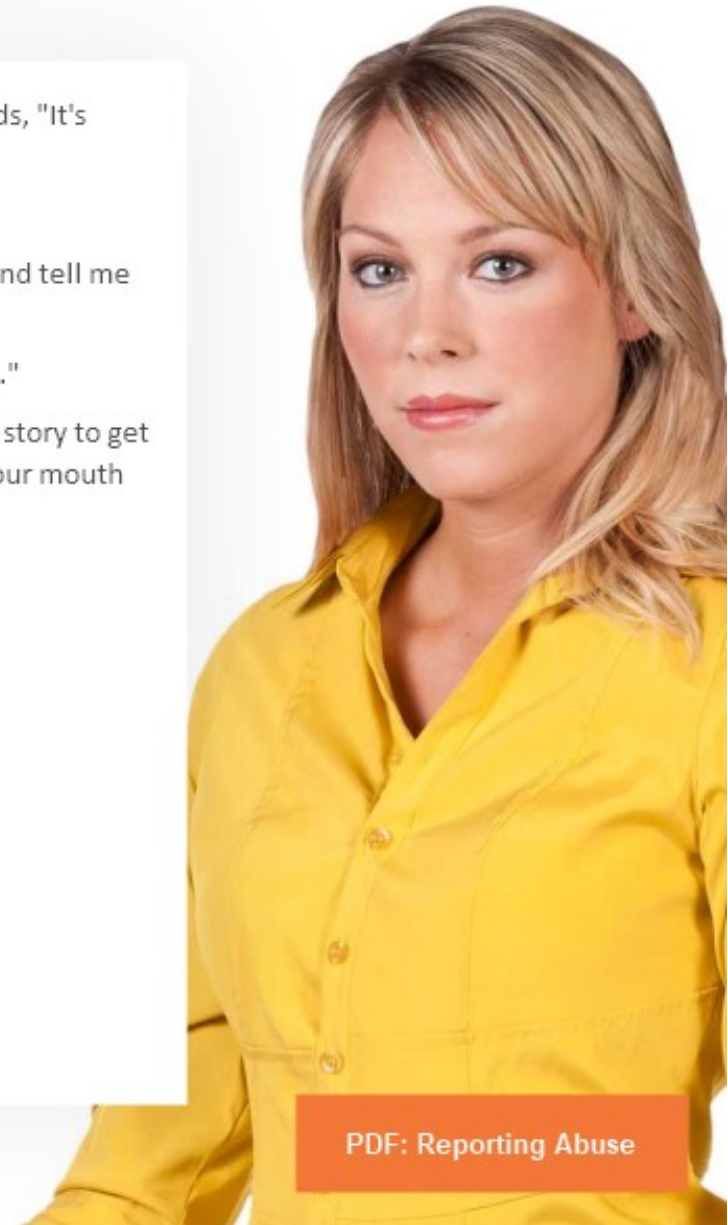
"I have to ride with my uncle because my mom works late," she says. " And I don't like him." She adds, "It's giving me a headache just thinking about it."

"Why don't you like him?" you ask.

"He is always trying to be funny, but I don't like his jokes," she replies. "He likes to touch my chest and tell me I'm becoming a big girl and will need a bra soon."

Laura is speaking so softly now it is hard to hear her when she says, "He does it every time I see him."

You give Laura your full attention. Has she just disclosed she is being abused? Or is this just another story to get out of going to her uncle's? You take a deep breath in through your nose and exhale slowly out of your mouth in an attempt to calm down.



Continue

PDF: Reporting Abuse

Then you reply.

- ☐ "Oh, Laura, that can't be true."
- ☐ "Oh, Laura, I believe you. And I want you to know nothing about this is your fault."



PDF: Reporting Abuse

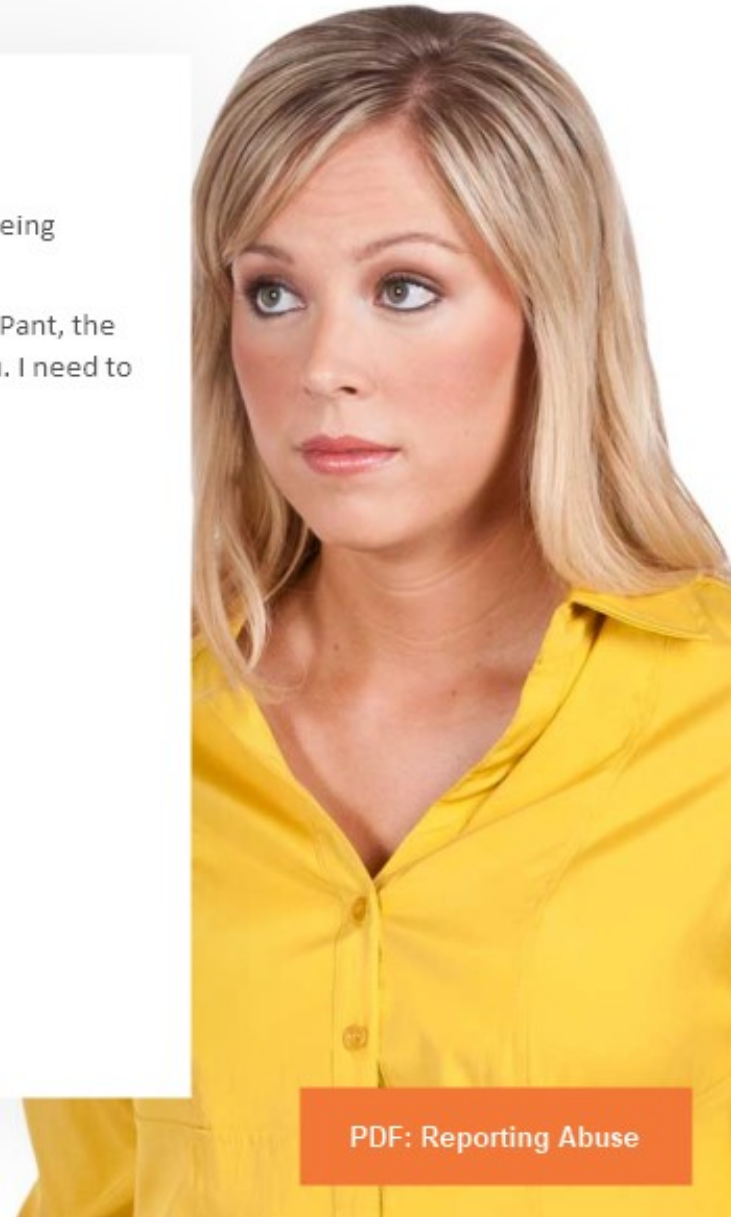
You see Laura's shoulders relax slightly as the tension she has been holding begins to release.

Gently, you ask, "Can you tell me what has been happening when you are with your uncle?"

Laura explains what happens when she is there, and you are worried because it sounds like she is being sexually abused.

"Laura," you continue, "I have to tell some other adults what you told me, including your mom, Mr. Pant, the principal and Ms. Spence, the counselor. These things are wrong and shouldn't be happening to you. I need to tell the other adults so that we can help you."

Laura nods as tears roll down her cheek, "I am sorry, I didn't know what to do."



Continue

PDF: Reporting Abuse

"I know this feels scary, but you did the right thing by telling me. I believe you and want to help you." You take Laura to the counselor's office to begin the reporting process.

You have reached the best possible ending.

How did I get here?

First, you noticed the signs that Laura might be in trouble:

- She is withdrawn.
- She has an unkempt appearance.
- She is avoiding a specific person or place.

These signs are indicators and do not mean that Laura is being abused. But they did warrant a caring conversation.

Continue



PDF: Reporting Abuse

Second, you asked open-ended questions about why Laura didn't want to leave school that day. This showed Laura that you cared about her opinions and worries.

Lastly, after Laura disclosed the abuse, you took the following steps:

- Recognized Laura's comment as a possible direct disclosure of sexual abuse.
- Calmed down before responding to the comment.
- Told Laura you believed her and that it wasn't her fault.
- You were not swayed by the doubt that this might be a misunderstanding.
- Explained what was going to happen next.

Great job, you have completed the scenario.

Continue



Knowledge Check

Select the correct answer and click the Submit button to see feedback. **NOTE: Knowledge Checks do not count toward your final test score.**

If a sixth-grade student discloses that another student at your school is touching them inappropriately. Do you need to call 855-503-SAFE (7233) and report the abuse?

- ☐ Yes, you need to report the suspected abuse.
- ☐ No, this is a school matter since they are both students.



Submit

Knowledge Check 2

Select the correct answer and click the Submit button to see feedback. **NOTE: Knowledge Checks do not count toward your final test score.**

If a student discloses that another teacher has touched them inappropriately, which action should you take?

- ☐ A. Talk to the accused teacher to determine if the student is telling the truth.
- ☐ B. Talk to the principal and see if they think it should be reported.
- ☐ C. Call 855-503-SAFE (7233) and report the abuse.
- ☐ D. Ask open-ended questions of the student to gather as much information about what happened. Then, call 855-503-SAFE (7233) and report the abuse.



Submit

PDF: Reporting Abuse

Resources

Hi, I'm Kate, the school counselor. There are many websites where you will find more information about preventing, identifying and reporting child abuse. To download a list of useful websites, click the "PDF: Resources" button.

Thank you for completing this training. We understand it is a lot of information. We wanted to offer another chance to download the PDFs from this course. We recommend that you save the information to refer to later.

[PDF: Resources](#)

[PDF: Reporting Abuse](#)

[PDF: Child Abuse Info](#)



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."



Knowledge Check Results



[Click here](#) to open the Course Outline to jump to any page for review.



Reset score and all Knowledge Checks.



Child Abuse Module 2 - Prevention and Student Communication (Oregon)

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Overview

Welcome. This is part two of a two-part training, **Child Abuse Prevention and Student Communication**. This training covers ways that educators can prevent child abuse and sexual abuse. It also reviews how educators should communicate with students in person and electronically.

Part one of this training covers **Identifying and Reporting Child Abuse**. The two parts can be taken in any order.

Together, these trainings will fulfill requirements in Oregon Revised Statutes (ORS) 339.372 and 339.400.



Objectives

The chapters of this course are:

1. Prevention of Abuse
2. Appropriate Communication with Students



School Employees

Let me introduce our school employees who will lead you through this course. These employees are here to share their stories and tell you what they have learned. [Roll over each image to meet everyone.](#)



Chapter

Prevention of Abuse

Topics in this chapter include:

- Ways Educators Can Prevent Child Abuse
- Becoming a Trusted Adult
- Barriers to Accessing Trusted Adults
- Educating Students About Abuse

Ways Educators Can Prevent Child Abuse

Hi, I'm Jenny, and I teach first grade. I want to tell you about ways to prevent child abuse.

Child abuse of any kind will thrive in two situations:

- When a child does not have an identified safe adult to talk to
- When the child has limited knowledge and can't recognize they are being abused

To prevent child abuse, educators can focus on:

- Developing trusting relationships with the children in their care
- Teaching students to recognize the signs that they are being abused

Click the ["Preventing Child Abuse"](#) button to download this information as a PDF.



PDF: Preventing Child Abuse

Becoming a Trusted Adult



A trusted adult is someone whom a young person chooses to come to for help, knowing that they will be encouraged and supported without judgment.

Research has shown that children with at least one trusted adult have improved outcomes. This is especially important for children who have had adverse childhood experiences (ACEs). If you want to be a trusted adult for a child, these are the behaviors you should strive for.

[Click the "Key Characteristics of a Trusted Adult" button to continue.](#)

[Key Characteristics of a Trusted Adult](#)

[PDF: Preventing Child Abuse](#)

Becoming a Trusted Adult



The key characteristics of a trusted adult include:

- Respond when asked for help. Children may ask for help verbally or nonverbally. Either way, you want to respond to them with understanding, validation and support. This will teach the child that speaking up works and people will help me.
- Show transparency and honesty with youth by demonstrating accountability and taking responsibility for mistakes. For example, when everyone gets a question wrong on the test, you could say, "I'm sorry. I thought I explained that thoroughly, but I was wrong. I will not count that question wrong on your test. Let's go over it again."
- Demonstrate that vulnerability is a strength, not a weakness. This can encourage young people to share their struggles. For example, when asked a question you are unsure how to answer, say aloud, "I'm a little embarrassed and feel like I should know this, but I don't. I'm going to figure it out and get back to you."
- Actively listen to young people, allowing them to open up in their conversations. For example, take longer pauses after asking questions. Keep the questions open-ended and ask follow-up questions.
- Establish boundaries and routine. This consistency in the schedule can take a child out of fight-or-flight mode, helping them relax.
- Behave non-judgmentally by allowing young people to work through problems in their own way. For example, if a student tells you how they plan to solve an issue with their classmates, don't immediately shut down their idea. Instead, imagine with them what the best and worst outcomes would be.
- Model acceptance of other cultures so all students feel appreciated and understood.

Continue

PDF: Preventing Child Abuse

Barriers to Accessing Trusted Adults

Despite your best intentions, youth may hesitate to approach you as a trusted adult. Let's look at the barriers these young people may face. These barriers can be overcome by acknowledging and discussing them with your students.

- **Safeguarding Personal Information** – Youth may not come to a trusted adult for help because they fear it will trigger a large response and worsen their problems.
- **Past Attempts Fail** – If a youth has tried to ask for help from an adult they thought they could trust, but the adult didn't help them, they are less likely to try again. A student may ask for help in a small way to test an adult's trustworthiness. If you fail to help in a small way, you are less likely to be asked for help when the stakes are high.
- **Mental Health Taboos** – The negative attitude towards individuals who suffer from mental health issues can make it difficult for a young person to discuss a problem.
- **Burden to Others** – Youth may think adults are too busy and stressed to listen to their problems.
- **Lack of Language** – Young people may not have the language to describe what is happening.



PDF: Preventing Child Abuse

Educating Students About Abuse

Child abuse thrives in secrecy and lack of knowledge. When children and adults don't talk about abuse, especially sexual abuse, it can continue for years. We need to change the narrative and start discussing with children what abuse is and how to avoid it. **Erin's Law** was passed in the state of Oregon in 2015. Since then, Oregon public schools have been required to teach personal body safety and how to speak up if they are being abused. Each person at the school plays a role in preventing abuse.

Let's take a closer look at the steps that can be taken: select each button to learn more.

Teachers

Staff

Administrators

Continue



Educating Students About Abuse

Steps teachers can take to prevent abuse.

Teach students about the different types of abuse and who to go to if they are being abused.

Recognize signs of abuse.

- We keep our clothes on.
- No one can touch your private parts.
- We don't send nude pictures.
- We don't keep secrets. Secrets based on fear are different than fun surprises like a birthday.
- No one can leave marks on your body by hitting, kicking or squeezing you.

Refuse.

- Teach students to say "No" or "Stop that." Remind them that saying no can keep everyone safe.

Report.

- Teach children to identify a trusted adult they will talk to about an unsafe situation.

This covers a summary of the material. [For a more in-depth curriculum guide, check out this link.](#)

Teachers

Staff

Administrators

Continue



PDF: Preventing Child Abuse

Educating Students About Abuse

Steps staff can take to prevent abuse.

- Get to know the students. Learn their names and favorite activities. Engage with them and ask questions about their likes and dislikes.
- Learn to recognize indicators of abuse. Part 1 of this training, Identifying and Reporting Child Abuse, covers this.
- Create a safe space where students understand the rules and can feel comfortable.

Teachers

Staff

Administrators

Continue



PDF: Preventing Child Abuse

Educating Students About Abuse

Steps administrators can take to prevent abuse.

Provide your staff with the student curriculum designed to teach students about safe relationships and abuse according to Oregon's sexuality education requirements, provided by OAR 581022-2050, including **Erin's Law** child abuse prevention education. The Department of Education offers Erin's Law Toolkit for schools.

Work to improve adult-student relationships within your school.

- Build time into the schedule for teachers and students to meet one-on-one.
- Create occasions for teachers to interact repeatedly with individual students.
- Hire a diverse staff.
- Emphasize relationships as a strategy to help students.

Teachers

Staff

Administrators

Continue



PDF: Preventing Child Abuse

Knowledge Check

Select the correct answer and click the Submit button to see feedback. **NOTE: Knowledge Checks do not count toward your final test score.**

Admitting you are wrong about something you said or did in class is a sign of weakness and will not help students believe you are a trustworthy adult.

☐ True

☐ False



Submit

Knowledge Check 2

Select the correct answer(s) and click the Submit button to see feedback. **NOTE: Knowledge Checks do not count toward your final test score.**

Which **two** of these actions are the best way for educators to prevent child abuse?

- ☐ A. Follow your students' social media accounts to see if they are reporting abuse.
- ☐ B. Develop trusting relationships with the children in their care.
- ☐ C. When a student approaches you with a big emotion, downplay the situation to help them keep perspective on their lives.
- ☐ D. Teach students to recognize the signs of abuse.



Submit

Chapter

Appropriate Communication with Students

Topics in this chapter include:

- Guidelines for In-person Communication with Students
- Starting a Conversation
- Information You Will Want to Gather
- Talking with Children about Abuse

Appropriate Electronic Conversations with Students

Hi, I'm Stanley, the school principal. I want to tell you about appropriate ways to communicate with students. These are guidelines and precautions that can keep school employees and our students safe. The guidelines in this section can be downloaded by clicking the button below.

Guidelines for electronic communication:

- Only use school-owned technology, as the district can monitor it. With personal accounts, you can be perceived as having an inappropriate relationship with a student, even if your messaging is entirely professional.
- Maintaining a clear distinction between work and personal life is crucial. For example, never "friend" or "follow" students' social media accounts. Doing so can undermine your professional image as a role model for youth.
- Maintain a Professional Tone for all emails and messages using proper language, grammar, and punctuation.
- Familiarize yourself with your school policies regarding electronic communication and follow them.



PDF: Communicating with Students

Guidelines for In-person Communication with Students

When working with children, it is vital that you model appropriate adult behavior to your students. Always maintain appropriate verbal, physical, emotional, and electronic boundaries.

The responsibility to maintain proper boundaries always falls on the adult.

Select each button to learn more about in-person communication.

Appropriate

Inappropriate

Continue

PDF: Communicating with
Students



Guidelines for In-person Communication with Students

Behaviors that are **appropriate** for the school setting include:

- Giving praise or encouragement verbally or via a pat on the back, a side hug, a fist bump, or an elbow bump.
- Offering rewards to all students — not just your "favorites."
- Asking permission to touch when physical contact is necessary.
- Respecting a student's personal space.
- Keeping doors open and windows clear of coverings when alone with a student.

Appropriate

Inappropriate

Continue

PDF: Communicating with
Students



Guidelines for In-person Communication with Students

Behaviors that are **inappropriate** in a school setting include:

- Isolated, private one-on-one interactions with a student.
- Telling risqué jokes in the presence of a student.
- Paying more attention to one student than other students.
- Forcing hugs or further unwanted physical contact.
- Photographing an individual student for non-educational purposes.
- Engaging in inappropriate or unprofessional contact for non-educational purposes.
- Interacting privately with a student via social media, text, email, or phone.
- Discuss your personal life or personal issues with a student.

Appropriate

Inappropriate

Continue

PDF: Communicating with
Students



Starting a Conversation

If you recognize indicators of child abuse, it is essential to talk directly to the child.

Begin your conversation with open-ended questions, allowing the child to tell their story. A good conversation starter is a question that can be interpreted in many ways. First, it gives the child a chance to tell their story. Next, you will need to follow up with close-ended questions that the child can answer with simple facts.

[Click the continue button and scroll over the images for suggestions on questions you can use to start a conversation.](#)

Continue



PDF: Communicating with Students

Starting a Conversation

I am here to listen if there's anything that is making you uncomfortable that you want to talk about.



PDF: Communicating with Students

Starting a Conversation

I notice you have a big bruise on your arm. Can you tell me about that?



PDF: Communicating with Students

Starting a Conversation



PDF: Communicating with Students

Starting a Conversation

What happens at home when you misbehave?



PDF: Communicating with Students

Starting a Conversation

Sometimes, adults make kids do things they don't want to do. What do you think about that?



PDF: Communicating with Students

Starting a Conversation



PDF: Communicating with Students

Starting a Conversation



PDF: Communicating with Students

Starting a Conversation



PDF: Communicating with Students

Starting a Conversation

It seems like you don't want to go home after school; can we talk about that?



PDF: Communicating with Students

Information You Will Want to Gather

Hello again, I'm Kate, the middle school counselor. I want to discuss disclosure with you. Disclosure occurs when a child confides in someone about their mistreatment. A child typically speaks with someone they trust. That someone could be you.

How you manage the conversation could make a lifetime of difference. But, first, you must remain calm and supportive as you listen carefully and gather the information needed to make a report:

- What happened?
- Who did this to you?
- Where did it happen?
- When did it happen?

This is a meaningful conversation; you must make the child feel comfortable and create a setting in which they disclose as much information as they are willing. The next page will give tips to ensure it goes well.

What happened?
Who did this to you?
Where did it happen?
When did it happen?



PDF: Communicating with
Students

Talking with Children about Abuse



When a child speaks with you about possible maltreatment:

- Hold the conversation in private. Choose a comfortable area where others cannot hear you.
- Speak at the child's level. Avoid using unfamiliar terms. Do not correct the child if they use inappropriate language in their description of what happened or as part of an emotional outburst.
- Listen intently. Be calm and reassuring. Show that you are paying attention by nodding your head and using simple phrases like, "I see."
- Follow up with open-ended questions like, "What happened next?" However, do not press for more information than the child wants to share.
- Do not show emotions (e.g., disgust) about the maltreatment or the perpetrator. The child may mistakenly think you are disgusted with them for undesired acts they had forced upon them.

Continue

PDF: Communicating with
Students

Talking with Children about Abuse



- Help the child devise a safety plan. Discuss the options, supports, and protections available to them should the maltreatment persist. Please encourage them to talk to you or another trusted adult should the abuse continue. Suggest other people who can help.
- Explain to the child what will happen next. Please do not allow them to think your conversation can remain secret. Talk positively about what will happen, but do not promise an end to the abuse. If you make that promise — and the abuse continues — you risk losing the child's trust. Also, do not promise a happy ending. Steps taken to protect the child might involve them being removed from their home, might cause someone they love to be jailed or may cause the child's family to undergo extreme stress.
- Document your conversation as soon as possible. Include as much detail as possible, and do your best to record the child's exact words.
- Report the situation as soon as possible.

Continue

PDF: Communicating with
Students

Knowledge Check

Select the correct answer and click the Submit button to see feedback. **NOTE: Knowledge Checks do not count toward your final test score.**

Open and honest conversations about sexual abuse will discourage prevention efforts.

☐ True

☐ False



Submit

Knowledge Check 2

Select the correct answer and click the Submit button to see feedback. **NOTE: Knowledge Checks do not count toward your final test score.**

The following are ways to model adult behavior to the student, **except for** _____, which should be avoided.

- ☐ A. Giving praise or encouragement verbally or via a pat on the back, a side hug, a fist bump, or an elbow bump.
- ☐ B. Offering a reward to your favorite student.
- ☐ C. Asking permission to touch when physical contact is necessary.
- ☐ D. Respecting a student's personal space.



Submit

Resources

There are many websites where you will find more information about preventing, identifying and reporting child abuse. To download a list of useful websites, click the PDF resources below

Thank you for completing this training. We understand it is a lot of information. We wanted to offer another chance to download the PDFs from this course. We recommend that you save the information to refer to later.

PDF: Preventing Child Abuse

PDF: Communicating with
Students



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."



POLICY REVISIONS

DISCUSSION
Agenda Item #6
July 9, 2026

REASON FOR BOARD CONSIDERATION:

First reading of the attached revised policy.

RECOMMENDATION:

The Superintendent's Policy Review Team, with representation of staff and board liaisons, reviewed and supports the following policy revisions.

BUDGET IMPACT/SOURCE OF FUNDS:

There are no known or anticipated increases to costs with the proposed policy change.

ATTACHMENTS:

Drafts of the following policy to review:

Policy	Title	Reason
FCB	Granting Easements On, Below or Above District Property	Clarify authorization authority for the provision of temporary easements.
IKE	Promotion, Acceleration and Retention of Students	Revises definitions of 'Acceleration' and 'Retention,' strengthens policy language regarding the use of a collaborative, team-based review process grounded in multiple measures and data points. Maintains families as a part of the process.

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff



Code: **IKE**
Adopted: 2/03/00
Readopted: 9/20/12
Orig. Code(s): IKE

Promotion, Acceleration and Retention of Students**

It is the responsibility of the district to provide learning experiences for every child ~~which will~~ to prepare them to advance to the next appropriate level of school.

The district will develop standards for each course or grade level including academic, behavioral and social/emotional indicators for success. These standards will be communicated to parents/~~guardians~~.

~~It is the responsibility of the district and site administrators to ensure that teachers use identified best practices to provide learning experiences aligned to state standards and to evaluate student progress based on current assessment data. With family support, it is the responsibility of each student to apply consistent and sustained effort toward achievement in all assigned learning experiences. For students who are exceeding or who are not yet meeting the grade level standards, the school team will identify available assistive learning experiences designed to support the student appropriately in achievement.~~

The district and site administrators are responsible for ensuring that educators implement best practices using district adopted curriculum aligned to state standards and use multiple sources of data to monitor student progress. Schools will provide timely, responsive support and differentiated learning opportunities to meet the diverse needs of students. In partnership with families and school staff, students are expected to actively engage in their learning and demonstrate consistent effort toward their academic, social, and emotional growth. When students are exceeding or not yet meeting grade-level standards, the school team will identify and provide appropriate support, enrichment, and interventions to promote continued progress and success.

~~“Promotion” is the expected, annual movement of students from one grade level to the next grade with same-age peers. Promotion to the next grade is based on the achievement of the academic standards for that grade and a consideration of the best interests of the child. Exceptions may be made when, in the professional judgment of the principal or designee and the site team, such an exception is in the best educational interest of the child involved.~~

“Acceleration” is the advancement of a student through all or part of the curriculum at a pace or level that exceeds typical grade-level expectations ~~in any content area at a pace that is faster than the expected grade-level standards. Acceleration from one grade to a higher grade at a rate that is faster than the expected annual promotion is sometimes referred to as “skipping a grade”.~~ This may include access to higher-level content or movement to a higher grade when appropriate. Acceleration decisions are made to ensure students are appropriately challenged and engaged based on their demonstrated readiness and learning needs.

~~“Retention” retains a student at the current grade level when the student’s peers are promoted to the next grade. Retention at the current grade level can be recommended for all or part of the next school year.~~

"Retention" is the decision for a student to remain at their current grade level for the following school year when it is determined that this placement will best support the student's academic, social, and emotional development.

~~The decision to accelerate or to retain a student is based on the professional judgment of the principal and the site team based on multiple measures of a student's achievement and productivity, as well as attendance, physical, social and emotional growth and maturity. The parent/guardian will be informed of progress throughout the review process, and shall be included as part of a team conference. Based on the site team's process, the final decision regarding acceleration or retention shall be made by the principal.~~

Decisions related to acceleration or retention will be made through a collaborative, team-based process that centers on the student's strengths, needs, and overall well-being. Multiple measures will be used, including academic progress, attendance, and social, emotional, and developmental factors. Schools will actively work to ensure decisions are equitable and culturally responsive. Families will be informed throughout the process and included as essential partners in decision-making.

The evaluation team works to reflect a decision that represents the best interest of the student and is grounded in a comprehensive review of current data and information. The principal makes the final decision.

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

END OF POLICY

Legal Reference(s):

[OAR 581-022-1130](#)
[OAR 581-022-1670](#)



Code: **FCB**
Adopted: 5/07/87
Readopted: 6/23/11
Orig. Code(s): FCB

Granting Easements On, Below or Above District Property

The Board is willing to consider requests from individuals and organizations needing easements over, on or below district property. All requests for easement must be approved by the Board. Requests are to include both costs and benefits, if any, to the district.

Prior Board approval shall not be required for temporary construction easements or utility easements requested by governmental entities or utility providers. The Superintendent or designee shall have the authority to execute such agreements on behalf of the District.

END OF POLICY

Legal Reference(s):
[ORS 332.107](#)