



Agenda

North Clackamas School Board
Thursday, February 9, 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

6:30	Call to Order	
	Community Comments	
	Native Land Acknowledgement	3
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	Minutes - January 26, 2023	5
	Consent Agenda	
	A. Employment Changes	
	B. Policy Revisions	8
	C. Travel Request - Clackamas High School Girls Softball	31
7:05	1. North Clackamas Education Association (NCEA) Featured Educators	
7:20	2. Board Reports	
7:35	3. Clackamas Education Service District Local Service Plan - Discussion	36
	Presenter: Shay James	
7:50	4. Mental Health Presentation (Students/Youth Equity Advisory Committee) - Report	73
	Presenter: Mayra Gomez	
8:20	5. NCSD Partnership with School Based Health Centers - Report	97
	Presenter: Mayra Gomez	
8:50	6. Procurement of Modular Classrooms for Scouters Mountain Elementary- Action	116
	Presenter: Cindy Detchon	

8:55 Adjourn



Native Land Acknowledgment

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



Flag Salute

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

**NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS MEETING
January 26, 2023
Zoom/YouTube**

Open Session

With due notice having been given and a quorum present, Chair Mitzi Bauer convened open session at 6:30 p.m. with the following members present:

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

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

Jena Benologa read the Native Land Acknowledgement. Tory McVay led the Pledge of Allegiance.

R22/23-48

Minutes – Steven Schroedl moved, Tory McVay seconded the motion to approve the minutes of the Board Governance Meeting held January 21, 2023.

Motion passed unanimously, 5-0. Orlando Perez was not present at time of vote.

R22/23-49

Minutes – Jena Benologa moved, Steven Schroedl seconded the motion to approve the minutes of the regular Board Meeting held January 12, 2023.

Motion passed unanimously, 5-0. Orlando Perez was not present at time of vote.

R22/23-50

Consent Agenda – Kathy Wai 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:

- Administration appointment
- Licensed appointments and additional assignment

Legislative Agenda (2023 & 2024 Sessions) - Approve the legislative agenda.

Travel Request -

- Grant permission for 28 students from Sabin-Schellenberg Professional Technical Center to travel to Otis, Oregon, February 17-20, 2023.

Motion passed unanimously, 5-0. Orlando Perez was not present at time of vote.

Community Comments -

- Jennifer Corbus, Oak Grove, spoke regarding diversity, equity, and inclusion in schools.
- Michael Corbus, Oak Grove, spoke regarding diversity, equity, and inclusion in schools.
- Michael Corbus (on behalf of his child Kylie Corbus), Milwaukie, spoke regarding diversity, equity, and inclusion in schools.
- Angela Pederson, Oregon City, spoke regarding the format of board meetings.

Community Relations and Communications Update - Report - Assistant Superintendent of Operations Cindy Detchon, Director of Communications Seth Gordon, and Director of Community Relations Curtis Long gave a report to the Board. Questions and comments from the Board were addressed.

R22/23-51

Proclamation - Black/African American History Month - Kathy Wai moved, Steven Schroedl seconded the motion to adopt the proclamation recognizing February 2023 as Black/African American History Month in North Clackamas School District.

North Clackamas Education Foundation Update Report - Executive Director of North Clackamas Education Foundation Stephanie Rose and North Clackamas Education Foundation Board Secretary Lois Costine gave an update for the 2022-23 school year. Questions and comments from the Board were addressed.

2021-2022 District Financial Audit - Executive Director of Finance & Business Services Matt Makara presented the District Finance Audit for 2021-2022 and introduced Conor Delaney of Pauly, Rogers, and Co., who conducted the audit. They were both available for questions from the Board.

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

EFA – Local Wellness Program, triennial assessment required by one of the components of the federal National School Lunch Program.

IGBAF – Special Education - Individual Education Program (IEP), required to align with OAR 581-015-2229 Individualized COVID-19 Recovery Services.

EGBAF-AR – Special Education - Individualized Education Program, required to align with OAR 581-015-2229 Individualized COVID-19 Recovery Services.

IGAI – Human Sexuality, HIV/AIDS, Sexually Transmitted Infection, Health Education, required to align with OAR 581-021-0593 to provide information on menstrual health.

Procurement of Modular Classroom for Scouters Mountain Elementary - Assistant Superintendent of Operations Cindy Detchon recommended awarding a contract to a selected vendor for the purchase and installation of two double-classroom units at Scouters Mountain Elementary, which will come back to the Board for approval in February.

Technology E-Rate Award for Network Equipment - Discussion - Executive Director of Technology and Information Services Joe Bridgeman recommended awarding a contract to a selected vendor, which will come back to the Board for approval in February.

K-12 Math Curriculum Adoption Postponement - Discussion - Executive Director of Teaching, Learning & Professional Development Tammy O’Neill and Director of Curriculum and Instruction Dr. Andrea Lockard discussed the proposed postponement of math curriculum materials adoption for Kindergarten through 12th grade until the end of the 2023-2024 school year.

Elementary Playground Purchases - Assistant Superintendent of Operations Cindy Detchon asked for approval from Buell Recreation for replacement playgrounds for the following schools: Bilquist Elementary for \$146,140, Sunnyside Elementary for \$140,001, and Oak Grove Elementary for \$159,116.

R22/23-52

Tory McVay moved, Jena Benologa seconded the motion to approve the purchase of from Buell Recreation for replacement playgrounds for the following schools: Bilquist Elementary, Sunnyside Elementary, and Oak Grove Elementary not to exceed \$500,000.

Motion passed, 6-0.

There being no further business to come before the Board, the meeting adjourned at 8:20 p.m.

Unapproved

POLICY REVISIONS

CONSENT B
February 9, 2023

REASON FOR BOARD CONSIDERATION:

Approval of the attached policy revisions of NCSD Board Policies EFA, IGBAF, IGBAF-AR, and IGAI.

RECOMMENDATION:

The Superintendent’s Policy Review Team, with representation of both staff and Board, 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 policies to review:

Policy	Title	Reason
EFA	Local Wellness Program	OSBA August 2022, triennial assessment required by one of the components of the federal National School Lunch Program.
IGBAF	Special Education - Individual Education Program (IEP)	OSBA August 2022 Update, required to align with OAR 581-015-2229 Individualized COVID-19 Recovery Services.
IGBAF-AR	Special Education - Individualized Education Program	OSBA August 2022 Update, required to align with OAR 581-015-2229 Individualized COVID-19 Recovery Services.
IGAI	Human Sexuality, HIV/AIDS, Sexually Transmitted Infections, Health Education	OSBA August 2022 Update, required to align with OAR 581-021-0593 to provide information on menstrual health.

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff



Code: EFA
Adopted: 5/25/17

Local Wellness Program

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The district superintendent or designee shall establish a Wellness Advisory Committee to advise the district in the development, review and update of the local wellness policy.

POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation

The district shall manage and coordinate the implementation of this local wellness policy. Implementation will consist of, but not be limited to, the following:

1. Delineating roles, responsibilities, actions and timelines specific to each school;
2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;
4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and
5. Establishing specific goals for nutrition promotion and education, physical activity and other school-based activities that promote student wellness.

The Board designates the principal(s) to be responsible for ensuring each school meets the goals outlined and complies with this policy.

Record Keeping

The district will retain the following records to document compliance with the local wellness policy requirements at the district's administrative offices:

1. The written local wellness policy;
2. Documentation to demonstrate the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who participates in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. Documentation of the district's most recent assessment on the implementation of the local wellness policy;
6. Documentation to demonstrate the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Notification of Policy

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy. The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

Triennial Progress Assessments

At least once every three years, the district will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model local school wellness policy; and
3. A description of the progress made in attaining the goals of the district's policy.

The district will publish the triennial progress report on the district website when available. The district will update or modify the policy based on results of the triennial assessment.

Community Involvement, Outreach and Communications

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The district will communicate information about opportunities, on the district’s website, on school websites, and/or in district or school communications. The district will ensure that communications are culturally and linguistically appropriate to the community.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

Wellness Advisory Committee

The district supports a wellness advisory committee to assist the development, implementation, and periodic review and update of the local wellness policy. The superintendent or designee will be a member of this committee.

The district will publicize information about the wellness advisory committee in community news, in communications to parents, and/or on websites operated by the district to communicate to parents, students and the community at large to explain the committee’s purpose, process and an invitation to volunteer.

1. The wellness advisory committee membership will include, to the extent possible, but not be limited to:
 - a. Parents, caregivers and students;
 - b. Physical education and/or health education teachers;
 - c. School health professionals (e.g., school nurses, physicians, dentists, health educators and other allied health personnel who provide school health services);
 - d. Mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists);
 - e. School administrators (e.g., superintendent, assistant superintendent, principal, vice principal);
 - f. Board members.
2. The wellness advisory committee will meet two times per year to review of the local wellness policy.
3. The wellness advisory will solicit, review and incorporate student voice into its work.
4. The committee will facilitate the development, review and update of the wellness policy, and evaluate each participating school’s compliance with the policy.

The district may create building-level committees to establish school-specific goals and activities that implement this policy. A school coordinator will be designated to support compliance with this policy.

Nutrition Promotion and Nutrition Education

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages and by creating food environments that support healthy nutrition choices.

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;
2. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;
3. Nutrition promotion materials are sent home with students, published on the district website;

School Meals

Schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition program(s), administered through the Oregon Department of Education (ODE). which may include the NSLP, and the SBP, Fresh Fruit & Vegetable Program (FFVP), After School Snack Program (ASSP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Supper programs or others. The district also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, or Grab ‘n’ Go Breakfast.

The district’s available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The principal(s) will support nutrition and food services operation as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed Smart Snacks Standards¹. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, snack or food carts and fund raising.

Celebrations and Rewards/Incentives

¹ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

All foods and beverages offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day. Such requests to conduct a fund raiser will be submitted to the principal for approval before starting.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA. The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment, and product purchase or replacement to reflect the applicable food and beverage marketing guidelines.

Physical Activity and Physical Education

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards.

Physical activity should be included in the school's weekly education program for grades K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

Other Activities that Promote Student Wellness

The district may integrate wellness activities throughout the entire school environment (districtwide). The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals promoting student well-being, optimal development and strong educational outcomes.

The district may provide the following activities and encourage the following practices which promote local wellness:

1. Scoliosis screenings;
2. Safe Routes to Schools Program;
3. Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);
4. Nonfood-related fund raisers;
5. Physical activity energizers during transitions from one subject to another;

6. Intramural sports;
7. Monthly/Weekly school walks;
8. Use of alternates to food as rewards in the classroom;
9. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);
10. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;
11. Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).

Employee Wellness

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will aim to promote health, reduce risky behaviors of employees and identify conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will collaborate with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);
2. District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and
3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).

Definitions

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.
2. “Food and beverage marketing²” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.
3. “Oregon Smart Snacks Standards”³ means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).
4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day.
5. “School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.

END OF POLICY

² This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

³ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

Legal Reference(s):

[ORS 327.531](#)
[ORS 327.537](#)
[ORS 329.496](#)
[ORS 332.107](#)

[ORS 336.423](#)
[OAR 581-051-0100](#)
[OAR 581-051-0305](#)

[OAR 581-051-0306](#)
[OAR 581-051-0310](#)
[OAR 581-051-0400](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).
National School Lunch Program, 7 C.F.R. Part 210 (2022).
School Breakfast Program, 7 C.F.R. Part 220 (2022).

Cross Reference(s):

EFAA - District Nutrition/Food Services



Code: IGAI
Adopted: 9/20/12
Revised/Readopted: 8/28/14; 11/17/16

Human Sexuality, HIV/AIDS, Sexually Transmitted Infections, Health Education**

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects. Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8 and at least twice during grades 9 through 12.

Parents, teachers, school administrators, local health departments staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that their child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035(2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school -age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;

5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;
6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;
7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;
8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;
9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;
13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;
16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;
17. Uses inclusive materials and strategies that recognize different sexual orientations, gender identities and gender expression;
18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and
19. Is culturally inclusive.

The comprehensive plan of instruction shall emphasize skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to develop and communicate sexual and reproductive boundaries;
5. Is research based, evidence based or best practice; and
6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases. Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies, and activities must not, in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

The district's health and sexuality education will provide information on menstrual health and will be inclusive and affirming of transgender, non-binary, intersex, and two spirit/indigiqueer students; be positive and not fear- or shame-based; be age-appropriate; be medically-accurate; be culturally responsive; and be accessible for students with disabilities.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)

[ORS 339.370 - 339.400](#)

[OAR 581-022-2030](#)

[ORS 336.059](#)

[OAR 581-022-2050](#)

[ORS 336.107](#)

[OAR 581-021-0009](#)

[OAR 581-022-2220](#)

[ORS 336.455 - 336.474](#)

[OAR 581-021-0593](#)

Cross Reference(s):

IGBHD - State-Required Program/Activity Exemptions



Code: IGBAF
Adopted: 4/03/08
Revised/Readopted: 8/18/11; 12/20/12
Orig. Code: IGBAF

Special Education - Individualized Education Program (IEP)**

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21 years of age, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district, or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

Legal Reference(s):

[ORS 343.151](#)

[ORS 343.155](#)

[OAR 581-015-2000](#)

[OAR 581-015-2190](#)

[OAR 581-015-2195](#)

[OAR 581-015-2200](#)

[OAR 581-015-2205](#)

[OAR 581-015-2210](#)

[OAR 581-015-2215](#)

[OAR 581-015-2220](#)

[OAR 581-015-2225](#)

[OAR 581-015-2229](#)

[OAR 581-015-2230](#)

[OAR 581-015-2235](#)

[OAR 581-015-2055](#)

[OAR 581-015-2600](#)

[OAR 581-015-2065](#)

[OAR 581-015-2265](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 to -300.6, 300.22 to -300.24, 300.34, 300.43, 300.105 to -106, 300.112, 320.325, 300.328, 300.501 (2012).

** 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



Code: IGBAF-AR
Revised/Reviewed: 4/03/08; 8/18/11; 4/14/16
Orig. Code: SP IGBAF

Special Education - Individualized Education Program (IEP)**

1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
 - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
- e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. The district ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

- g. The district provides a copy of the IEP to the parents at no cost.

2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

- a. The district's IEP team members include the following:
 - (1) The student's parent(s);
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
 - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
 - (1) Whenever appropriate, the student with a disability is a member of the team.
 - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.

- (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.
- c. Participation by other agencies:
- (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
 - (2) If the district refers or places a student in an education service district, state -operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies.

Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
 - (1) The parent and the district consent in writing to the excusal;
 - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
 - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;
 - (c) Is written in language that is understood by all IEP team members, including parents;

- (d) Is clearly linked to each annual goal statement;
 - (e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
- (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:
- (a) Meet the student’s needs that are present because of the disability, or because of behavior that interferes with the student’s ability to learn, or impedes the learning of other students;
 - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
- (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
- (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
 - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.
- (6) A statement describing how the district will measure student’s progress toward completion of the annual goals and when periodic reports on the student’s progress toward the annual goals will be provided.

6. Individualized COVID-19 Recovery Services¹

Individualized COVID-19 Recovery Services are defined as those services determined necessary for eligible students based on the unique needs that arise from their disability due to the impact of the COVID-19 pandemic, which may include but are not limited to:

- a. Special education and related services;
- b. Supplementary aides and services;
- c. Additional or intensified instruction;
- d. Social emotional learning support; and
- e. Peer or adult support.

The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.

- a. IEP teams shall consider the impact COVID-19 on the eligible student's ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.
- b. For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student's initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.
- c. For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student's IEP considering the need for Individualized COVID-19 Recovery Services.

Any member of the IEP team, including parents and eligible students, may request that the IEP team meet to review the need for Individualized COVID-19 Recovery Services at any time.

- a. IEP teams are not required to meet more than once annually to consider the need for Individualized COVID-19 Recovery Services unless updated information indicates the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.
- b. IEP teams that considered the need for Individualized COVID-19 Recovery Services at an initial IEP or annual review meeting on or after June 24, 2021 shall review the need for Individualized COVID-19 Recovery Services at the next annual review, but are not required to do so before then unless the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.

When Individualized COVID-19 Recovery Services are recommended, the eligible student's IEP must be updated to reflect the recommendation.

The district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.

¹ The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

After each determination is made, the district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services. This notice shall include the following documentation:

- a. A statement of the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students, as appropriate;
- b. The projected dates for initiation and duration of Individualized COVID-19 Recovery Services
- c. The anticipated frequency, amount, location, and provider of the services described in item a. above and whether these services are being provided within the standard instructional day for the eligible student.

If the district and parent hold an IEP meeting to discuss the need for Individualized COVID-19 Recovery Services and do not reach an agreement regarding such services, the district and parent may request a Facilitated IEP meeting. If the district and the parent choose to participate in a Facilitated IEP meeting, the district shall notify ODE.

Nothing in this section shall affect or otherwise alter a parent's right to seek mediation under OAR 581-015-2335, request a due process hearing under OAR 581-015-2345, a complaint under OAR 581-015-2030, or other parental rights under the procedural safeguards.

Nothing in this section relieves the district of its duty to create an appropriate IEP for every eligible student, regardless of whether the eligible student requires Individualized COVID-19 Recovery Services.

7. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a revised copy of the IEP with the changes incorporated.

8. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;

- (4) The academic, developmental and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
 - c. As appropriate, the IEP team also considers the following special factors:
 - (1) For a student whose behavior impedes their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
 - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
 - (5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
 - (6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
 - d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
 - (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age -appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule (OAR) 411-345-0020. Information about these services shall also be provided to the parent by the district

at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).

- (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
- e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

2. Incarcerated Youth

- e. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
- (1) Participation of students with disabilities in state and districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- f. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

3. Extended School Year Services

- e. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
- f. ESY services are:
- (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP; and
 - (3) Provided at no cost to the parent.
- g. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- h. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- i. The district's criteria for determining the need for extended school year services include:

- (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
- (2) If no documented evidence, on predictions according to the professional judgment of the team.

- j. “Regression” means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- k. “Recoupment” means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

4. Assistive Technology

- e. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student’s IEP. These services and/or devices may be part of the student’s special education, related services or supplementary aids and services.
- f. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student’s home or in other settings if the student’s IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

5. Transfer Students

- e. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student’s parents) provides a free appropriate public education to the student (including services comparable to those described in the student’s IEP from the previous district), until the district either:

- (1) Adopts the student’s IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

- f. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student’s parents, will provide a free appropriate public education to the student, including services comparable to those described in the student’s IEP from the previous district, until the district:

- (1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in the OARs.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.

- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

** 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

TRAVEL PERMISSION REQUEST
Clackamas High School Girls Softball

CONSENT
February 9, 2023

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the request to travel.

BACKGROUND:

Clackamas High School is requesting permission for 16 students and 2 chaperones to travel to San Diego, California for competitive softball games, March 26-29, 2023. The trip will cost approximately \$710 per person to be funded by the Hit-A-Thon fundraiser. There will be 4 students per room. This trip is over spring break, 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 \$ 480
- 2. Lodging (no home stays) \$ 150
- 3. Meals \$ 80
- 4. Fees/Event Expense \$ _____
- 5. Other \$ _____

Description of other expenses: _____

6. **Total cost per student (total lines 1 through 5):** \$ 710

7. # of chaperones 2

8. # of students 16

9. **Total # of students + chaperones** 18

10. **Total cost of participation (Line 6 x Line 9):** \$ 12780

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

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

b. 0 # 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.): \$ 12780

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 12,780.00

Briefly describe fund-raising activities and other resources:
Hit-a-Thon fundraiser will allow student-athletes to raise funds that will go directly to their trip expense.

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): Savana Bowman
Danielle McKay

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

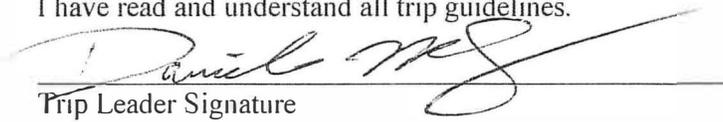
Number of miles round trip: _____

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

Parents will drop off players at PDX on 26th & pick up 29th- Delta Air. Players traveling w/ families will arrange their own transportation and meet at hotel (4pm). 2 mini vans (Alamo) & 2 parents driving own players in San Diego. 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): Fairfield Inn and Suites San Diego-Carlsbad, 1929 Palomar Oaks Way, Carlsbad, CA. 92011. 6 rooms total (4 players per room & 2 coach rooms- coaches need separate rooms for personal reasons and will be paid for by the booster club.

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 1/17/23

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

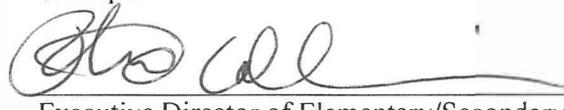
Principal Level: Approved
 Denied



Principal 1/17/23

Date

District Level: Approved
 Denied



Executive Director of Elementary/Secondary 1/18/23

Date

Date of Board Approval: _____

Clackamas Softball
Varsity Spring Break Trip
March 26-29, 2023- San Diego, CA.
Team Trip Itinerary- Tentative

Sunday, March 26th

- All coaches and players will arrive by 4pm to the hotel (Fairfield Inn and Suites Carlsbad). **All players traveling with coaches will be dropped at PDX by 6:00 am**
- Players will be traveling either with families or with coach chaperones.
- 5:00 Team meeting- expectations and agenda.
- 5:30 Team dinner & bonding- Mini-golf .
- 9:30 Players in rooms.
- 10:00 Lights out.

Monday, March 27th

- 8:00-9:00 Team breakfast at hotel.
- 10:00 Team meeting.
- 11:30 Lunch at hotel.
- 1:30 Depart for game @ Poway High School.
- 3:30 Game @ Poway High School.
- Team dinner immediately after game- Booster Club paying for this meal..
- 9:30 Players in rooms.
- 10:00 Lights out.

Tuesday, March 28th

- 8:00-9:00 Team breakfast at hotel.
- 10:00 Team meeting.
- 11:30 Lunch at hotel.
- 2:15 Power snack at hotel.
- 2:45 Depart for games @ Del Norte High School.
- 5:00 Game vs. San Pasqual High School @ Del Norte.
- 7:00 Game vs. Del Norte High School @ Del Norte.
- Team dinner immediately after game-TBD.

Wednesday, March 29th

- 9:00-10:00 Team breakfast at hotel.
- 10:30 Team bonding- beach day.
- 5:00 Players released to families.
**Players traveling with coaches will be flying on Delta Airlines (departing at 7:09 pm), parents will pick up players at PDX on arrival at 11:51pm outside of the Delta terminal and will be accompanied by coaches until all players are picked up.

Student-Athlete Expectations

Safety- Coaches are to be aware of player location at all times. When doing a team bonding in a specific location, if there is the opportunity to split up this will be done in groups with specific time check-ins and with chaperones. Students with families present may be released to them at the end of the trip. Students traveling with coaches will return on the same flight.

Respectfulness- Respecting the time schedule and hotel rules to best represent CHS softball in a positive light.

CLACKAMAS EDUCATION SERVICE DISTRICT
LOCAL SERVICE PLAN

DISCUSSION
Agenda Item #3
February 9, 2023

SUPERINTENDENT’S RECOMMENDATION:

Review the Clackamas Education Service District Local Service Plan, authorizing services for 2023-2024.

ORIGINATED BY:

Education Service Districts are required to seek school board approval of a Local Service Plan that includes resolution services, contracts and entrepreneurial initiatives.

BUDGET IMPACT/SOURCE OF FUNDS:

Budget implications, if the plan is approved, would benefit North Clackamas Schools.

BACKGROUND:

The Local Service Plan must be approved by two-thirds of the school district boards representing a majority of the students in Clackamas County each year. There are currently 10 school districts in the county; therefore, seven school district boards must approve the Local Service Plan in order for the Clackamas ESD to continue offering the services outlined in the Plan document.

The Plan may change if state funding for ESDs is reduced. Should this occur, this item may come back to the NCSB Board at a future date.

ATTACHMENTS:

Local Service Plan for 2023-2024

STAFF CONTACT/ PRESENTERS:

Superintendent, Shay James
Superintendent of the Clackamas ESD Larry Didway
Clackamas ESD Board Member Len Mills
Clackamas ESD Board Member Wade Byers
Clackamas ESD Board Member Linda Brown

Local Service Plan | 2023 – 24





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A Message from Clackamas ESD: Thank you for your partnership

We're proud to share Clackamas Education Service District's 2023-24 local service plan, which offers a high-level review of the services we provide to our 10 partner public school districts in Clackamas County.

Each of Oregon's 19 education service districts provides distinct types of regional assistance, based on the needs of the school districts being served. Here at Clackamas ESD, our collaboration with our component school districts and many other community partners is reflected in a unique mix of services provided through board resolution, contracts and grants.

Our joint mission to support families and educators and help all students reach their full potential has never been more critical in the shadow of a pandemic that caused universal educational challenges. The Clackamas ESD team stands with you to offer support in a range of areas outlined in our local service plan, including:

- Providing tailored and highly specialized services to children and young adults, ages birth to 21, who face significant learning challenges and obstacles
- Offering hundreds of professional development, training and coaching opportunities to educators and other school and district staff focused on a range of needs, from updating and implementing new curricula to strengthening students' emotional, mental and physical health
- Providing reliable, secure data and internet hosting systems and other technology tools and hands-on assistance

In particular, our 2023-24 local service plan calls out new investments we have made in key areas, such as supporting math and early literacy education, and expanding resources to help our most vulnerable students – particularly those with significant mental health needs.

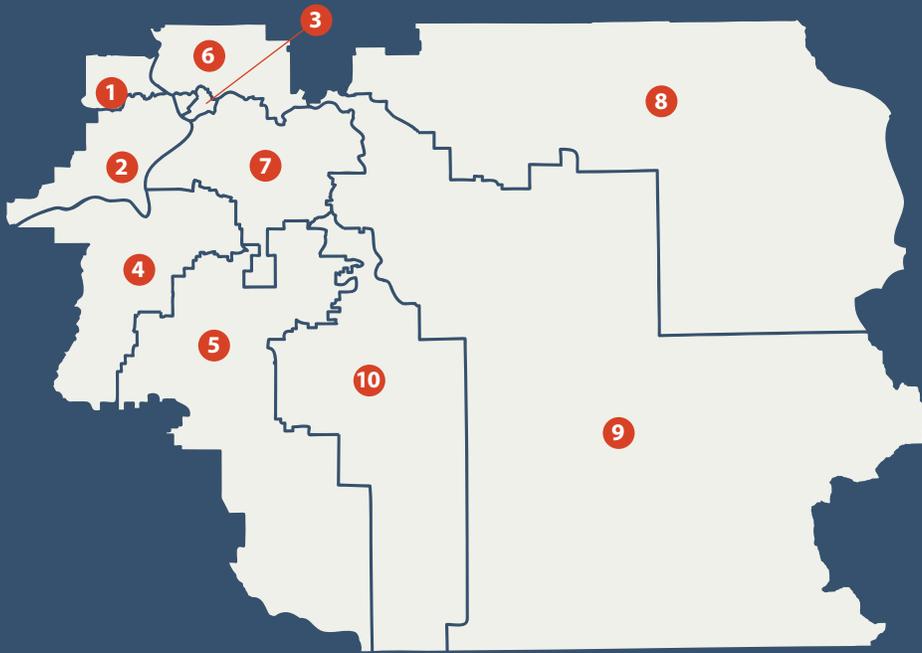
Do keep in mind this plan is a roadmap. It was approved by district superintendents and our Clackamas ESD Board of Directors in December 2022. It represents our best efforts to work with our district partners to predict needs for the coming year, but we know those needs evolve. We work hard to be nimble, and respond to new or updated requests for support and services whenever they arise.

Our mission is to ensure students and families in all Clackamas County communities have access to excellent and equitable education services, a goal that requires leadership, innovation and a healthy dose of teamwork. Our 10 component school districts are vital members of the regional team that is daily changing the lives of children in Clackamas County. We deeply appreciate your partnership and all you do in service for our youth.

With gratitude,

Larry Didway
Superintendent

Wade Byers
Chair, Board of Directors



- 1. Lake Oswego School District
- 2. West Linn-Wilsonville School District
- 3. Gladstone School District
- 4. Canby School District
- 5. Molalla River School District

- 6. North Clackamas School District
- 7. Oregon City School District
- 8. Oregon Trail School District
- 9. Estacada School District
- 10. Colton School District

About the Local Service Plan

All 19 education service districts in Oregon must create and regularly update local service plans that reflect their state-mandated mission to promote equal educational opportunity, and provide programs and services to school districts that are best managed on a regional basis. Essentially, Clackamas ESD's annual local service plan is the roadmap to how we serve our 10 partner school districts in Clackamas County. The plan includes services required by state statute, services to all districts adopted by local school board resolutions, and explanations of services provided by contracts, grants and other partnerships.

Any Oregon public school district may use Clackamas ESD services. In addition, non-public schools, colleges and nonprofit agencies may use some services on a cost-reimbursement basis.

Plan development and approval

We work collaboratively with our school district partners throughout the year to assess the services we offer and determine additional needs. This year, for example, we have continued to increase the level and type of services and support we offer in reading and math, mental and physical health, and technology. We update the local service plan each fall, and it goes through a lengthy series of district and Clackamas ESD approvals before being implemented the following summer:



Requirements

The local service plan must address how Clackamas ESD will provide support to component school districts in the following areas:

- **Programs for children with special needs**, including, but not limited to:
 - Special education services for at-risk students
 - Professional learning for employees who provide services to children with special needs
- **Technology support**, including, but not limited to:
 - Technology infrastructure services
 - Data services
 - Instructional technology services
 - Distance learning support
 - Professional development for employees who provide technology-related services
- **Teaching and learning support**, including, but not limited to:
 - Services that help districts meet the requirements of state and federal law
 - Services that allow the ESD to assist in review of state and federal standards requiring districts to provide a quality education
 - Services designed to address curriculum and school improvement issues
 - Professional learning for employees who provide teaching and learning services
- **Administrative and support services** including, but not limited to:
 - Services designed to consolidate school district business functions
 - Liaison service between the Oregon Department of Education and school districts
 - Registration of children being taught by private teachers, parents or legal guardians, pursuant to ORS 339.035

Performance measures

Clackamas ESD regularly assesses the cost and effectiveness of its programs. As required by Senate Bill 250, Clackamas ESD submits an annual report to the Oregon Department of Education measuring performance and finances for the previous school year. We also compile student outcome data for the state's Early Intervention/Early Childhood Special Education Report Card. We conduct periodic surveys and interviews of ESD advisory groups to gauge satisfaction with programs and services. We also produce an annual report that provides Clackamas ESD impact highlights for the previous year. In addition, our local service plan is augmented by individual district reports that show the cost and reach of programs and services provided to each school district during the most recent year.

Amendment procedure

If a situation occurs that requires an amendment to the local service plan, a resolution to amend the plan will be presented to the Clackamas ESD Board of Directors and partner school districts. The same criteria and process used to approve the original plan will be applied to approve and implement any proposed amendment.

Other requirements

Oregon ESDs are required to spend at least 90 percent of funds received from the State School Support Fund and local property taxes for services approved by partner school districts, per ORS 327.019.

Our District Partners

Clackamas ESD develops and implements programs and services in partnership with our regional school districts. Our regular collaborations with superintendents and other district leaders are critical to guiding and modifying our work.

Chief Administrators' Council

The Chief Administrators' Council includes superintendents of all 10 Clackamas County school districts, as well as the president of Clackamas Community College. These leaders meet monthly to collaborate, connect with regional partners, increase shared understanding of current issues and initiatives, and coordinate educational services for our region's students.

2022-23 Chief Administrators' Council Chair

Ryan Carpenter

Superintendent, Estacada School District 108

Aaron Bayer

Superintendent, Oregon Trail School District 46

Kathy Ludwig

Superintendent, West Linn-Wilsonville School District 3J

Tim Cook

President, Clackamas Community College

Tony Mann

Superintendent, Molalla River School District 35

Aaron Downs

Superintendent, Canby School District 86

Jennifer Schiele

Superintendent, Lake Oswego School District 7J

Shay James

Superintendent, North Clackamas School District 12

Dayle Spitzer

Superintendent, Oregon City School District 62

David Kline

Superintendent, Colton School District 53

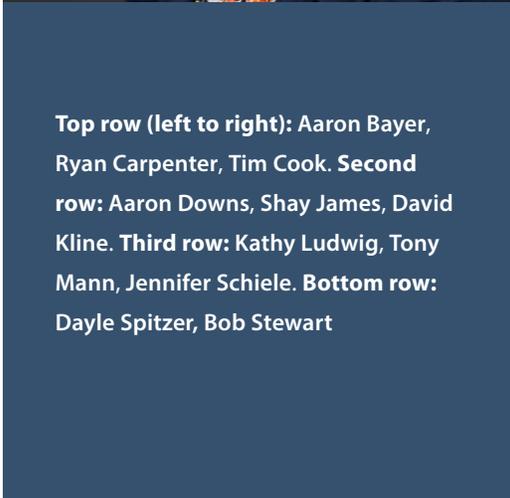
Bob Stewart

Superintendent, Gladstone School District 115

District Advisory Groups

In addition to coordinating the Chief Administrators' Council, Clackamas ESD facilitates 11 job-alike advisory groups that meet regularly to collaborate on projects, share information and best practices, and problem-solve responses to issues and challenges.

(See page 10 for advisory group members)



Top row (left to right): Aaron Bayer, Ryan Carpenter, Tim Cook. Second row: Aaron Downs, Shay James, David Kline. Third row: Kathy Ludwig, Tony Mann, Jennifer Schiele. Bottom row: Dayle Spitzer, Bob Stewart

Clackamas County Advisory Groups

	Business	Communications	English Learners	Facilities	Human Resources
Clackamas ESD	Tim Witcher Jeremy Pietzold Carey Pinto	Shirley Skidmore Amy Mintonye Paul	Leah Hinkle	Tim Witcher Pam Bonner Rod Bashor	Chelsi Reno Carrie Hoffman
Canby School District	Denise Lapp	Kristen Wohlers	Danielle Reynolds	Larry Burich Shawna Grant	Andy McKean
Colton School District	Chris Gibb	Dave Kline Katrina Raasch	Jesus Ramos	Eric Bjarnson	Katrina Raasch
Estacada School District	Christina Irish	Maggie Kelly	Leah Riedell	Michael Waer John Simpson	Kelly Hayes Lisa Akins
Gladstone School District	Rachel Lopez Hopper	Leslie Robinette	Petra Hoghova	Ivan Leigh	Jeremiah Patterson Tammy Tracy
Lake Oswego School District	Stuart Ketzler	Mary Kay Larson	Ewa Chompka-Campbell	Tony Vandenberg Brent Paul	Donna Atherton
Molalla River School District	Keith McClung	Allison Holstein	Larry Conley Maria Segoviano	Tony Tiano Shalin Akins	Jennifer Ellis Kathleen Costley Lori Harper
North Clackamas School District	Matt Makara Dawna Burke	Seth Gordon Curtis Long	Laurie Meisner	Melinda Shumaker Stacy Skerjanec Cindy Detchon Amanda Wall	Michelle Riddell Alma Morales Galicia Will Ruehle Keylah Boyer Shawnee Halligan Jimmy Henry
Oregon City School District	Jason Jensen Matthew Deeds	Caitlin Bergstrom Lisa Normand	Rob Robinson	Michael Sweeten	Lisa Normand
Oregon Trail School District	Tim Belanger	Julia Monteith	Rachael George	Chelsea Lincoln Lane	Ken Bucchi Chelsea Leymaster
West Linn-Wilsonville School District	Son Le Hughes	Andrew Kilstrom	Elisa Lee	Pat McGough Jeff Chambers	Shyla Waldern Elizabeth Dayal

Integrated Planning	Migrant Education	School Safety/ Emergency Mgmt	Special Education	Teaching and Learning	Technology
Angie Kautz Alexis Burnett Schay Esparza Bill Blevins	Will Flores	Pam Bonner Mark Dodge Dan Kraus Tim Witcher	Jared Hayes	Ewan Brawley Robi Osborn Angie Kautz Schay Esparza	Jeremy Pietzold Schay Esparza Andrew Winter Matthew Threlfall
Danielle Reynolds Cari Sloan Michelle Wilson Kristen Wohlers	Danielle Reynolds	Bret Adkins Kathy Sullivan Michelle Wilson Kristen Wohlers Doug Rykken Larry Burich	Kathy Sullivan	Danielle Reynolds Michelle Wilson	Bret Adkins
Dave Kline Travis Remick		Chris Gibb	Jason Hobson	Dave Kline	Chris Gibb Daniel Hunter
Scott Sullivan Jennifer Behrman	Jennifer Behrman	Michael Waer	Jason Hobson	Scott Sullivan Jennifer Behrman	Kristy Cheshier
Jeremiah Patterson Leslie Robinette Bob Stewart Rachel Lopez Hopper	Petra Hoghova	Jeremiah Patterson Rachel Lopez Hopper Ivan Leigh Natalie Weninger	Michael Shelton	Jeremiah Patterson	Aubrey Jarvis
LaKeyshua Washington Whitney Woolf		John Parke	Scott Schinderle	LaKeyshua Washington	James Miller
Kathleen French Keith McClung Dave Atherton	Maria Segoviano	Amy Chapin	Robin Shobe	Kathleen French	Daniel Hunter Gary Dix
Jennifer Dove-Kiltow Mayra Gomez Joel Stuart	Laurie Meisner	David Kruse	Rob Holloway	Tammy O'Neill	Joe Bridgeman
Sara Deboy Lisa Normand Michael Sweeten	Rob Robinson	Gail Lockard Michael Sweeten	Melissa Berg	Sara Deboy Rob Robinson	David Klusmann
Rachael George Kim Ball Julia Monteith Katie Schweitzer	Rachael George		Katie Schweitzer	Rachael George Kim Ball	Scott Coleman
Jennifer Spencer-Iams Andrew Kilstrom Carey Wilhelm Nic Chapin	Alyson McKay	Caitlin Sullivan	Lauren Briggsby 47	Barb Soisson	Curtis Nelson



Teaching and learning

The Clackamas ESD teaching and learning team collaborates with regional school districts to help improve student achievement. Educators increase their skills through the professional development and assessment literacy support we provide. We also offer an array of contracted services that enhance collaboration and cost savings. The skills and agility of our team allow us to respond rapidly to changing district needs. For example, we have expanded our support for math and early literacy, and continued ramping up educational support to students through science, technology, engineering and mathematics (STEM) and emerging bilinguals initiatives.

Key leaders:

Ewan Brawley, Assistant Superintendent

Robi Osborn, Assistant Director, Teaching & Learning

Angie Kautz, Assistant Director, Student Services

Schay Esparza, Assistant Director, Data, Evaluation and Information Systems

Dawnnesha Lasuncet, Equity and Inclusion Coordinator

Resolution services

Instruction and assessment literacy improvement

We provide multiple services, all guided by our active collaboration with our teaching and learning advisory:

- Best and emerging practices in increasing student learning through effective use of data and technology, including practices that provide feedback for learning
- Curriculum renewal support, with a focus on high-quality materials that support students and teachers, including digital curriculum
- Increased capacity to meet the needs of diverse learners, with a focus on culturally responsive curriculum, practices, and data and assessment literacy
- Help in interpreting state and federal policies to implement assessments, graduation requirements and continuous improvement plans
- Representation of and advocacy for districts in work groups and ad-hoc task forces, such as the Region One Assessment Consortium, ODE Assessment Advisory Committee, South Metro STEM Partnership Executive Advisory Board, ODE ELA Collaborative and Oregon Community Foundation Healthcare Steering Committee
- Consultation services to district and building leaders and educators in the areas of early literacy, second language acquisition (including dual language immersion), math, STEM and educator mentor development

Topic-specific professional learning, training and networks

Our high-quality professional development aligns with adult learning needs and best practices. It promotes equity, assessment literacy, data-driven decision making and personalized learning experiences. Our liaison role with districts helps them collaboratively prioritize and plan professional development opportunities, whether delivered to classroom and school staffs or countywide. Key topics include:

- Equity and culturally responsive instruction and assessment

- Instructional practices to support English learners and emergent bilinguals
- Building leader mentoring and support
- Classroom teacher mentoring
- Curriculum development
- STEM
- Embedded use of technology tools and personalized learning
- Increasing inclusive practices in classrooms and school buildings
- Best practices in K-2 literacy for teachers and building leaders
- Equity-based multi-tiered system of support (MTSS)
- Oregon Math Project

Research and program evaluation support

We work with district administrators and teachers to help them use the most effective strategies to reach students. Our support includes:

- Technical assistance with development of program evaluation plans, logic models, and quantitative/qualitative data analysis
- Creation of equity briefs that disaggregate achievement, discipline and other data
- Survey design, consultation, training and reporting, including translations in Spanish and Russian, and interpretation of results
- Evaluation of curriculum adoption options
- Support in developing longitudinal growth targets and Student Investment Account progress markers
- Access to the Hanover Research Library, which provides insights into curricular, teaching, technology and operational topics

Multilingual learner network

The multilingual learner network supports services for emergent bilingual students. The network shares best practices and identifies priorities to guide teaching and learning services. Clackamas ESD's multilingual learner supports include:

- Support with Title III district plans
- Use of the Sheltered Instruction Observation Protocol

- Training on best practices in interpretation and translation
- Dual Language Immersion Cadre
- Guidance on building academic language

STEM leadership team

The Regional STEM Leadership Team is composed of exceptional science, technology, engineering and mathematics teachers and teachers on special assignment (known as TOSAs) from 21 school districts in the region who meet monthly. Together this group identifies common goals and creates collaborative regional action teams to meet school and district needs with grant funding through the South Metro-Salem STEM Partnership. Initiatives include Expanding Elementary Science (K-12) and Making and Tinkering (preK-2 engineering in the classroom).

Assessment support and training

We provide training, consultation and support to assessment coordinators in each of our partner districts.

Other services provided through contracts and grants

Migrant Education Consortium

We coordinate the Migrant Education Consortium, comprised of eight local districts, which provides summer school, graduation support, preschool services, family engagement and other supplemental supports to students from pre-K through 12th grade. We also provide technical support to help all districts comply with state and federal Title I-C requirements.

Career and Technical Education Consortium

Our teaching and learning team coordinates C-TEC, which facilitates career education and work-based learning for high school students in collaboration with Clackamas Community College. C-TEC’s work is guided by a steering committee of district and community partners. Funding for the program comes mainly from the federal Carl Perkins grant, coordinated through ODE.

C-TEC Youth Services

C-TEC Youth Services supports 16- to 24-year-old out-of-school youth in obtaining ongoing education and/or employment. Our career advisers help youth create goal plans that best fit their interests and strengths, and connect to the many resources and opportunities available to them. The program is funded through a Workforce Innovation Opportunity Act (WIOA) grant provided through Clackamas Workforce Partnership. The program emphasizes connections and partnerships among regional school districts, the Career and Technical Education Consortium, Clackamas Community College and other county programs for out-of-school youth.

Seeking continuous improvement

Ongoing feedback to meet district needs and priorities

We ask our school district partners to respond to periodic surveys about the quality and effectiveness of our services. Evaluation metrics are reviewed with district staff through formal and informal meetings and discussions.

Evaluation of staff development

We use surveys and direct feedback from educators to evaluate department-sponsored professional development activities. We also collect and analyze a variety of data to determine the impact of our grant programs on meeting district, school, classroom and student-level goals. Data are determined by both program-specific metrics (such as Title IC and Perkins) and through discussion with advisories, education partners and work groups.



Student services

Operating across departments at Clackamas ESD but formally housed within our teaching and learning structure, the student services team focuses on areas that help improve each child's access to their education opportunities through physical, social and emotional health. The team promotes and supports equitable practices to ensure that children and families in Clackamas County school communities are healthy, actively engaged, empowered, and have access to learning environments that are inclusive, and both physically and emotionally safe. The support this growing team provides is made possible primarily by funding from the Student Success Act, which continues to power our region to more expansively address pressing student needs that improve equity in our education system.

Key leaders and staff:

Ewan Brawley, Assistant Superintendent

Angie Kautz, Assistant Director, Student Services

Sandy Mathewson, Mental Health, Safety and Prevention Specialist

Sierra Wilson, Crisis Prevention and Response Specialist

Hoa Nguyen, Student and Community Engagement Specialist

Elaine Merighi Morelock, Support Staff Partnership & Learning Coordinator

Dianne Holme, Health Services Coordinator

Dawnnesha Lasuncet, Equity and Inclusion Coordinator

Melanie Inns, Administrative Assistant

Student services: Five main areas of focus

Student mental and emotional health

The team offers support for school counselors and other mental health professionals from across all 10 regional districts. This support includes professional learning based on needs expressed by the counselors themselves, collaboration opportunities and shared resources. One of the key areas of professional learning provided by the team is suicide prevention. They provide training regionally and on demand for specific districts in QPR, ASIST and YouthSAVE. They also liaise closely between districts and key community partners such as the county suicide prevention coordinator.

Over the last year, the team has stepped into a new role as the coordinator of the Regional Flight Team. A flight team provides mental health after-care for students and staff following a crisis or

tragedy. We worked with a design team of representatives from all districts to develop a calibrated flight team response that can be utilized when districts request additional support from the Regional Flight Team. We provide the training on these calibrated processes and procedures as well as coordinate the logistics of recruiting and organizing Regional Flight Team members whenever requests are received.

Physical health and safety

The health services branch of the team offers support for school nurses and other health professionals from across all 10 partner districts. This support includes professional learning based on needs expressed by the nurses themselves, collaboration opportunities and shared resources. This team also serves as a liaison between our district nurses and the Oregon School Nursing Association and both the state and county departments of health.



In addition to supporting the professional learning of school nurses, our team also provides training tools and resources to help school nurses meet the demands for training paraprofessionals and others in their individual schools.

With the development of this health services team, we have been able to begin offering contract school nursing services. Through these partnerships we can offer supervision, training and ongoing support for school nurses who serve in specific districts or programs.

Our team has a focus on equitable access to health care for all students and families. Our student health access coordinator provides parent education on various aspects of health and mental health for Spanish-speaking families across the county at district events and through the Head Start to Success preschool program.

To help give students a healthy and strong start to their K-12 education, our team is working on developing systems focused on the transition between Head Start to Success and kindergarten, with a particular focus on physical, mental and emotional health.

Our team is partnering with the Clackamas Behavioral Safety Assessment Program to provide training, calibration and support for districts on building effective systems for violence prevention, mitigation and response.

Student and community engagement

Our team is concentrating on student and community engagement in multiple ways. Our student and community engagement specialist provides professional learning, consultation and coaching for districts on implementing strategies to recognize and address the root causes of chronic absenteeism. She works closely with our data and evaluation team to ensure districts have access to the relevant data they need for this work.

Our support staff partnership and learning coordinator provides professional learning, consultation and coaching for districts related to their professional learning/training plan for paraprofessionals and other classified staff. She offers training and resources in areas such as trauma-informed practices and culturally relevant practices. This work is tied closely with student engagement because paraprofessionals play a key role in creating

safe and inclusive learning environments for students. The social and emotional climate of a school can impact student engagement in school activities, as well as relationships with other students and staff. A positive social and emotional climate is conducive to effective teaching and learning and has an impact on academic achievement.

The team offers support for homeless student liaisons from across all 10 districts. This support includes collaboration opportunities, shared resources and connection with community partners who can support their work. Our team also serves as a bridge between our district liaisons and the Oregon Department of Education's Homeless Children and Youth Programs Department.

Communication is a key factor in student and community engagement. Our team uses available grant resources to help districts ensure their ability to communicate with families and the community through access to Linguava translation and interpretation services in more than 200 languages.

Evidence-based planning and decision making

The team has continued to expand its ability to help districts collect and use relevant data to make thoughtful decisions about targeting resources and implementing other improvements to elevate student achievement. We provide multiple data services that include both the technical creation and implementation of data tools, and consultation and coaching around the analysis and reporting of the data.

Grant-related technical support

We offer consultation, coaching and advocacy for districts as they navigate complex funding frameworks. Our team liaises with the Oregon Department of Education to ensure that we can accurately provide guidance to districts on the application, needs assessment, budgeting, implementation, reporting and evaluation aspects of multiple grants and funding frameworks.

View the complete 2023-25 Clackamas ESD SSA Comprehensive Support Plan online at www.clackesd.org/SSAplan

Wishes,
"William" Shawn Reeves, 12th grade,
Estacada High School, LEEP classroom



Special education

Many students in our region experience cognitive, physical, emotional or behavioral challenges that impact their ability to learn. Our partnership with area school districts gives them additional capacity to serve the educational needs of all of these children. Districts refer school-age children experiencing significant learning challenges to us, and we provide individualized services tailored to their needs. We also provide educational support for students in alternative living situations, from short-term, temporary foster care to longer-term residential facilities.

We collaborate closely with families, caregivers and school district partners to develop personalized learning plans that will allow students to return to their home schools as quickly as possible. We also help older students ages 18 to 21 to transition to the next stages of their lives by building employable skills and independent living capacity.

Our goal is to continue to enhance and diversify our resolution services to meet all districts' general programmatic needs, while also creating new options to fulfill the many individual district requests for support we receive. We partner with district special education staff, and focus heavily on providing consultation, coaching and professional development to districts to better help them deliver multi-tiered support to address the academic, adaptive, behavioral, communication and social/emotional needs of this valued group of students.

Key leaders:

Jared Hayes, Director, Special Education

Stacey Sibley, Assistant Director, Heron Creek

Brandon Breeden, Program Supervisor, Heron Creek

Teresa Copeland, Assistant Director, LEEP

Tiffany Wiencken, Coordinator, LEEP

Charles Gallia, Medicaid Billing Specialist

Kriss Rita, Transition Network Facilitator

Resolution services

Life Enrichment Education Program

LEEP offers specially designed instruction and related services to students ages 5 to 21 who are living with complex and multiple disabilities. LEEP focuses on building independence so students exit with core communications skills, and greater ability to make positive choices and set a direction for their lives. Our adapted academic instruction reflects state standards. We create Individualized Education Program plans and provide multiple related services, including speech/language, occupational and physical therapy; adaptive physical education; and specialized behavioral and nursing support.

Medicaid administrative claiming

Clackamas ESD helps school districts with the process of Medicaid administrative claiming, a three-times-a-year survey to collect federal dollars for connecting eligible students with community health supports. We use a “train the trainer” model to build district capacity to handle the surveys, and serve as a liaison to the Oregon Health Authority to develop cost pools, process match payments and resolve questions. We currently offer support in this area to the Estacada, Gervais, Gladstone and Oregon Trail school districts and we are exploring partnerships with the Molalla River School District, as well as with districts outside Clackamas County.

Other services provided through contracts and grants

Heron Creek Therapeutic Program

(includes educational support at Parrott Creek Ranch)

Our Heron Creek program, located on the Marylhurst Commons campus, supports students experiencing significant social and emotional challenges, addressing their barriers to success and helping them build the self-regulation skills that enable them to make a successful return to their home school; 15 students returned to their home districts in 2021-22. Districts’ Individualized Education Program teams refer students to our program. Our evidence-based strategies emphasize collaborative problem-

solving in a trauma-informed learning environment. We use strength-based assessments and collaborate with local systems of care. As needed, we provide a range of additional supports, including speech and language therapy; occupational therapy; specialized behavioral consultation; psychiatric consultation with the family’s medical providers; and nursing supports.

Medicaid administrative billing

Medicaid’s fee-for-service process allows districts to recover the costs of providing medically necessary support to eligible students. Clackamas ESD collaborates with school districts and the Oregon Health Authority to identify and account for time spent on reimbursable activities, so that health and education funds are directed appropriately. We help staff use tools to collect the necessary data, and submit claims and reports. We currently support the Gladstone and Oregon Trail school districts through this service, and ESD staff members in the Heron Creek, LEEP, and early intervention and early childhood special education programs



Untitled,
Katlyn McHenry, 10th grade,
Gladstone High School, LEEP classroom

also participate. We are discussing future partnerships with the Molalla River, North Clackamas and Canby school districts, as well as partnerships outside Clackamas County.

Transition network facilitation

A Clackamas ESD transition network facilitator works with educators in five counties to help students with developmental disabilities ages 16 to 21 shift from school to integrated, competitive employment. We share best practices, strategies and curriculum that help students explore vocations, gain work experience and set post-secondary goals. We're also a convener, connecting educators with relevant agencies to identify and address school-to-work transition barriers.

Occupational/physical therapy program

We provide trained staff needed in four school districts to serve students whose IEPs require occupational and/or physical therapy support.

Seeking continuous improvement

We conduct interviews with district special education directors every summer to identify areas of strength and growth to inform plans for the coming year.

We consistently work in both our LEEP and Heron Creek programs to diversify our services to support a continuum of district requests and needs, including facilitating positive transitions for LEEP and Heron Creek students back to their home school district programs; and providing consultation, coaching and professional development for districts to address the complete spectrum of students' needs through multi-tiered systems of support.



Untitled,
William "Billy" Brinkley, 10th grade,
Gladstone High School, LEEP classroom



Early learning

Clackamas ESD offers high-quality programs for infants, toddlers and preschoolers that focus on inclusion, social emotional development and pre-academic development. Our early learning professionals are experts in early childhood special education, and helping families learn how to support their children through their educational journey.

We offer services in three primary areas:

- **Early intervention/early childhood special education** programs for young children who demonstrate disabilities or delays
- **Head Start to Success** free preschool program for young children experiencing poverty, as well as comprehensive services for their families
- **Child care resource and referral** to support high-quality child care

Our early learning department also is prepared to support district efforts to effectively partner with existing child care and pre-K providers, implement transition activities for incoming kindergarten students and their families, and explore opportunities for expanding access to district-run pre-K programs. Clackamas ESD received one-time approval in 2021 to use early learning funds to purchase a building adjacent to our Sunnybrook campus. This facility will allow us to expand our early learning programs. We are consulting with multiple stakeholders as we develop a vision for this facility that meets priority needs of regional children and families.

Our early learning programs are financed completely through contracts, grants and partnerships. Even though no resolution services are provided, our programs provide significant value to our districts in preparing our young learners for kindergarten.

Key leaders:

Ewan Brawley, Assistant Superintendent

Sara Snow, Director, Early Intervention/Early Childhood Special Education Programs

Brett Walker, Assistant Director, Early Learning Programs

Services provided through contracts and grants

Child care resource and referral

CCR&R services support high-quality child care throughout our region. We deliver professional development, training, technical assistance and coaching to child care providers serving children ages 0-12 throughout Clackamas County. Our team provides additional support that helps child care providers earn licenses, as well as inclusion on the Oregon Registry and quality ratings in the state's Spark program. CCR&R also collaborates closely with the early intervention/early childhood special education team to promote and expand inclusive practices in early childhood settings.

Early intervention services (birth to age 3) and early childhood special education (ages 3-5)

Clackamas ESD delivers EI/ECSE support to young children who exhibit delays or disabilities that affect learning. We coordinate services, and provide specialized consultation and instruction at no cost to families. We work hard to fully include children with disabilities in their communities, providing our services in local preschools, child care centers and homes. In 2022, we served more than 1,400 children, and hired more staff to support our inclusion work and to maintain appropriate service levels.

Early childhood evaluation

All preschool children in Clackamas County suspected of experiencing disabilities or delays are referred to Clackamas ESD for comprehensive evaluations. Districts may contract with us for these evaluations to determine eligibility for our early intervention and special education services. Our specialized evaluation team includes early childhood specialists, speech and language pathologists, occupational therapists, physical therapists and school psychologists. Evaluations include:

- Play-based observation
- In-depth interviews with family members
- Assessment of communication, adaptive, social/emotional, fine, gross motor and cognitive skills

We completed 695 such evaluations in 2022.

Head Start to Success

Head Start to Success provides publicly funded, developmentally appropriate and culturally responsive preschool to three- and four-year-old children who are experiencing poverty. With services based in the Canby, North Clackamas and Oregon Trail school districts, Head Start to Success served a total of 222 children in the 2021-22 school year – more than 30 percent of age- and income-eligible children in Clackamas County. Approximately 30 percent of the children we serve also receive early childhood special education services. Our robust approach to family engagement provides every family with a home visitor who works with them to set goals, access resources in their community, and support children's learning and development at home. We also provide mental and dental health services, nutrition, mental health support, social services and parent education.

Community partnerships

The early intervention/early childhood special education team continues multiple partnerships – including with Head Start to Success and Clackamas County's Children's Commission Headstart – to create family-centered early learning systems aligned with best practices. Other 2021-22 examples:

- Staff from our early childhood special education and Head Start to Success teams participated in a two-day training facilitated by the University of Denver to support implementation of "Learning Experiences – an Alternative Program for Preschoolers and Parents," with a focus on inclusive practices. This is a two-year commitment.
- Our early learning team continued development of the early childhood education sector plan for Clackamas County with the Clackamas Early Learning Hub. The sector plan identifies needs to expand early learning opportunities for children and their families.
- Our early learning leadership team continued participation in the Clackamas County Early Childhood Committee. CCECC brings community partners together monthly to discuss and share community resources.
- We work closely with stakeholders across the county on supporting inclusion. Our community inclusion team works to



foster inclusion of young children by providing training and coaching on the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children.

We also participate in the Early Learning Hub of Clackamas County governance council, which seeks to improve the early learning system by making it easier for families to navigate, and increasing access to/enrollment in quality child care and preschool.

In addition, our early learning team has continued partnerships with several school districts, including Estacada, Gladstone and West Linn-Wilsonville. We're a founding partner of the Gladstone Center for Children and Families, an innovative early learning center that operates a Teaching Preschool model classroom, and offers professional development and parent education. We also have spent years participating in the North Clackamas School District's P-3 initiatives, hosting community events and providing resources.

Since the pandemic began, our CCR&R program has stepped up its support for regional child care programs to ensure children needing care are matched with quality providers. We also continue to look for ways to collaborate with regional groups looking to help families through increasingly stressful times.

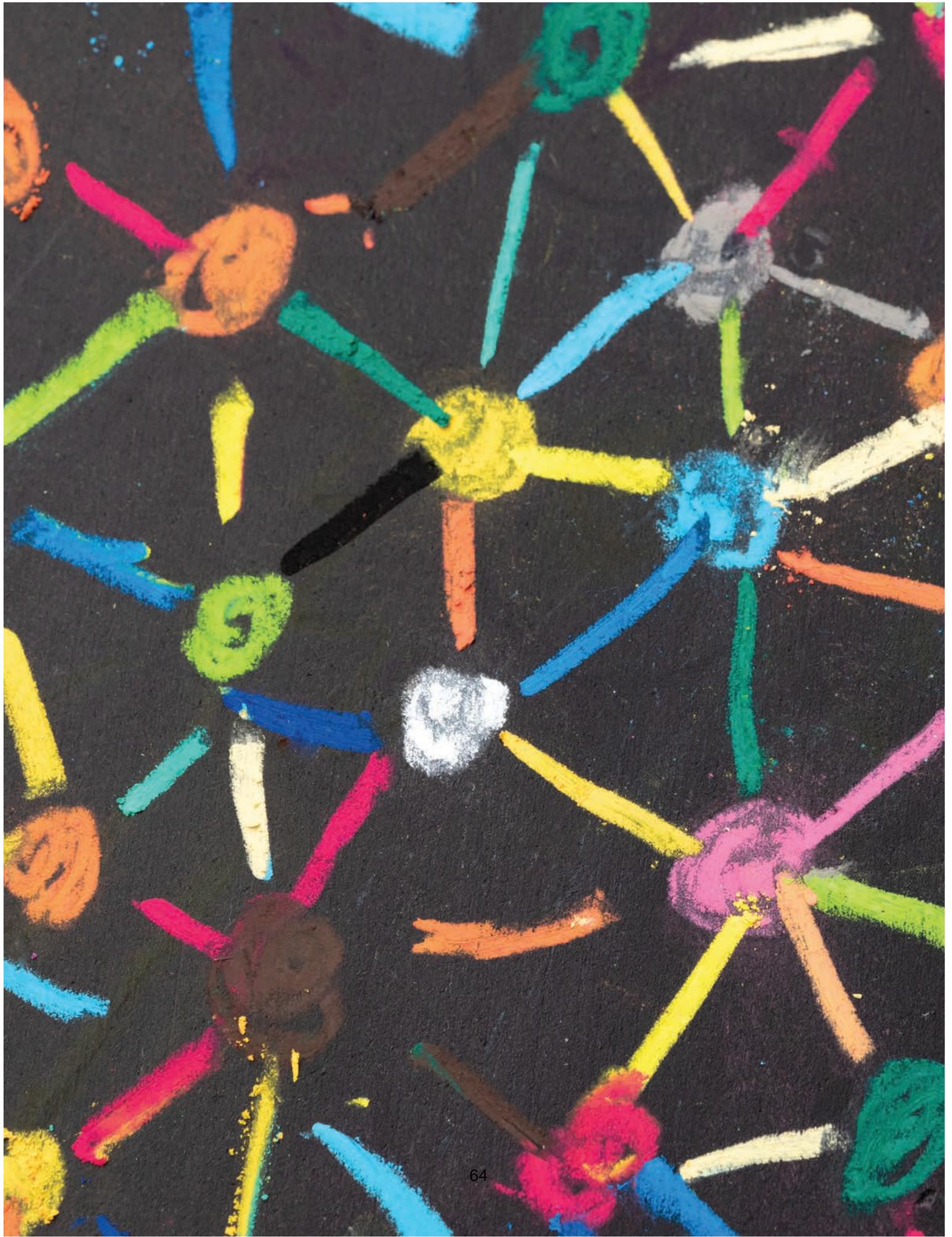
Seeking continuous improvement

Student outcomes/state report card

Our annual state EI/ECSE report card reflects progress of the children we serve. Specifically measured are social-emotional development, knowledge and skill acquisition, and use of appropriate behavior. We also are measured on our ability to provide services in a home or regular childhood program. We meet or surpass all state metrics, and the frequency with which all of our services are delivered significantly exceeds state averages. For example, 90 percent of children enrolled in our early learning and early childhood special education programs receive service at least once a week, compared to the statewide average of 74 percent.

Professional development

We provide ongoing professional development for staff. For example, our educational assistants have a dedicated professional learning community that allows regular access to staff development opportunities and peer-to-peer learning.



Administrative Services

Clackamas ESD offers an array of administrative support and collaboration to school district leaders throughout our region. While we've highlighted administrative services offered via resolution, contracts, grants and other funding sources, much of our administrative support doesn't fall cleanly into one category. A few examples of those services:

- **Convening district leaders:** We facilitate regular meetings of the Chief Administrators' Council (all Clackamas County school district superintendents, plus the president of Clackamas Community College) and 11 other role-specific advisory groups.
- **Providing equity and inclusion support:** Clackamas ESD's equity and inclusion coordinator creates equity-focused professional development opportunities, and provides policy and practices consultation and coaching for administrators and educators across our region. This position is housed in human resources and funded through Student Success Act and teaching and learning dollars. As inequities in learning opportunities have intensified during the pandemic, Clackamas ESD proactively has helped our partner districts address barriers to student wellness and academic success.
- **Serving as a regional and state liaison:** We are closely aligned with partners at the Oregon Department of Education, Clackamas County and other agencies, helping to influence decision making and policies that affect our regional schools. This work continued to be important during 2022, as the ongoing COVID pandemic created shifts in school operations guidelines that required constant attention and coordination.

- **Facilitating Regional Teacher of the Year selection:** We promote nominations and coordinate selection of the Regional Teacher of the Year as part of the Oregon Teacher of the Year program. In 2022, 40 teachers from Clackamas County were nominated – the highest nomination total of any region in the state. In September 2022, we honored Alder Creek Middle School special education teacher Ron Antlitz as our 2023 Regional Teacher of the Year in a surprise all-student assembly at his school.
- **Coordinating Regional Art Show:** Each spring, we host a student art show to highlight the talents of students throughout Clackamas County. We coordinate the regional show in partnership with district middle and high school art teachers. The event culminates each year with an awards ceremony, which returned to an in-person event with a standing-room-only crowd in 2022. More than \$175,000 in potential scholarship money was awarded to 30+ student artists.

Key leaders:

Tim Witcher, Chief Financial Officer

Chelsi Reno, Chief Human Resources Officer

Shirley Skidmore, Director, Strategic Communications

Dawnnesha Lasuncet, Equity and Inclusion Coordinator

Resolution Services

Substitute teacher registration

Clackamas ESD maintains an online registry for substitute candidates in all Clackamas County districts, and reviews all registrations. After registering, substitutes can access required training and store proof of training completion. Districts use the registry to search for teachers with specific endorsements, and to review candidate information, such as results of background checks.

School announcement network

The FlashAlert Network, serving all school districts in Clackamas County, distributes emergency messages, breaking news, weather closures and news releases to local media outlets for broadcast and web display.

Home school registration

Oregon law requires ESDs to maintain records of students who are homeschooled. Clackamas ESD maintains an online database of homeschooled students, accessible to all partner districts.

Delivery services

Clackamas ESD provides delivery of instructional materials, printing projects, data, testing materials and correspondence to all school districts twice a week. We also provide delivery service to other metro-area schools via Multnomah ESD and Northwest Regional ESD.

Other services provided through contracts, grants and other funding sources

Human resources consultation

- Personnel management
- Employee contract management
- Customer service support in using data systems
- Labor and employment law
- "Grow your own" teacher pathways program
- Staffing and recruitment services

Financial and safety consultation and advocacy

- Support and consultation in managing multiple finance systems, including payroll, accounts payable, fixed asset accounting, general accounting, fiscal analysis, and interpretation of local budget law and public bidding rules
- Assistance in filing budget documents with appropriate agencies
- Full business management services
- Facilities services
- Safety and emergency management training and consultation

Printing services

- Graphic design pre-press assistance
- High-quality production of brochures, fliers and other specialty materials (all stored electronically for future reference and use)

Communications services

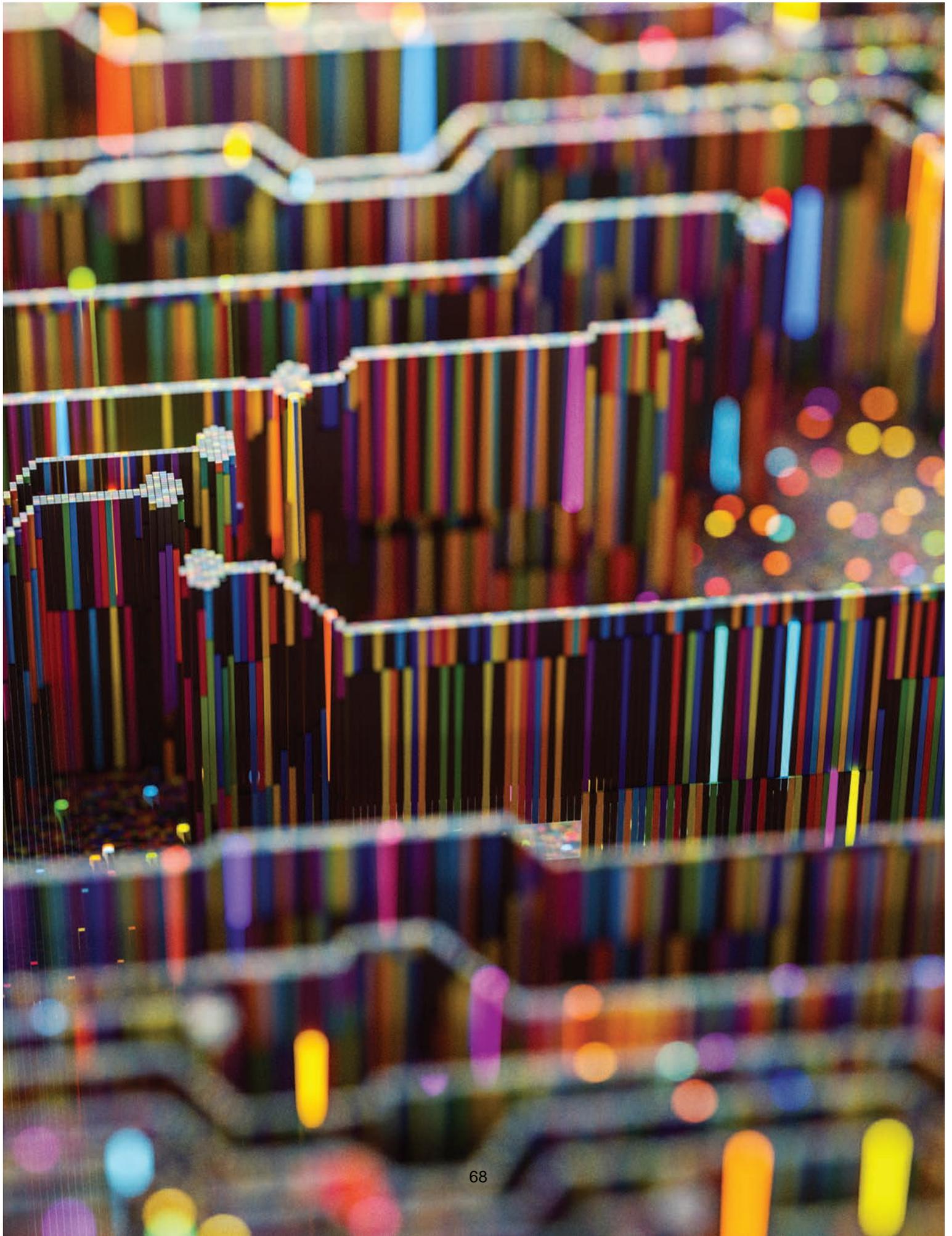
- Website development, maintenance and hosting
- Communications audits
- Writing, messaging and design support
- Social media support
- Translation support
- Community outreach support
- Crisis communications and management support
- General communications consultation

Seeking continuous improvement

We undertake an annual financial audit in accordance with federal, state and General Accounting Standards Board requirements. Our goal each year is to have an "unqualified opinion," free from major findings.

Our printing services and communications teams maintain highly competitive pricing for their services compared to those available through other regional vendors.

We consult regularly with our advisory members to get feedback on our services and how we can improve our support to districts.



Technology

Technology plays a foundational role in school operations, and its role has been elevated during the COVID-19 pandemic and subsequent growing reliance on online interactions. Clackamas ESD's technology services program is highly regarded regionally, offering support not only to our partner Clackamas County school districts, but to other school districts, governments and non-profit agencies throughout the state.

Our experienced, customer-focused team provides customer support and services in several core areas:

- Network and server administration and operations
- Finance and human resources management
- Student information and data management
- Data analysis
- Cybersecurity
- Technology hardware repair

Our technology team is an active inter-agency collaborator. We're a member of the Oregon Student Information System Consortium, which coordinates the statewide Synergy student information system contract. We're also a key partner in Clackamas County's initiatives to expand its broadband fiber-optic network, and we serve as a major node for Link Oregon in the Portland metro area.

Key leaders:

Jeremy Pietzold, Chief Information Officer

Schay Esparza, Assistant Director, Data, Evaluation, and Information Systems

Resolution services

Network and information security services

- Internet access, with a focus on working with providers to increase delivery capacity and speed
- Network design for both wired and wireless district online networks
- Internet firewall maintenance and yearly audits to ensure maximum protection from security threats
- Network and server status monitoring to provide proactive alerts on server outages and monitor usage trends and capacity
- Comprehensive network security configuration and monitoring
- Web filtering that restricts access to certain web pages
- Computer server administration to manage infrastructure for critical data systems
- Disaster recovery to protect mission-critical systems from failure
- Incident response planning to be prepared in the event of a cyberattack
- Internet services vulnerability monitoring and remediation

Finance and human resources system

We deliver and maintain Infinite Visions software for finance and human resources operations. Infinite Visions is designed for K-12 school districts and used by more than 120 Oregon districts.

Document image/storage system

Our system directly integrates document archival into Infinite Visions' existing business software and workflows.

Other services provided through contracts and grants

Student information management software

We deliver Edupoint Synergy, which provides an integrated platform to manage student data, scheduling, grade reporting, classroom administration and special education records.

Data center hosting

We provide rack space in Clackamas ESD's data center for districts to house their technology equipment. This shared resource lowers the capital cost that districts would otherwise incur to build and maintain specialized facilities to power and cool computer equipment.

Cloud computing

We offer cloud computer storage, using shared server capacity and data storage facilities, to lower districts' costs of purchasing and maintaining server capacity.

Hardware repair

We repair computers, peripheral equipment and audio-visual equipment for eight school districts in Clackamas County and six outside agencies. This service allows districts to extend the useful life of computer hardware through post-warranty repair work and affordable sourcing of parts.

Disaster recovery

This service allows districts to archive critical data from multiple computer systems to a secondary location outside of their district to minimize the chance of data loss if disaster strikes.

Cooperative server administration

We partner with seven school districts to provide server administration expertise, augmenting district technology staff resources. These shared services allow districts to access more high-quality technology support for a fraction of the cost of an additional full-time staff member.

Cooperative telecommunications support

We partner with eight school districts to provide telecommunications engineering, administration and support expertise, augmenting district technology staff resources. These shared services allow districts to access more high-quality technology support for a fraction of the cost of an additional full-time staff member.

Cooperative district technology leadership support

We provide technology management expertise to two districts to augment district technology staffing, allowing districts to share staffing resources for a fraction of the cost of a full FTE.

Other services

- Email archiving
- Library software hosting
- Budgeting software partnership
- Firewall-as-a-service consortium
- Session Initiation Protocol consortium

Seeking continuous improvement

We receive qualitative feedback throughout the year through meetings and other discussions, and dedicate an advisory meeting in the fall to discussing technology offerings and any desire for changes. In addition, we measure the effectiveness of our services through interest and demand, both within our component districts and with other external partners.

Clackamas ESD is proud of the solid reputation we've built as a trusted technology partner. In addition to the Clackamas County school districts we serve, we hold data center and/or technology repair service contracts with the following local, regional and state partners. These strong partnerships reduce data center and equipment replacement costs, benefiting all clients.

-
- Christ the King School
 - City of Gladstone
 - City of Happy Valley
 - City of Hillsboro
 - City of Milwaukie
 - City of Oregon City
 - City of Sandy
 - City of West Linn
 - Clackamas Community College
 - Clackamas County
 - Clackamas County Library System
 - Clackamas Fire District #1
 - Clackamas River Water
 - Clackamas Water & Soil Conservation District
 - Corbett School District
 - Good Shepherd Community School
 - Gresham-Barlow School District
 - Hermiston School District
 - Hoodland Fire District
 - LaSalle Preparatory High School
 - LINK Oregon
 - Multnomah Education Service District
 - Newberg School District
 - Northwest Regional Education Service District
 - Oregon Health & Science University
 - Oregon Institute of Technology
 - Park Academy
 - Parkrose School District
 - Portland Public Schools
 - Riverdale School District
 - State of Oregon – Department of Administrative Services
 - State of Oregon – Department of Education
 - Sunrise Water
 - Yamhill-Carlton School District



Clackamas
EDUCATION SERVICE DISTRICT

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Clackamas, OR 97015
(503) 675-4000

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MENTAL HEALTH PRESENTATION
(STUDENTS/YOUTH EQUITY ADVISORY COMMITTEE)

REPORT
Agenda Item #4
February 9, 2023

REASON FOR BOARD CONSIDERATION:

Students from the Equity Advisory Committee will be presenting personal experiences and data regarding mental health needs and services for youth and requesting additional support (staff and resources) be directed toward student mental health needs.

BUDGET IMPACT/SOURCE OF FUNDS:

This presentation is to share with the Board the student perspective. While they are requesting additional support, there are no specific requests that would impact the budget at this time.

BACKGROUND:

Student mental health has always been a high need and never has addressing this been more important than following the COVID-19 pandemic. Students from the Equity Advisory Committee will share personal and peer experiences and challenges to advocate for mental health support. While there has been an increase in support in schools, the students share that it is not adequate to support growing mental health needs. Students will share data and student statements include:

“Today, I advocate for an expansion of mental health resources for independent and self-sufficient students, who suffer from extreme time scarcity, and academic burnout. The implementation of these extended resources within an academic setting is admittedly not the sole answer to this inequitable phenomenon, but it is a catalyst for change.”

“I wish there was someone here at school that I can talk to that I can trust and understand the values that I, and many other POC, have grown up with. Today, I am asking for more POC representation in mental health resources so high-achieving students who are burnt-out, like me, has someone they can talk and relate to.”

ATTACHMENTS

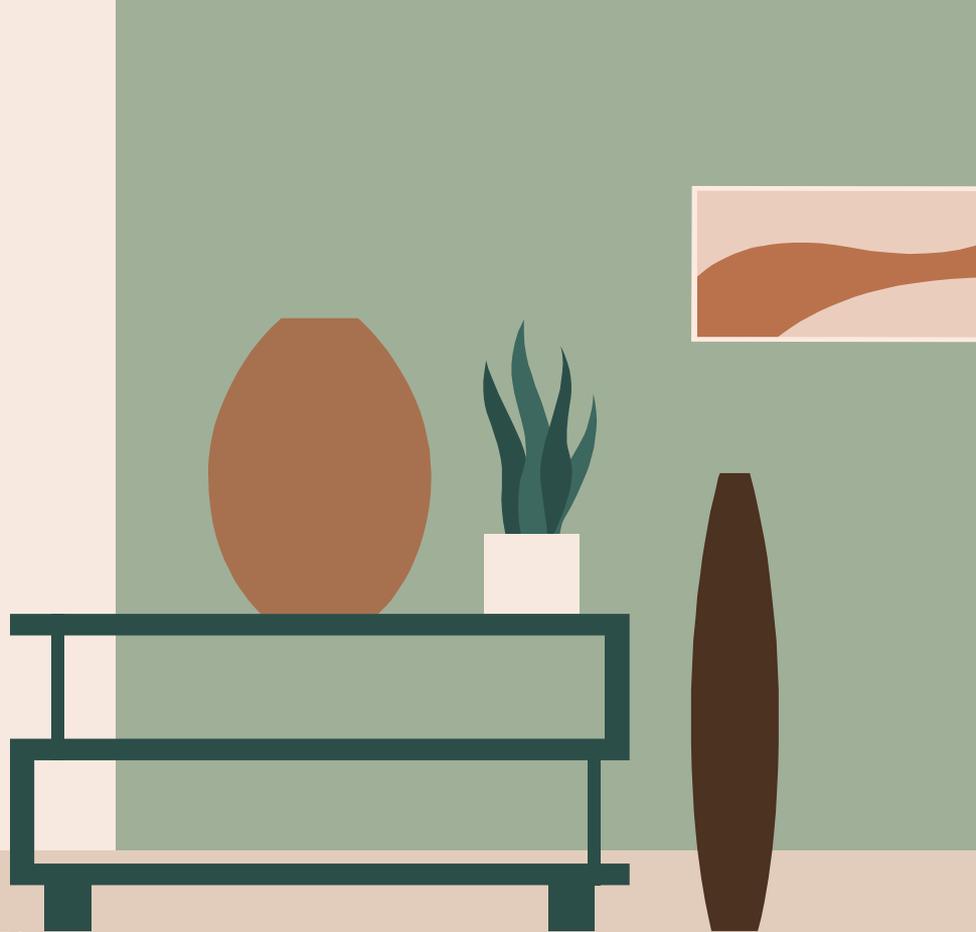
- A. [Mental Health Presentation Slides](#)

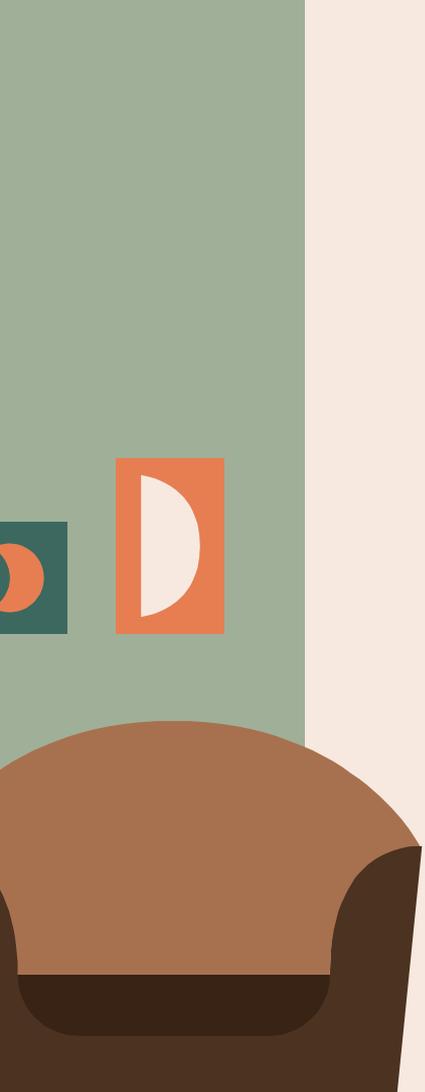
PRESENTER / STAFF CONTACT:

Mayra Gomez, Executive Director, Student and Family Services
Barnaby Gloger, Associate Director, Student and Family Services
Isabelle Reksopuro, High School Student
Hope Normand, High School Student
Britney Nguyen, High School Student
Raffy Bulaclac, High School Student
Reghan Wali, High School Student
Kristy Tong, High School Student
Zoe Klawetter, High School Student

Mental Health Presentation

Presented by students from district
and school Equity Committees





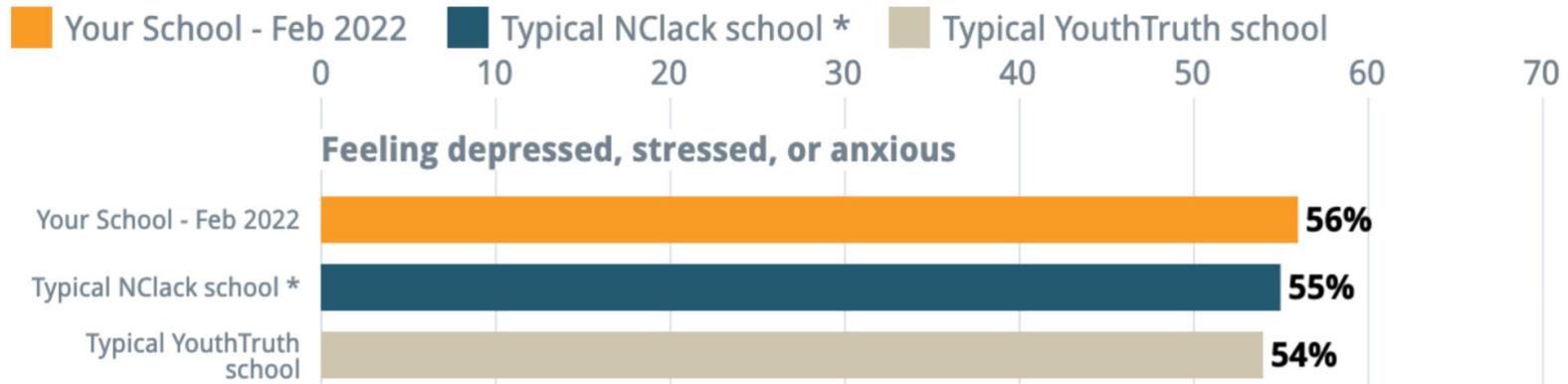
Introduction

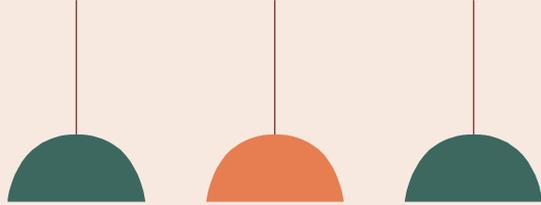
Our mission today: Increase of mental health services for students in schools.



Why are we advocating for mental health?

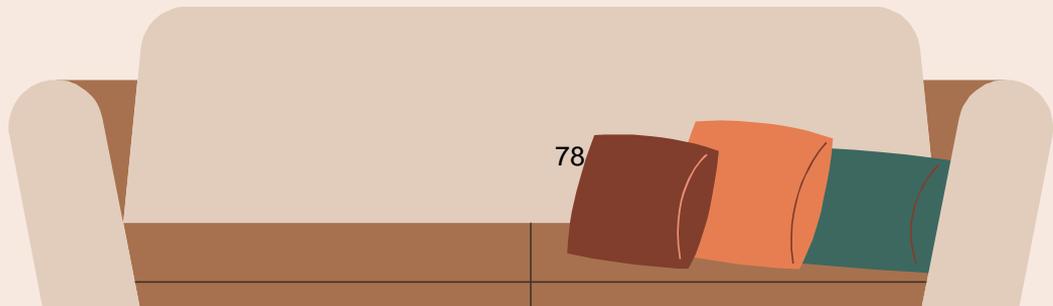
Do any of the following make it hard for you to do your best in school? - Overall

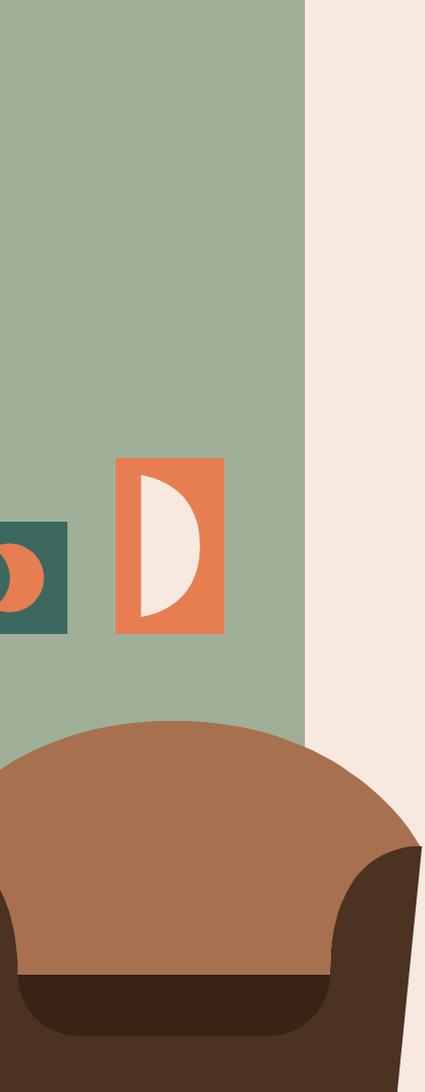




Students

want help dealing with situations, but there aren't enough people to work with them all.





Main Factors

- **Limited amount of resources available** for all students
- **Cultural stigmas** within student groups make advocacy difficult
- Lack of **cultural sensitivity** in support and resources



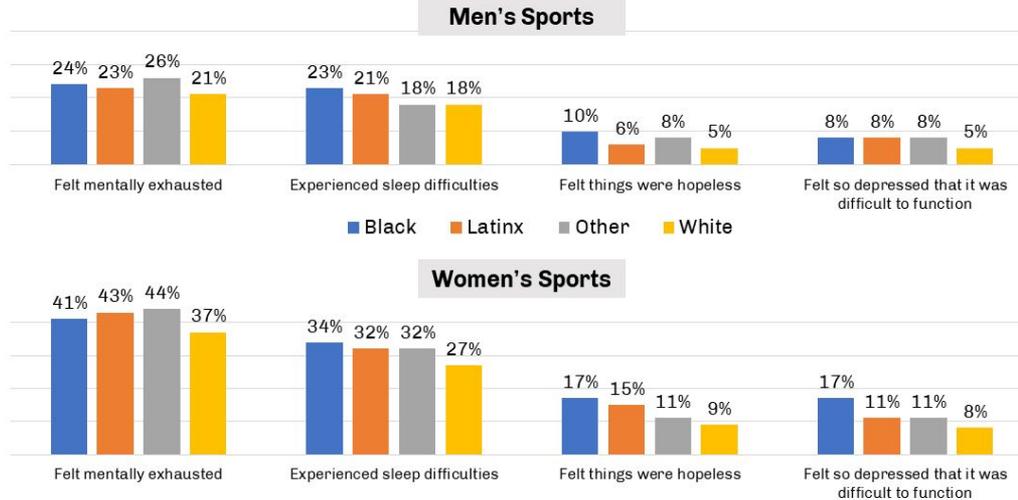
Student Experiences and YouthTruth + Student Survey Data

Hope Normand

Junior, Mental Health Commissioner

Topic:
*Student Athlete
Mental Health*

Fall 2021 Mental Health Concerns
(Percentage of Participants Who Endorsed “Constantly” or “Most Every Day” by Race/Ethnicity)



Note: "Other" includes those who selected American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander, and other racial identities. Source: NCAA Student-Athlete Well-Being Study (Fall 2021).

Hope Normand

Junior, Mental Health Commissioner



- Student athlete mental health stigmas
- Exhausting “grind” culture in athletics
- Hard to schedule appointments or miss practice without consequences

A graphic of a spotlight with a dark green conical top and a white beam of light shining downwards on the text.

Topic:
***Student Athlete
Mental Health***

Britney Nguyen

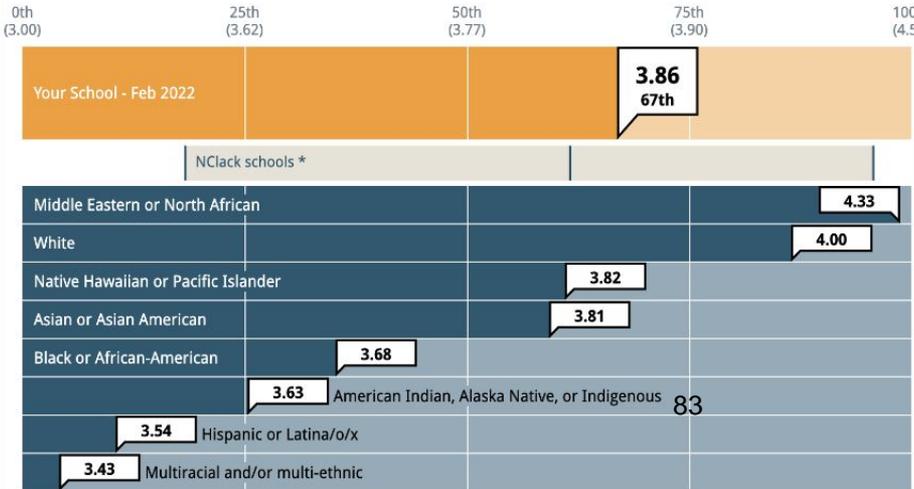
Sophomore, Student Council Representative



When I'm feeling upset, stressed, or having problems...

I know someone outside of school who I can talk to about it

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Topic:
COVID-19
Consequences

Britney Nguyen

Sophomore, Student Council Representative



- After COVID-19, hard to communicate and advocate for oneself
- Lack of support inside and outside school for many students
- “I didn’t want to be on a waiting list where it would feel like my problems didn’t matter”

A graphic of a spotlight with a dark green conical top and a white beam of light shining downwards.

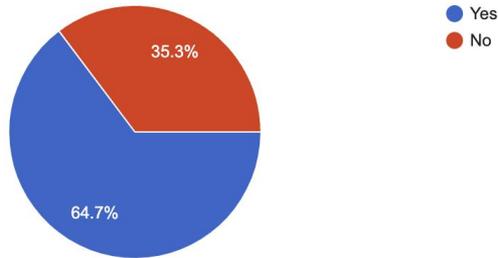
Topic:
COVID-19
Consequences

Raffy Bulaclac

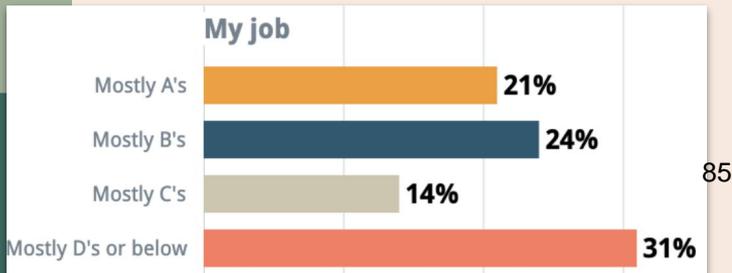
Senior, Senior Class President

Since returning to school this year have you experienced any struggles with your mental health? This can be induced by school, work, extracurriculars, home life, etc.

68 responses



Topic:
*Perspectives of
Independent
Students*



Raffy Bulaclac

Senior, Senior Class President



- Many students who have to work jobs for themselves or family to survive get overlooked
- Easy to spread yourself thin to get the best education possible
- A deficit of mental health resources makes it harder to choose ourselves₈₆

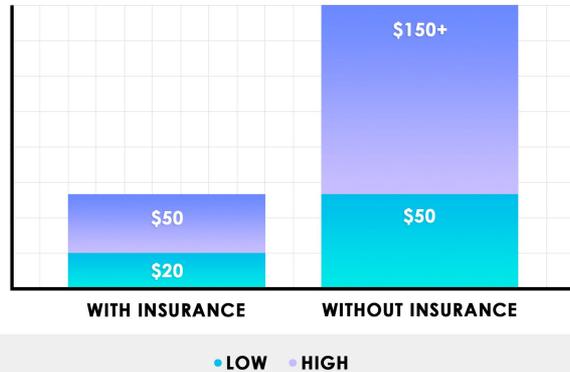


Topic:
*Perspectives of
Independent
Students*

Reghan Wali

Senior, Student Council Representative

THERAPY COST PER SESSION



Topic:
*What Happens If
You Can't
Access It?*

I was going to go to a therapist but so many places were full and I would be placed on a super long waiting list. Idk if that's one

I've asked multiple times for help and I've been told I'd get it and I still haven't gotten it it's been months

87



Reghan Wali

Senior, Student Council Representative



- Waitlists were 3 months long no one could get back to inform us about our choices
- No room in school-based Health Centers
- Insurance deems therapy as medically “unnecessary”
- Had to turn to insurance to pay therapy, very expensive

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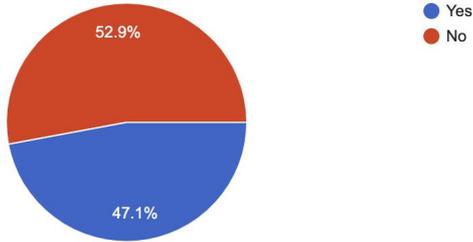
Topic:
***What Happens
If You Can't
Access It?***

Kristy Tong

Junior, Junior Class President

Do you consider the discussion of mental health a taboo in your household and/or in your culture?

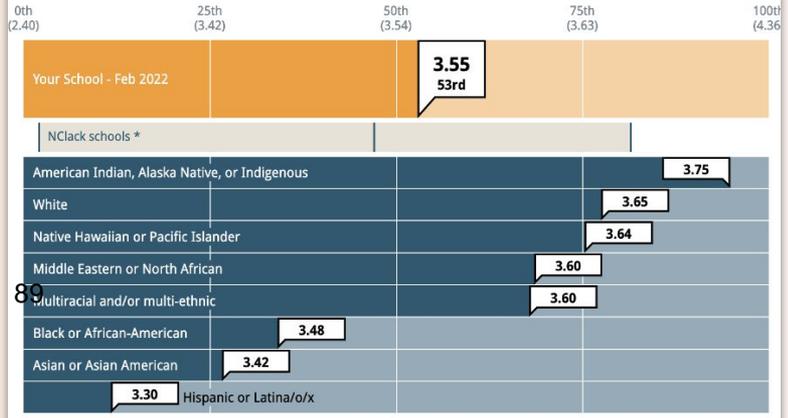
68 responses



Topic: *The So-Called Model Minority*

Overall, how do you feel about your life?

1 = Never content 3 = Sometimes content 5 = Content all the time



Kristy Tong

Junior, Junior Class President



- Intense academic pressures for Asian Americans
- Mental health is very taboo
- Asian Americans are 3x less likely to talk about mental health
- Most therapists are white
- Need for culturally sensitive resources and more BIPOC representation

A graphic of a spotlight hanging from the top, with a dark teal conical shade and a white beam of light illuminating the text below.

Topic:
***The So-Called
Model Minority***

Zoe Klawetter

Junior, Equity Commissioner



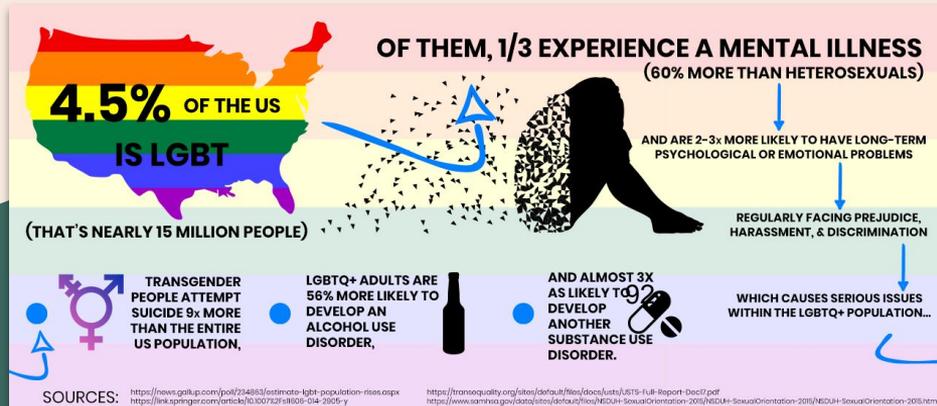
Topic:
LGBTQ+
Student
Advocacy

Zoe Klawetter

Junior, Equity Commissioner

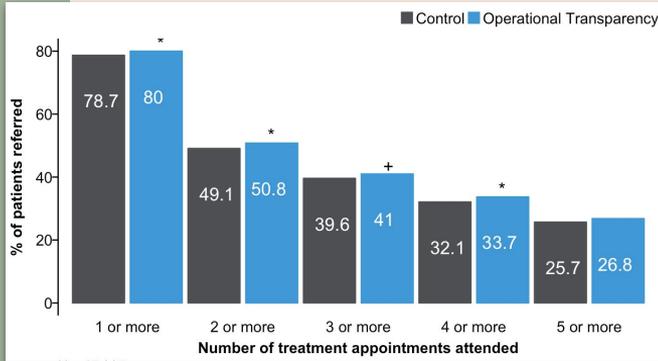
- Queer students face mental health issues at an amplified rate
- Suicide rates are 30% higher than non-LGBTQ
- Hard to connect at home, need supports in school

Topic:
**LGBTQ+
Student
Advocacy**



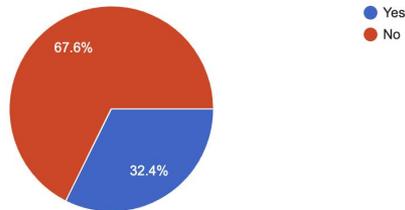
Isabelle Reksopuro

Senior, Equity Commissioner



Have you ever experienced a situation where you advocated for your mental wellbeing needs and were able to access mental health services/resources?

68 responses



93

Topic:
*Expanding
Our Resources*

Isabelle Reksopuro

Senior, Equity Commissioner



- Therapy is incredibly beneficial, could be more impactful with more expansion
- In midst of crisis, was **lucky** to get an appt. in 2-3 weeks
- 2 therapists + 1 social worker cannot handle a school of 1,300 students

A graphic of a spotlight hanging from the top, with a dark teal shade and a white beam of light illuminating the text below.

Topic:
*Expanding
Our Resources*

Contributor

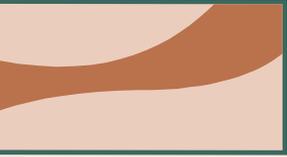
Students after COVID-19 are stressed out and find it difficult to adjust.

Problem

Students all over are experiencing a mental health crisis because of many factors.

Solution

Increase the number of support (staff, resources) and diversify methods to better support students.



An illustration of a teal cabinet with six drawers, a potted plant on top, and two brown vases. The background is split into a teal upper-left section and a light beige lower-right section.

Thank you for your time!

Any questions?

REASON FOR BOARD CONSIDERATION:

To inform and update the Board on how student medical needs are being met, specifically through our School Based Health Centers. The presentation will also review North Clackamas School District’s partnership with the agencies that operate our School Based Health Centers and the state and federal laws that govern consent to services and student health information.

BUDGET IMPACT/SOURCE OF FUNDS:

There will be no budgetary impact.

BACKGROUND:

The School Based Health Centers have been partnering with North Clackamas School District since 2012, when they first began on the Milwaukie High School / Milwaukie Academy of the Arts campus. A School Based Health Center (SBHC) is a full service medical office located within a school or on school premises. In order to serve student health needs, keep them in class, and remove financial barriers for families, School Based Health Centers provide patient centered care that improves educational outcomes. The goals of a School Based Health Center Model include:

- Improve access to affordable quality primary care and mental health services for school-aged youth
- Provide patient-centered care for all students, regardless of insurance status
- Reduce costs related to unnecessary hospital stays and use of emergency rooms
- Improve educational outcomes because healthy kids learn better
- Save parents time by reducing missed work hours

Today, North Clackamas School District students and families can find a School Based Health Center at each of our comprehensive high schools so that students in each NCS D feeder pattern have access to quality health care.

The School Based Health Centers are run in partnership with community and county agencies and follow state and federal laws regarding consent to services and sharing of health information. HIPAA, FERPA, and the State of Oregon’s OHA give clear guidelines on the age of consent for services and who is entitled to access health information depending on the setting and situation. The School Based Health Centers are open and available to all NCS D students and continue to meet health and wellness needs of our students.

ATTACHMENTS

- A. [NCS D Student Health & Wellness Presentation Slides](#)
- B. [Understanding Minor Consent and Confidentiality in Health Care in Oregon](#)

PRESENTER / STAFF CONTACT:

Dr. Mayra Gómez, Executive Director, Student & Family Services
Barnaby Gloger, LCSW, Associate Director, Student & Family Services
Claire Davis-Thran, RN, NCS D Lead Nurse



NCSD PARTNERSHIP WITH SCHOOL BASED HEALTH CENTERS

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Board Report - February 9, 2023

STUDENT & FAMILY SERVICES

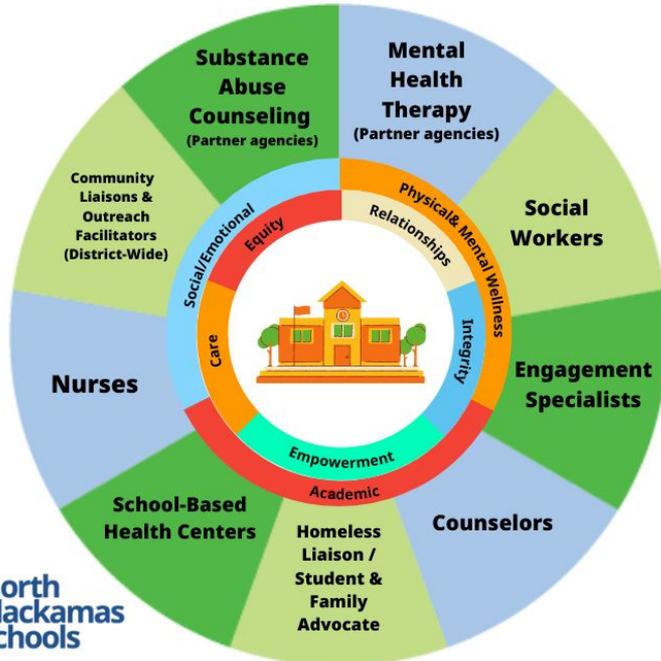
The **Student & Family Services** Team empowers all students, families, & staff by removing barriers & collaborating with schools & families to meet student academic, social, emotional, mental, & physical needs.

Student & Family Services represents a variety of student support & community engagement programs promoting health & wellness of all.



STUDENT & FAMILY

Student & Family Services Feeder Pattern Supports:

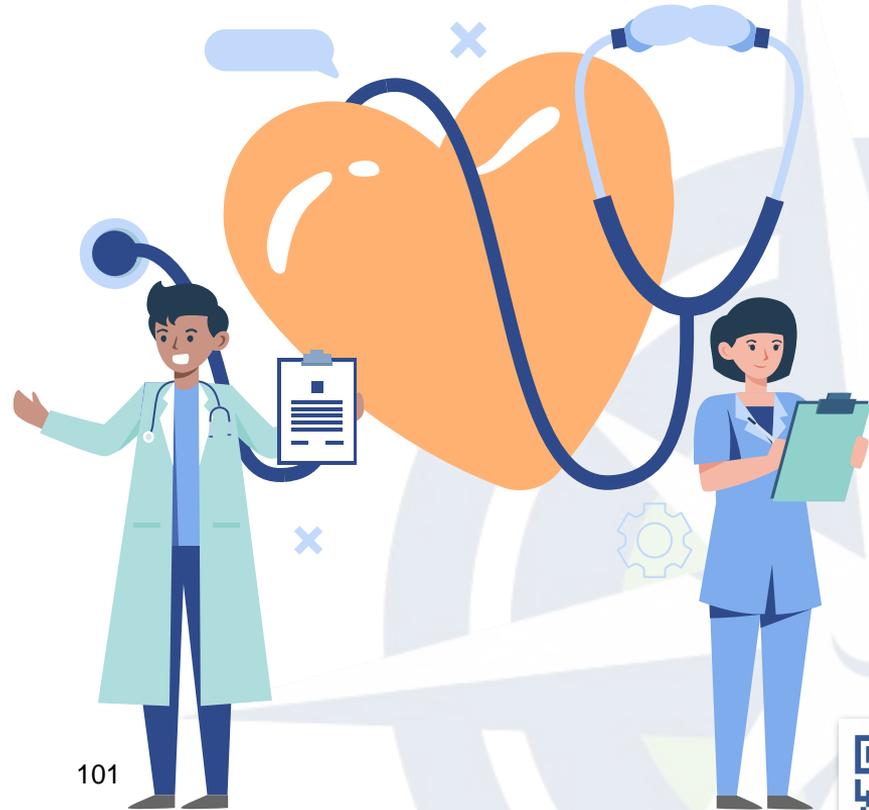


To meet student

- Academic
- Social
- Emotional
- Mental
- Physical



SCHOOL BASED HEALTH CENTERS



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SCHOOL BASED HEALTH CENTER

A **School Based Health Center (SBHC)** is *a full service doctor's office located in a school or on school premises*. SBHCs are a national model designed to improve access to health care by reducing the barriers that prevent youth from seeking health services, such as inconvenience, cost, transportation, and apprehension about discussing personal health problems. SBHCs provide care – primary health, mental health, dental health, counseling, family outreach, and chronic illness management – without concern for the student's ability to pay and in a location that meets students where they are, at school.

WHY SCHOOL BASED HEALTH CENTERS?

Goals of SBHCs

- Improve access to affordable quality primary care and mental health services for school-aged youth
- Provide patient-centered care for all students, regardless of insurance status
- Reduce costs related to unnecessary hospital stays and use of emergency rooms
- Improve educational outcomes because healthy kids learn better
- Save parents time by reducing missed work hours



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SERVICE PROVIDERS





SCHOOL NURSING

- Management of student daily medical needs & manage Behavioral Health Plans
- Collaborate with school teams (IEPs, 504s Plans, CARE Teams, etc.)
- Collaborate with School Based Health Centers
- Follow Federal & State healthcare laws and policies

105

CONFIDENTIALITY



Understanding Minor Consent and Confidentiality in Health Care in Oregon



Oregon Health Authority
PUBLIC HEALTH DIVISION
Adolescent and School Health Unit

CONSENT & CONFIDENTIALITY

“When youth feel safe and supported in their health care needs and choices, they have better health outcomes. For some youth, this means having a parent or guardian involved in all of their health care. Other youth may benefit from receiving confidential services for some or all of their health care. Adults will want to be aware of minors’ consent rights in order to support good communication with the youth in their lives.” [OHA Guidance](#)

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CONSENT FOR MEDICAL & DENTAL SERVICES

Minors who are 15 years and older can consent to medical and dental services administered by a licensed provider without parental/guardian consent. This includes medical, dental, optometric (eye care) and surgical diagnosis and treatment.

ORS 109.640



CONSENT FOR MENTAL HEALTH, DRUG, OR ALCOHOL TREATMENT

A minor who is 14 years or older may access outpatient mental health, drug, or alcohol diagnosis or treatment (except for methadone) without parental/ guardian consent, if those services are administered by a licensed provider.

ORS 109.675



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FAMILY PLANNING/SEXUAL & REPRODUCTIVE HEALTH

Minors of any age can access birth control information and services as well as testing and treatment for sexually transmitted infections (STIs) including HIV without parental/guardian consent.

ORS 109.610
ORS 109.640

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BEST PRACTICES

It is a priority of SBHC service providers to involve parents & guardians in the care of their student.

Providers at SBHCs will communicate with parents/guardians and discuss as much information as they are able to.

Although Oregon law states that youth 15 and older can consent to their own healthcare, clinic staff make an effort to include parents & guardians in their student's healthcare and will also encourage students to communicate their health needs and concerns to their parents.

111



SERVICES INCLUDE:

- MEDICAL
- REPRODUCTIVE SERVICES
- DENTAL
- MENTAL HEALTH THERAPY
- SUBSTANCE ABUSE TREATMENT
- OPTOMETRY

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SCHOOL BASED HEALTH CENTERS IN NCSD





ALL STUDENTS

All NCSD students can access services at SBHCs



REMOVING BARRIERS

Services are available to students regardless of their ability to pay



THANK YOU!

Do you have any questions?



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**PROCUREMENT OF MODULAR CLASSROOMS
FOR SCOUTERS MOUNTAIN ELEMENTARY**

ACTION
Agenda Item #6
February 9, 2023

SUPERINTENDENT’S RECOMMENDATION:

Award contract in the amount of \$456,340.00 to Modern Building Systems for the purchase and installation of two double-classroom units at Scouters Mountain Elementary.

BUDGET IMPACT/SOURCE OF FUNDS:

2016 Capital Construction Bond Fund and Capital Projects Fund

BACKGROUND:

Annually, the district contracts with demographers to review and update a ten-year enrollment projection. This is analyzed by staff for budgetary, staffing, and school capacity impacts. The housing growth continues to impact the district, particularly along the 172nd Avenue corridor in Happy Valley. Until the district can pass a future capital construction bond levy or secure other funding to add a new elementary school, some schools will experience some capacity and crowding issues. The District identified the need for additional classrooms at Scouters Mountain Elementary in the immediate future. A feasibility study is being finalized to determine the exact location and installation access on the school site.

This procurement includes two modular classroom buildings. Each modular classroom will contain two classrooms of 885 square feet each (for a total of 4 classrooms 3,540 square feet) for the school. The selected vendor will deliver and install pre-engineered modular buildings and associated decking via a cooperative procurement contract. Utilizing cooperative procurement contracts is recommended as they have been through the solicitation process and guarantees the best value for the District. Public Notice of this procurement was made on January 31, 2023.

Work may begin in the summer of 2023 and is scheduled to be completed in August, 2023.

As with all contracts, additional costs may be incurred for added or changed scope (e.g. change orders for unknowns, unforeseen, or agency requirements). An 8% contingency will be carried for this purpose.

ATTACHMENTS:

Scouters Mountain site plan

PRESENTER / STAFF CONTACT:

Cindy Detchon, Assistant Superintendent of Operations

