



Agenda

North Clackamas School Board
Thursday, March 9, 2023 - 5:45 PM
Zoom/YouTube
12400 SE Freeman Way
Milwaukie, OR 97222

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

Join Zoom Meeting

<https://us06web.zoom.us/j/81976834489?pwd=NFhkUE90c2QvaEEEd3NvSG9kcG9mdz09>

Meeting ID: 819 7683 4489

Passcode: 795719

EXECUTIVE SESSION

Convened under Oregon Laws ORS 192.660 (2)(f) to consider information or records that are exempt by law from public inspection.

NOTICE TO MEDIA: ORS 192.660 (4) Representatives of the news media shall be allowed to attend executive sessions other than those held under subsection (2)(d) of this section relating to labor negotiations or executive session held pursuant to ORS 332.061 (2). Representatives of the news media who are permitted to attend executive sessions are specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced.

5:45 Call to Order

6:00 Adjourn Executive Session

WORK SESSION

6:00 Ad Hoc Board Committee - Report

Presenter: Tiffany Shireman

Jollee Patterson

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6:30 Adjourn Work Session

OPEN SESSION

6:30 Call to Order

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9:10 Adjourn

AD HOC BOARD COMMITTEE – REPORT

WORK SESSION

March 9, 2023

BACKGROUND:

Phase 1: On June 9, 2022 the Board took action to establish an Ad Hoc Board Committee focused on the review and revision of current policies related to complaint and appeal processes.

NCSD Board Policy BCE/BCF guides the formation of School District Board Committees and identifies the following parameters for an Ad Hoc Board Committee: “This Board member only committee exists for a specific project, and is of limited duration. It is used to research and report on recommendations on a narrow set of issues/topics. This committee may interface with district staff but will not typically interface with the public.”

The Ad Hoc Board Committee met on the following dates in properly noticed public meetings: July 27, 2022, October 18, 2022, and November 1, 2022.

On October 22, 2022 the Board updated the charge for the Ad Hoc Board Committee to more specifically address: *Policy KL-AR, discrimination and complaint policies and have access to supports for all the parties involved.* (Phase 2)

As a result of the committee work in Phase 1, the Ad Hoc Board Committee proposed the adoption of the policy revisions at the Board’s November 17, 2022 meeting. These policy revisions were adopted by the Board at its December 8, 2022 meeting.

Phase 2: In order to meet the revised charge for the Ad Hoc Board Committee, the Committee met in a properly noticed public meeting on February 7, 2023 to review the appeal process that is applied to multiple policies/ARs, with a primary focus on KL-AR. The Ad Hoc Board Committee also reviewed a draft of a Frequently Asked Questions document and a draft of a document outlining supports and resources available throughout the complaint process.

As a result of the committee work in Phase 2, the Ad Hoc Board Committee is proposing policy revisions.

This time is set aside as a work session to review the proposed policy revisions and provide feedback on the draft FAQ and support documents.

ATTACHMENTS:

- NCSD Board Policy [BCE/BCF](#): Board Committees
- Proposed Policy Revisions
- Frequently Asked Questions (Complaint Process)
- Complaint Process Support and Resources

PRESENTER:

Tiffany Shireman, Chief of Staff

Jollee Patterson, Board Legal Counsel

Board Ad Hoc Committee Report

NCSD Board of Directors
Work Session
March 9, 2023

Tonight:

- Board Work Session 
 - Review committee timeline and progress
 - Review proposed policy changes
 - Review draft of “Complaint Process Support and Resources”
 - Review draft Frequently Asked Questions for NCSD website

Next Steps:

- April 13, 2023
 - Scheduled Board Action on ⁶proposed policy changes



Committee:

- Ad Hoc Committee Members:
 - Mitzi Bauer
 - Steven Schroedl
 - Kathy Wai
- Ad Hoc Committee Support, Legal Counsel:
 - Jollee Patterson
 - Eden Vasquez
- Ad Hoc Committee Support, Staff
 - Donna Collingwood, Administrative Assistant
 - Ivonne Dibblee, Assistant Superintendent for Education
 - Cindy Detchon, Assistant Superintendent for Operations
 - Michelle Riddell, Executive⁷ Director of Human Resources
 - Tiffany Shireman, Chief of Staff



Committee timeline and progress:

- Phase 1:
 - June 9, 2022: Board took action to establish this Committee
 - Charge: *This committee will review possible policy updates related to complaints and appeals. This committee will make a recommendation regarding policy changes on this topic to the full Board.*
 - Committee meetings: July 27, October 18 & November 1, 2022
 - October 22, 2022: NCSD Board provided updated charge direction and established Phase 2
 - November 17, 2022: Board heard Committee Interim Report
 - December 8, 2022: Board took action on proposed policy changes



Committee timeline and progress:

- Phase 2:
 - Updated charge: *Policy KL-AR, discrimination and complaint policies and have access to supports for all the parties involved.*
 - Committee meeting on February 7, 2023
 - Reviewed and provided comments on the appeal process that is applied to multiple policies/ARs, with a primary focus on KL-AR.
 - Reviewed and provided comments on a draft of a Frequently Asked Questions document
 - Reviewed and provided comments on a draft of a document outlining supports and resources available throughout the complaint process



Review proposed policy changes



Policy Review Project – Goals

- Bring key district policies into alliance with the law
- Eliminate unnecessary duplication
- Provide more clarity for policy users including the staff and public
- Allow for efficient policy updates going forward
- Ensure application of equity lens

Highlights of Proposed Revisions to KL/KL-AR

- Steps for addressing complaints
 - Step 1: Building or district-level administrator. Requires complainants to describe attempts to resolve concerns informally before Step 1. Establishes that multiple supports are available.
 - Step 2: Appeal to supervisor of Step 1 building or district-level administrator.
 - Step 3: Appeal to superintendent or designee, whose decision is final unless law or policy requires otherwise.

Highlights of Proposed Revisions to KL/KL-AR

- Other changes to reflect best practice
 - Emphasize that supports are available to ensure equitable access to the complaint process
 - Provide for alternative dispute resolution options
 - Provide for regular updates to the parties Clarify treatment of complaints involving staff
 - Align language with OSBA model policy
 - Remove detail about investigation process and timelines
 - Update complaint and appeal forms

Additional Policies: ACB-AR and JBA/GBN-AR

- ACB-AR (Bias Incident Complaint Procedure)
 - Updates appeal process to reflect recommended appeal process in KL-AR
- JBA/GBN-AR (Sexual Harassment Complaint Process)
 - Remove current AR which repeats current KL-AR

Review draft of “Complaint Process Support and Resources”

Complaint Process Support and Resources

This is intended as an internal document for options to help ensure the complaint process is as accessible and supportive as possible. This could also be used as a check-list by district administrators to help ensure that support and resources have been offered.

- Providing interpreters/translators
- Providing copies and links of relevant policies and ARs
- Allowing parties and witnesses to bring a support person to all meetings and interviews
- Providing a contact person who can address questions about the complaint process
- Providing access to counselors for students, EAP for staff
- Offering alternative resolution processes:
 - o Facilitated conversation
 - o Mediation
- Providing safety plan when appropriate to ensure equal access to educational opportunities
 - o A safety plan is a comprehensive tool that details a framework for addressing any safety concerns. For example, a safety plan could detail how a student will be able to attend class and participate in school activities without directly interacting with a person they've complained about.
- Offering regular check in with administrator or counselor for students and staff, or other supportive staff
- Ensuring regular status updates for parties during the complaint process (at least every forty-five days)
- Providing a list of community support resources



Review draft of FAQ re: Complaint Process

Draft FAQ re Complaint Process

This is a draft FAQ that would be made available to public, and could be updated as necessary.

North Clackamas School District is committed to working with students, families, staff, and community members to address concerns and complaints. This FAQ is designed to provide information about the process, describe the supports that are available, and explain where individuals can go for additional information.

What is a complaint? How does this differ from a concern?

As used in this context, a concern is an issue or problem about something or someone at the district. When voicing a concern there is not a formal response process requiring that some action be taken. Concerns can often be addressed through informal resolution by speaking with the involved individuals. A complaint is a method to formalize a concern. There are steps involved in the formal process and timelines for the District's response. Supports are available throughout the complaint process.

How do I file a complaint?

If you have a concern about something or someone at the district, you are strongly encouraged to talk with the individual involved to try to address your concern informally. If informal talking does not resolve your concerns, or you don't feel safe or comfortable talking to the individual involved, you can file a formal complaint on this form attached to policy KL-AR [provide link to KL-AR complaint form] and send it to the principal or the superintendent's office.

Are there options to the formal complaint process?

Yes! In some cases, the district can help resolve complaints by offering a facilitated conversation between you and the person you have a complaint against, or trying mediation. Often times, these informal resolution processes work well and help support strong relationships while also addressing the concern. If you are interested in informal resolution, please contact your building administrator or the superintendent's office for more information.

I have a concern or complaint and need a translator and interpreter. Can someone help?

Yes! Translators and interpreters are available. Please contact your building administrator or the superintendent's office for more information.

I feel nervous when I have to meet with an administrator or an investigator. What can I do?

You are welcome to bring a support person of your choosing to any meeting regarding your complaint, including meetings with administrators or interviews with an investigator. Your support person could be a student or parent advocate or someone else from the District, if you would like the District to suggest an available support person please contact your building administrator or the superintendent's office for more information. A support person cannot speak for you, but can offer you support and comfort during these meetings.

This whole situation, including what I am complaining about and the complaint process, is stressful. Is there support available?

Yes! If you are a student, please check in with your school counselor or other supportive staff. If you are an employee, EAP is available to you or check with HR.

There are also supports available within the community, including the following:

- Family Engagement Specialist <link>
- [Include links to other community supportive services]

I'm scared of the person who I have a complaint against. What can I do? Do they have to know that I filed the complaint?

You deserve to feel safe and supported at school. Please talk to your building administrator, your supervisor, HR, or the superintendent's office if you feel unsafe. In some cases, the district may be limited in our ability to follow up on anonymous complaints, but there are other options that are available. Also, retaliation against anyone who files a complaint or participates in the complaint process is strictly prohibited. If you are concerned about retaliation, please contact your building administrator, HR, or the superintendent's office immediately.

I'm an employee involved in a complaint. What resources are there to help me?

Human Resources can provide information about the complaint process and other supports. If you are represented, you can contact your union representative. EAP is also available to you.

The complaint process seems very complicated, and I don't understand it. Why is it complicated and who can help me understand the process?

We understand your concern. Complaint processes can sometimes seem complicated or formal. That is because everyone involved – both you as the complainant, and the person you are filing a complaint about – have rights during the process. The district wants to make sure the process is fair and equitable for everyone involved. Sometimes, that can mean that the complaint resolution process, including the investigation of a complaint, can take a long time or involve multiple steps. We want to make the process as accessible as possible. If you have questions about the process, please contact your building administrator or the superintendent's office for more information.

What happens after I file a formal complaint?

The principal or someone at the district office will review your complaint and decide what is the right process for addressing your concern. Policy KL and KL-AR [provide links] describe the general complaint process. In some cases, like with concerns about sexual harassment or discrimination, a more specific process might apply. Someone will contact you to let you know the next steps for responding to your complaint.

I have questions that are not on this list. Who can help?

We want this process to be as supportive as possible for you. Please contact your building administrator or HR with other questions.



Tonight:

- Board Work Session
 - Review committee timeline and progress to date
 - Review proposed policy changes-to-date
 - Review draft of “Complaint Process Support and Resources”
 - Review draft Frequently Asked Questions for NCSD website

Next Steps:

- April 13, 2023
 - Scheduled Board Action on proposed policy changes







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

Board Committees

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

General Guidance

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

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

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

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

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

Committee of the Whole

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

Standing Subcommittees

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

Ad Hoc Committees

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

Advisory Committees

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

Liaison to Nondistrict Committees

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

END OF POLICY

Legal Reference(s):

[ORS 192.610 - 192.690](#)

[ORS 332.045](#)

[ORS 332.105](#)



Code: ACB-AR
Adopted: 12/10/20
Revised/Readopted: 1/13/22

Every Student Belongs – Hate Symbols and Bias Incident Complaint Procedure

The terms “bias incident” and “symbols of hate” are defined in policy. Persons impacted by a bias incident or display of a symbol of hate shall be defined broadly to include persons directly targeted by an act, as well as the community of students as a whole who are likely to be impacted by the act.¹

Step 1 When a staff member learns of a potential bias incident or display of a symbol of hate, the staff member will prioritize the safety and well-being of all persons impacted and without unreasonable delay report the incident to the building or program administrator.

Step 2 The **building** administrator or designee shall acknowledge receipt of the complaint, reduce the complaint to writing, and investigate any complaint of a bias incident. Responding staff will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and commit to preventing further harm against those persons impacted from taking place. Educational components and redirection procedures, if any, will:

- Address the history and impact of bias and hate;
- Advance the safety and healing of those impacted by bias and hate;
- Promote accountability and transformation for people who cause harm; and
- Promote transformation of the conditions that perpetuated the harm.

The **building** administrator or designee must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly².

The **building** administrator or designee will make a decision within **3025 business** days of receiving the complaint.

All persons impacted by the act will be provided with information³ relating to the investigation and outcome of the investigation, including:

- Notice that an investigation has been initiated;
- Notice when an investigation has been completed;

¹ The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

² The nature of the behavior or act must determine the process used to respond; what rights and protections are available to the person(s) impacted by the behavior or act; and an individual’s right to appeal to the Oregon Department of Education or the U.S. Department of Education.

³ For additional information regarding required notices, see OAR 581-022-2312(4)(e)(E).

3.9.23 Redline for Board Work Session

- Findings of the investigation and the final determination based on those findings;
- Actions taken to remedy a person’s behavior and prevent reoccurrence; and
- When applicable, the legal citation of any law prohibiting disclosure of any information described above, and an explanation of how that law applies to the current situation.

Step 3 If complainant or a respondent wishes to appeal the decision of the building administrator or designee, the complainant or respondent may submit a written appeal to the building administrator’s supervisor superintendent within 57 business calendar days after receipt of the building administrator or designee’s response to the complaint.

The ~~superintendent or designee~~supervisor shall acknowledge receipt of the appeal and may meet with all parties involved. The ~~superintendent or designee~~supervisor will review the merits of the complaint and the building administrator or designee’s decision. The ~~superintendent or designee~~supervisor will respond in writing to the complainant within 2530 calendar days.

The ~~superintendent or designee~~supervisor will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Step 4 If the complainant or respondent is not satisfied with the decision of the ~~superintendent or designee~~supervisor, a written appeal may be filed with the superintendent Board within 5 business 7 calendar days of receipt of the supervisor’s superintendent or designee’s response to Step 3.- ~~The superintendent or designee shall acknowledge receipt of the appeal and may meet with all parties involved. The superintendent or designee will review the decisions at Step 2 and Step 3, and will respond in writing within 30 business days. The decision of the superintendent or designee constitutes the final decision of the District, unless a specific law or District policy provides otherwise. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at a Board meeting. The Board’s decision will be final and will address each allegation in the complaint and contain reasons for the Board’s decision. A copy of the Board’s final decision shall be sent to the complainant in writing within 7 calendar days of this meeting.~~

The superintendent will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

Complaints can be filed with or communicated directly to the building administrator or designee, in which case Step 1 will be skipped. Complaints against the building administrator can be directed to the ~~superintendent or designee~~building administrator’s supervisor and will begin at Step 3. Complaints against the superintendent or a Board member(s) ~~can be directed to the Board and will begin at Step 4~~will be addressed under the process set forth in KL-AR. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

The complainant, if a person who resides in the district, a parent or guardian of a student who attends school in the district, or a student, who is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 calendar days of the initial filing of the complaint, may appeal⁴ the

⁴ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

3.9.23 Redline for Board Work Session

district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.⁵

District administration will develop and implement instructional materials to ensure that all school employees, staff and students are made aware of the policy, this administrative regulation and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

When necessary, timelines may be adjusted by the district by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.

⁵ Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>



Code: JBA/GBN-AR(1)
Revised/Reviewed: 12/06/12; 6/25/20; 10/22/20

Sexual Harassment Complaint Procedure**

~~A complaint under Policy GBN/JBA alleging sexual harassment may be made in writing or may be made verbally. All information, if not done at the time the complaint was made, shall be reduced to writing and will include the specific nature of the sexual harassment and corresponding dates. The basis of the complaint must be related to conduct that is defined in Policy GBN/JBA as “sexual harassment.” For complaints that involve a District staff member other than the Superintendent, School Board or a School Board member, the executive director of human resources will determine the appropriate administrator for Step 1. For complaints about students or from students, the executive directors of elementary programs or secondary programs are responsible for determining the appropriate administrator for Step 1. For a complaint about policies, programs or services, the Superintendent is responsible for determining the appropriate administrator for Step 1.~~

~~1. —~~ 3-Step Appeal Process:

- ~~1.1 — Step 1 (School/Program Administrator): After the District has received a complaint it will be referred to the appropriate administrator for investigation and resolution. The administrator responsible for Step 1 shall cause the District to provide written notice from the District to the complainant, as described in Section 11.6. It is the District’s intent that a complaint would be resolved at the lowest level. The administrator will investigate the complaint, attempt to resolve the complaint and make a Step 1 decision if the complaint cannot be resolved to the complainant’s satisfaction.~~
- ~~(a) — The administrator responsible for Step 1 has 30 calendar days to investigate the complaint, attempt to resolve the complaint and make a written decision on the complaint if the complaint is not resolved.~~
 - ~~(b) — The administrator responsible for the complaint at Step 1 has wide latitude to attempt to resolve the complaint by conferring with the complainant, the subject, and other parties involved. In some cases, it may involve the administrator requesting the complainant and the subject of the complaint to meet and try to resolve the dispute. In other cases, it may not be appropriate to have such a meeting.~~
 - ~~(c) — The 30-day time limit for Step 1 may only be extended by written agreement of the complainant.~~
 - ~~(d) — The administrator will include in the Step 1 decision a notice that the decision may be appealed within 7 calendar days after the decision is sent to the complainant. The notice will explain how to appeal the decision, where to send the appeal, along with the applicable timeline to appeal.~~

- ~~(e) The complainant who appeals the Step 1 decision shall provide in writing the reason(s) for the appeal.~~
- ~~(f) Athletic Issues: For complaints involving athletics (except for Title IX complaints which are not subject to this subsection), the first step in the complaint process is the coach directly responsible for the student athlete. If the issue is not resolved within 5 school days, the issue may be appealed to the high school athletic director. A decision of the athletic director may be appealed to the high school principal within 5 school days of the athletic director's decision. The decision of the high school principal is final and may not be appealed.~~
- ~~(g) Students with Disabilities: Complaints about athletics that involve students who are eligible for special education or reasonable accommodations under either the IDEA or Section 504 will be process under applicable statutory procedures under those laws. Further information on this subject may be found in the OSAA Handbook.~~

~~1.2 **Step 2 (Superintendent or Designee):** If the complainant disagrees with the decision of the administrator in Step 1, the complainant may appeal the decision to the administrator indicated in the Step 1 decision. Normally this administrator would be the supervisor of the Step 1 administrator.~~

- ~~(a) The Superintendent determines the appropriate Step 2 administrator.~~
- ~~(b) The Step 2 administrator will review the investigation that occurred at Step 1, the Step 1 administrator's decision, and the complainant's written appeal.~~
- ~~(c) The Step 2 administrator may, but is not required, to do more investigation if that administrator determines it is necessary. This may include additional interviews of the complainant and other relevant witnesses.~~
- ~~(d) The Step 2 administrator will attempt to resolve the complaint with the complainant. If this is not possible, the Step 2 administrator will issue a final decision.~~
- ~~(e) The administrator responsible for Step 2 has 30 calendar days to investigate the complaint, attempt to resolve the complaint and make a written decision on the complaint if the complaint is not resolved.~~
- ~~(f) The 30 calendar day time limit for Step 2 may only be extended by written agreement of the complainant.~~
- ~~(g) The administrator will include in the Step 2 decision a notice that the decision may be appealed within 7 calendar days after the decision is sent to the complainant. The notice will explain how to appeal the decision, where to send the appeal, along with the applicable timeline to appeal.~~

~~1.3 **Step 3 (School Board):** The School Board is the final step in the District's complaint process. For complaints under this policy, the School Board may hear the appeal. If the School Board decides to provide a hearing on the appeal it will render a decision within ninety (90) calendar days of initiation of the complaint. If a hearing on the appeal is granted, the process will include:~~

- ~~(a) — The Board will schedule a hearing on complainant’s appeal. The Board leadership in consultation with the Superintendent and/ or legal counsel will determine whether the hearing will be in public session or in executive session, according to the Oregon public meeting law. The administrator will include in the Step 2 decision a notice that the decision may be appealed within 7 calendar days after the decision is sent to the complainant. The notice will explain how to appeal the decision, where to send the appeal, along with the applicable timeline to appeal.~~
- ~~(b) — The appeal before the Board will be on the record developed by the Step 1 and Step 2 administrators. No witnesses may be called. The Superintendent or designee will present its position. The complainant will present their position. The Board may ask clarifying questions of the parties. The Board will make a final decision on the appeal in an open public session.~~
- ~~(c) — The Board will provide a written order to the complainant following the Board decision.~~
- ~~(d) — The Board has 30 calendar days from the day it receives a written appeal to make a final decision in a Board meeting. The 30 calendar day timeline may be extended with written consent from the complainant.~~

~~1.4 — It is the District’s goal that the complaint process be resolved within 90 calendar days. For example:~~

- ~~(a) — 30 calendar days at Step 1 to review complaint, investigate and render decision.~~
- ~~(b) — 7 calendar days to appeal: Days 31-38.~~
- ~~(c) — Day 38 appeal received.~~
- ~~(d) — Day 68 for Step 2 decision.~~
- ~~(e) — 7 calendar days to appeal: Days 69-75.~~
- ~~(f) — Day 75 Step 3 appeal to the Board. The Board has 15 calendar days to have Board hearing (if applicable) and render final decision.~~

~~2. — **Complaints made to Board Members:** From time to time Board members may receive complaints from community members, groups or staff by email or other means. Board members shall refer complainants to the Superintendent.~~

~~3. — **Complaints filed with Public Agencies:** If the complainant chooses to engage in another complaint process with an outside agency such as the Oregon Department of Education, the Teacher Standards and Practices Commission, the Oregon Bureau of Labor and Industries, the Employment Relations Board, the Office for Civil Rights or other such agencies, the District is under no obligation to either begin or complete its complaint process.~~

~~3.1 — If the complainant refuses to use the District complaint process and instead goes directly to a public agency with the complaint, the District is under no obligation to consider the same complaint in the future.~~

~~3.2—If the complainant withdraws their complaint within the first 30 calendar days after filing the complaint with the public agency but prior to receiving a decision or a dismissal notice from the public agency, the complainant may file a complaint under the applicable policy with the District provided that the complaint is filed with the District within the time limitation.[†]~~

~~4.—**Complaints that cannot be processed within 90 calendar days:** There may be situations where it is not practical that a complaint can go through the 3-step process from start to finish within the 90-day time period. An example of such a complaint might require an unusual amount of investigation at Step 1 that makes it impossible to complete Step 1 within 30 calendar days. Another example might be a complainant who raises an issue that can only be decided by the Superintendent or Board. A third example is a situation where the Board is not able to schedule a Board hearing within the 90-day window because of an event outside the control of the Board (e.g., a snow day closure with cancellation of the Board meeting, or a necessary party to the hearing being unavailable because of illness).~~

~~4.1—It is important that both the District personnel who are responsible for responding to the complaint as well as the complainant understand that there are many possible events that could delay the 3-step process that leads to a final Board decision within 90 calendar days of the date the complaint is filed. In these instances, the District will work with complainant to come to a mutual agreement on the path forward, which may include the following modification of the 3-step complaint procedures:~~

~~(a)—Mutual agreement on an extension of time for the complaint process: complainant must confirm such an agreement in writing.~~

~~(b)—Waive Step 1 and go directly to Step 2: Both the complainant and the District must mutually agree in writing to this process. The Step 2 process will complete the investigation and render a decision within 60 calendar days. Any appeal to the Board under Step 3 must be completed with a Board decision by day 90.~~

~~(c)—If a complaint is received at the end of the school year, and an investigation must include interviews of staff and students who may be unavailable during the summer months, it may be necessary for the District to request an extension of time to complete the investigation. If the complainant refuses the extension of time for the investigation at Step 1, the District may skip Step 1 to give the investigator the amount of time needed for the investigation. The process will then begin at Step 2 so that the investigation can be completed so there is enough time for a Step 2 decision and a Step 3 appeal.~~

~~(d)—If the complainant has not otherwise agreed to an extension of time and the District has not been able to render a final decision at the Board level in Step 3 within 90 calendar days, the complainant may appeal directly to the Deputy Superintendent of Public Instruction as outlined below.~~

[†] All complaints must be received by the District on the later date of: (1) within two years of the alleged violation or the complainant's discovery of the alleged violation, or (2) one year after the affected student has graduated from, moved away from, or otherwise left the District. If the alleged violation is continuing, the time limitation must run from the date of the most recent incident.

- ~~5. **Final Decisions of the School Board that may be appealed:** Certain Step 3 final decisions by the Board may be appealed to the Deputy Superintendent of Public Instruction, as allowed in OAR 581-002-0001 to 581-002-0023. The Board's final decision regarding complaints of discrimination under Policy AC, complaints about restraint and seclusion of students, complaints about harassment of students in OAR Division 22 Standards and complaints of retaliation in ORS 659.852 may be appealed. All other decisions of the Board are final and may not be appealed to the Deputy Superintendent of Public Instruction.~~
- ~~5.1 In those complaints that may be appealed to the Deputy Superintendent of Public Instruction, a complainant may appeal if the Board has failed to render a decision within 90 calendar days of the initial filing of the complaint, unless the District and the complainant have agreed in writing to a longer period.~~
- ~~5.2 The appeal to the Deputy Superintendent of Public Instruction must be received by the Oregon Department of Education no later than one year after the date of the final decision by the District, or if the District fails to issue a final decision, not later than two years after the date the complainant first filed the underlying complaint with the District.~~
- ~~6. **Investigations:** Investigations will normally occur at Step 1 after a complaint is received. The Step 1 administrator may be the investigator, or a third party investigator may conduct the investigation. The investigator will not be a person who is the subject of the complaint or who is directly involved in the subject matter of the complaint. The District staff responsible to determining the sufficiency of the complaint in Section 3.1 will normally determine who will investigate the complaint.~~
- ~~6.1 **Investigations involving District's Legal Counsel:** At the sole discretion of the Superintendent or designee, it may become necessary to request the District's legal counsel to assist the District in an investigation.~~
- ~~6.2 **Investigation Process:** There is no set investigative process. Each complaint should be investigated in a manner that makes the most sense, but should include interviews of the complainant, the subject of the complaint, and any relevant fact witnesses who know something about the issue.~~
- ~~6.3 **Burden of Proof:** The complainant has the burden of proof in determining the truth of the matter asserted. The subject of the complaint (for example, the staff person who is alleged to have done something wrong) bears the burden of proving a defense to the complaint. The investigator is entitled to make credibility findings based upon the demeanor of the interviewees.~~
- ~~(a) The burden of proof is a preponderance of the evidence, whether it is more likely than not that the issue complained about is true, and whether it violates a District policy.~~
- ~~(b) Sometimes it will not be possible for an investigator to determine which version of the facts is correct, such as when there are only two witnesses and the witnesses have contrary testimony. In this situation the investigator may but is not required to determine which witness is more believable. The investigator may also determine that neither witness is more believable than the other and the evidence is therefore inconclusive. In this case the complaint will be deemed denied.~~

~~6.4 — **Investigation Timeline:** The District’s goal at each step is to conclude each step within 30 calendar days, for a total complaint process of 90 calendar days. Some complaints will have relatively simple issues to be investigated. Complaints that contain many issues over a period of several years may present challenges for the completion of an appropriate investigation within the 30 calendar day time frame. The Step 1 administrator responsible for initiating an investigation shall notify the complainant of any delays or impediments to a timely investigation.~~

~~(a) — **Agreement to Extend Investigation Timeline:** There may be circumstances that arise that make it impossible to complete an investigation with 30 calendar days, such as summer break, the unavailability of witnesses to participate in an interview, or the complexity or large number of issues to be investigated. If a delayed or prolonged investigation is necessary, the District will contact the complainant and explain the situation with the goal of getting consent for an extension of time. All extensions of time for the investigation will be put in writing and sent to the complainant.~~

~~(b) — If the complainant refuses to allow for an extension of time for an investigation and it appears that an investigation cannot be completed within the time period allowed, the District may conclude the investigation and inform the complainant that the complainant may advance to the next level of appeal.~~

~~6.5 — **Investigation regarding Sexual Harassment Complaints:** All complaints alleging sexual harassment shall be investigated by the District.~~

~~6.6 — **Investigations Reports:** Complaint investigations will be concluded with a written investigation report. Depending about the investigation, the District may be required to keep the investigation report confidential pursuant to state or federal law.~~

~~(a) — The District will respond to public records requests for investigation reports consistent with the Oregon Public Records law in ORS Chapter 192.~~

~~(b) — The District will notify complainants and the subject of the complaint regarding the results of an investigation. This will include (a) whether the complaint is substantiated and (b) the District’s intended action for a substantiated complaint.~~

~~(c) — The District will determine on a case-by-case basis whether the actual investigation report is subject to disclosure to the complainant, subject of the complaint, or the public according the applicable District policy, state law, federal law and collective bargaining agreements with the associations.~~

~~7. — **Complaints about the Superintendent:** A complaint that is directly against the Superintendent is not subject to the 3-step complaint process above. Any complaint received by the District under any complaint policy will be referred directly to the Board Chair.~~

~~7.1 — The Board Chair shall notify the Vice Chair and District’s legal counsel about the complaint. The District’s legal counsel will notify the full Board of Directors about the complaint and the general nature of the complaint. The Board Chair will notify the Superintendent about the complaint.~~

~~7.2 — The Board Chair and Vice Chair will determine how to conduct a preliminary investigation of the complaint in consultation with the District’s legal counsel. The Board Chair will keep the Board of Directors apprised of the status of the investigation.~~

~~7.3 — If the nature of the complaint appears to the Board Chair and Vice Chair to be a complaint that could be resolved between the complainant and the Superintendent, the Board Chair will notify the Board of Directors that an informal resolution may be possible. The Board Chair shall complete an investigation and informal resolution within 30 calendar days of the filing of the complaint.~~

~~(a) — The Board Chair shall contact the complainant and determine if the complainant is willing to engage in an informal resolution.~~

~~7.4 — If the complainant is unwilling to engage in an informal resolution, or if the nature of the complaint alleges serious misconduct of the Superintendent or appears to the Board Chair and Vice Chair not to be a complaint that may be informally resolved, the Board of Directors shall be notified of this conclusion.~~

~~(a) — The Board Chair shall present the complaint to the Board of Directors with a plan on how the allegations in the complaint will be investigated.~~

~~(b) — At the conclusion of the investigation, the Board Chair will provide a summary of the investigation to the Board of Directors, the Superintendent, and the complainant.~~

~~(c) — The Board Chair will schedule a hearing on the complaint before the Board of Directors at the next regularly scheduled Board meeting, or a special Board meeting.~~

~~i. — The Board Chair shall provide written notification to the complainant and the Superintendent of the time and place of the hearing. The hearing will be conducted in public or executive session as determining by Oregon public meeting law.~~

~~ii. — The Board will make a final decision on the complaint in an open public session and provide a written order of its decision to the complainant and the Superintendent.~~

~~iii. — The complainant's right to appeal the Board's decision is subject to Section 5 above.~~

~~(d) — The timeline to process a complaint shall be a total of 90 calendar days from the date of the complaint was received by the Board Chair.~~

~~8. — **Complaints about the School Board or Individual Board Members:** Complaints about the Board or individual Board members should be filed with the Board's Secretary in the Superintendent's office. Complaints against the School Board or individual School Board members are not subject to the 3-step complaint process as described above. This is subject to resolution within 90 calendar days. This is because Board members are elected officials and not subject to the direction and control of the District administration.~~

~~8.1 — Any complaint received by the District under any complaint policy will be referred directly to the Board Chair. The Superintendent will be notified of the complaint within 3 calendar days.~~

- ~~8.2—The Board Chair shall notify the Vice Chair and District’s legal counsel about the complaint within 3 calendar days of receipt of the complaint. The District’s legal counsel will notify the full Board of Directors about the complaint if the complaint is about the full Board within 7 calendar days of legal counsel’s receipt of the complaint.~~
- ~~8.3—If the complaint is against one or more individual Board members, the Board Chair will notify the Board of Directors that a complaint has been filed against named Board member and the general nature of the complaint within 3 calendar days of the Chair’s receipt of the complaint.~~
- ~~(a)—The Board Chair shall offer to meet with the individual Board members who are the subject of the complaint and will provide a copy of the complaint to the Board member(s). The District’s legal counsel may be included in meetings with Board members.~~
- ~~8.4—The Board Chair in consultation with the Vice Chair will determine whether and how to conduct a preliminary investigation of the complaint in consultation with the District’s legal counsel. The Board Chair will keep the Board of Directors apprised of the status of the investigation.~~
- ~~8.5—In all complaints against individual Board members, the Board has an interest in providing named Board members with some informal resolution process such as the Step 1 process that is afforded to complainants and subjects of complaints as described above. If at all possible, complaints directed at Board members should be resolved on an informal basis with the cooperation and participation of the complainant and the named Board member. The ultimate decision about whether an informal process occurs is at the discretion of the complainant, not the Board member about whom the complaint is made.~~
- ~~(a)—If an informal resolution is reached between a complainant and Board member(s), the informal resolution will be reduced to writing and the writing will be provided to the complainant and the involved Board member(s). The full Board will be notified that the complaint has been resolved.~~
- ~~8.6—If either the Board of Directors or the complainant determine that an informal resolution of the complaint is not possible, the Board will schedule the complaint for a hearing before the Board of Directors.~~
- ~~(a)—The Board Chair will schedule a hearing on the complaint before the Board of Directors at the next regularly scheduled Board meeting, a subsequent Board meeting if the agenda has already been published, or a special Board meeting.~~
- ~~i.—The Board shall provide reasonable prior written notification to the complainant of the time and place of the hearing. The hearing will be conducted in public or executive session as determined by the Oregon public meeting law.~~
- ~~ii.—The hearing before the Board will include:~~
- ~~A.—An opportunity for the Board member who is the subject of the complaint to respond to the complaint;~~

~~B.—An opportunity for the Board to review any investigative report that has been done on the complaint;~~

~~C.—An opportunity for the complainant to address the Board;~~

~~D.—An opportunity for Board members who will be deciding the complaint to ask questions of the complainant and the Board member who is the subject of the complaint; and~~

~~E.—The Board Chair, or other Board member presiding at the hearing shall consult with the complainant to mutually agree on the order of presentation of the hearing. The Board Chair or Board member presiding at the hearing shall make the final decision on the order of presentation.~~

~~iii.—The District’s legal counsel will assist the Board during the hearing.~~

~~iv.—The Board will make a final decision on the complaint in an open public session and provide a written order of its decision to the complainant.~~

~~v.—The complainant’s right to appeal the Board’s decision is subject to Section 5 above.~~

~~(b)—Complaint against Board Chair or Vice Chair: In the event the Board Chair or Vice Chair is individually the subject of a complaint (as opposed to all Board members being the subject of a complaint), the Board Chair or Vice Chair shall not be involved in the complaint process in Section 8. Other Board members may be appointed to process the complaint against the Board Chair or Vice Chair.~~

~~(c)—Complaints against both Board Chair and Vice Chair: In the event both the Chair and Vice Chair are the sole subjects of a complaint (as opposed to a complaint against all Board members), the Board member with the most seniority on the Board will be appointed by the Board to process the complaint.~~

~~9.—**Complaints by and against District Staff:** Special consideration is required in processing complaints by staff or against staff. These complaints will be evaluated by the appropriate District administrators.~~

~~9.1—**Complaints made by staff:** Complaints filed by District staff under a District complaint policy may be subject to the collective bargaining agreement of which the staff person is a member. If the matter complained about is a matter that is covered by the applicable collective bargaining agreement, that agreement controls, and the staff complaint will not be permitted.~~

~~(a)—Staff complaints under Policy KL: Although a District staff person may be a resident of the District, or be the parent of a student in the District, that alone does not give a staff person standing to file a public complaint under Policy KL unless the staff person is doing so either (a) because the complaint relates to their own child who is a student in the District; or (b) because the complaint relates to being a resident in the District, not a staff member of the District.~~

~~(b) — Staff Complaint under Policy GBM: Complaints under Policy GBM may only be made by current employees of the District. The complaint procedure will not be available to resolve disputes and disagreements related to the provisions of any collective bargaining agreements, nor in any other instance where a collective bargaining agreement provides a dispute resolution procedure. Disputes concerning the dismissal, nonrenewal or nonextension of any employee are not subject to Policy GBM. The Board's decision is final and may not be appealed to the Oregon Department of Education.~~

~~9.2 — **Complaints about staff:** Complaints about District staff by District staff or third persons are confidential personnel matters subject to state law and applicable collective bargaining agreements. The complaint processes outlined above are all subject to applicable law and collective bargaining agreements.~~

~~9.3 — Complaints about staff or staff performance shall be directed to the District's human resources office.~~

~~10. — **Complaints Made by District Board Members:** District Board members have the right to use the District complaint policies. In doing so, the complainant/Board member waives the right to participate as a decision-maker in the appeal process outlined in Section 1.3.~~

~~10.1 — Board members have the same protections as staff, students and third parties to not experience discrimination, harassment or other forms of conduct prohibited by District policy.~~

~~10.2 — Board members are residents of the District. However, as a Board member they are in a unique position to challenge District policies and procedures in their role on the School Board. Unless the District makes a decision that directly affects a Board member as a District resident, or as the parent of a District student, Board members may not make a complaint under Policy KL.~~

~~(a) — Board member complaints about District staff: A complaint made by a Board member about a District staff person will be made directly to the Superintendent. The Superintendent will consult with the Board Chair and District legal counsel about the appropriate next steps, including notification to the staff person that is consistent with any applicable collective bargaining agreement and how the complaint will be investigated.~~

~~(b) — Complaints will begin at Step 2 at the Superintendent or designee level. Appeals from the Superintendent's decision shall be heard at the Step 3 level by the School Board. The complaining Board member(s) shall not participate in the Board decision at the Step 3 level.~~

~~10.3 — Board members will refrain from filing complaints under the District complaint policies because of disagreement with policy decisions the Board has voted on or for decisions that have been delegated to the administration. Board members shall use the Board meetings to address policy concerns.~~

~~10.4 — Board members agree that if a Board member is a complainant under a District complaint policy, that complaining Board member and the Board member who is the subject of the complaint agrees not to do the following:~~

- ~~(a) Participate in the selection of an investigator;~~
- ~~(b) Communicate with fellow Board members outside of a Board meeting about the complaint;~~
- ~~(c) Lobby any fellow Board member to support a position on the complaint;~~
- ~~(d) Deliberate on the complaint as a Board member;~~
- ~~(e) Vote on a decision about the complaint; or~~
- ~~(f) Retaliate against the complainant, District staff or other Board members in any way.~~

~~10.5 A Board member's failure to abide by this section may subject the Board member to the consequences of public censure.~~

~~11. **Notification to Complainants and Subjects of Complaints:** All notifications to complainants shall adhere to the following requirements:~~

~~11.1 Shall be sent regular mail and by email at the last known address of the complainant;~~

~~11.2 Be written in the language preferred and spoken by the complainant;~~

~~11.3 Clearly describe the decision;~~

~~11.4 Clearly describe the appeal process with identification of the time for appeal, and the person and address to whom the appeal must be addressed; and~~

~~11.5 Clearly identify any other agency to whom an appeal of the final decision may be appealed.~~

~~11.6 **Notification to Complainants Alleging Sexual Harassment:** The District will provide specific notifications to a complainant alleging sexual harassment, which includes:~~

- ~~(a) Their rights;~~
- ~~(b) Information about the internal complaint processes available through the school or District that the complainant may pursue;~~
- ~~(c) Notice that civil and criminal remedies that are not provided by the school or District may be available to the complainant through the legal system and that those remedies may be subject to statutes of limitation;~~
- ~~(d) Information about services available to the complainant through the school or District, including any counseling services, nursing services, or peer advising;~~
- ~~(e) Information about the privacy rights of the complainants and legally recognized exceptions to those rights for internal complaint processes and services available through the school or District; and~~

- ~~(f) Information about, and contact information for, state and community-based services and resources that are available to persons who have experienced sexual harassment.~~
- ~~(g) This written notification must:
 - ~~i. Be written in plain language that is easy to understand;~~
 - ~~ii. Use print that is of the color, size and font that allow the notification to be easily read; and~~
 - ~~iii. Include a statement that this information is made available on the school or District website.~~~~

~~Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.~~

~~Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.~~

~~Additional information regarding filing of a complaint may be obtained through the principal, compliance officer or superintendent.~~

~~All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints and documentation will be maintained as a confidential file and stored in the district office.~~

~~The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.~~

~~** 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.~~



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Public Complaints

The Board takes the concerns of the public seriously. The Board is committed to providing a fair and effective complaint process in order to seek resolution whenever possible, continuously improve the district's performance, and provide open channels of communication. This policy and the accompanying administrative regulation establish the process for addressing complaints.

Steps for complaint resolution

Whenever possible, the Board supports resolution of ~~concern~~~~complaints~~ with the person most directly involved in the ~~issue~~~~concern~~. Direct communication can often facilitate prompt problem-solving and mutual understanding of concerns.

When a concern cannot be resolved through informal, direct communication, formal complaints may be filed in certain circumstances. The general steps for resolving complaints are as follows:

1. Step 1: If the complainant has not been able to resolve a concern with the person directly involved, the complainant may file a formal complaint with the building administrator or District-level administrator. Complainants are encouraged to use the complaint form attached to KL-AR, and must provide the information listed on that form. Multiple supports are available to parties involved in the complaint process. Complainant should seek to resolve the concern with the employee directly involved in the situation.
2. Step 2: If the complaint is not resolved at Step 1, the complainant may appeal to the supervisor of the building administrator or District-level administrator. ~~or supervisor of the staff person involved in the situation.~~ Complainants are encouraged to use the complaint appeal form attached to KL-AR, and must provide the information listed on that form.
3. Step 3: If the complaint is not resolved at Step 2, the complainant may appeal to the superintendent or the superintendent's designee. The decision of the superintendent or designee constitutes the final decision of the District, unless a specific law or District policy provides otherwise. ~~In general, the decision of the superintendent or designee shall be final.~~
4. ~~Step 4: If the complainant is not satisfied with the decision of the superintendent or designee, the complainant may file an appeal to the Board.~~

A complaint against a principal shall start at Step ~~2~~³ and be filed with the principal's

~~supervisorsuperintendent.~~

A complaint against the superintendent shall ~~start at Step 4 and~~ be filed with the Board chair.

A complaint against the Board as a whole shall ~~start at Step 4 and~~ be filed with the Board chair. A complaint against a Board member shall ~~start at Step 4 and~~ be filed with the Board chair on behalf of the Board. A complaint against the Board chair shall be filed with the Board vice chair on behalf of the Board.

Specific timelines and requirements for each step are set out in KL-AR, Complaint Process.

Persons eligible to file complaints

Complaints may be filed by a person who resides in the district, any parent or guardian of a student who attends school in the district, or a student. A complainant may only bring an individual complaint forward regarding their own situation or, as appropriate, on behalf of their own student. Complaints cannot be filed on behalf of someone else's circumstances or on behalf of a group.

Timeline for filing complaints

All complaints must be received by the district on the later date of:

1. Within two years of the alleged violation or the complainant's discovery of the alleged violation. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.

Additional provisions

While speakers at public board meetings may offer objective criticism of operations and programs, the Board will not hear personal complaints concerning district personnel nor against any person connected with the school system. The Board chair will direct the speaker/visitor to ~~the appropriate means for Board consideration and disposition of legitimate~~ the complaint process for complaints involving individuals.

The superintendent will administer the complaint process set forth in KL-AR Complaint Procedure, unless the complaint is against the superintendent, the Board or a Board member, in which case the procedure described in KL-AR shall be administered by the Board. ~~All complainants must follow the complaint procedure in KL and KL-AR.~~

These complaint procedures do not apply to certain types of complaints. When the district has other policies or administrative rules that require a specific complaint resolution or appeal process, those specific rules will apply rather than the general complaint procedure.

If a complaint is made directly to the Board or to an individual Board member, the complainant will be referred to the process above. A Board member shall not attempt to consider such complaints in any official capacity acting as an individual Board member.

Retaliation against any person who files a complaint or participates in the complaint process is strictly forbidden. Concerns about retaliation should be brought promptly to the attention of the appropriate party as outlined in KL-AR Complaint Procedure.

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Division 22 Standards); Oregon Revised Statute (ORS) 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion); ORS 659.850, OAR 581-021-0045, or OAR 581-021-0046 (related to Discrimination); OAR 581-021-0047 (Native American Mascots); or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, if a student, a parent or guardian of a student attending a school in the district or a person who resides in the district, may appeal the district's final decision to the Oregon Department of Education. The Oregon Department of Education will determine if it will accept the appeal.

Charter Schools of which the District Board is a Sponsor

The district Board, through its charter agreement with charters schools sponsored by the district, will not review an appeal of a decision reached by the board of a charter school on any complaint, including but not limited to those alleging a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), for which the district Board has jurisdiction, and recognizes a decision reached by the board of charter school as the district Board's final decision.

END OF POLICY

Legal Reference(s):

[ORS 192.610](#)
[ORS 332.107](#)
[ORS 659.852](#)
[OAR 581-022-2370](#)
[OAR 581-002-0001 – 002-0005](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984)
Connick v. Myers, 461 U.S. 138 (1983).



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1/22/15; 8/08/19; 6/25/20
Orig. Code: **KK-AR**

Public Complaint Procedure**

As set forward in KL, the Board takes the concerns of the public seriously. The Board is committed to providing a fair and effective complaint process in order to seek resolution whenever possible, continuously improve the district's performance, and provide open channels of communication. This regulation sets out the public complaint procedure as established by policy KL.

Process and timelines

A person with a concern is encouraged to discuss the concern with the individuals directly involved in the issue. Direct communication can often facilitate prompt problem-solving and mutual understanding of concerns. The District offers multiple supports to individuals seeking to resolve concerns. If a person does not feel comfortable addressing a concern directly with the individual involved, the person can request support from a building administrator or district-level administrator.

Step One: The building or District administrator

If the concerns cannot be resolved informally with the individuals directly involved, the complainant may file a written, signed complaint clearly stating the nature of the complaint and a suggested remedy with the building or District-level administrator. Complainants are strongly encouraged to use the complaint form attached to this AR, and must provide the information listed on that form. A written complaint commences the formal complaint process. The administrator shall evaluate the complaint, and shall attempt to resolve the complaint. The administrator can also refer the parties to alternative resolution process and other supports, if appropriate. If the complaint cannot be resolved, the administrator shall investigate the complaint and provide a written response within no more than twenty-five working days after receiving the complaint. The written response shall provide information about how to appeal to Step Two.

If the complainant is not satisfied with the Step 1 result and wishes to pursue the complaint, the complainant shall file a signed, written appeal with the District-level supervisor of the administrator within five working days after receipt of the written response of the administrator. The complainant should submit the original written complaint, the written response, and any additional information the complainant believes is relevant. Complainants are strongly encouraged to use the appeal form attached to this AR, and must provide the information listed on that form.

3.9.23 Redline for Board Work Session

Step Two: District-Level Supervisor

If a complaint is appealed to Step Two, the District-level supervisor shall evaluate the appeal, confer with the complainant and the parties involved, and attempt to resolve the complaint. The supervisor can also refer the parties to alternative resolution process and other supports, if appropriate. If the complaint cannot be resolved, the supervisor may, but is not required to, conduct additional investigation. The supervisor will provide a written response within no more than twenty-five working days after receiving the Step Two appeal. The written response shall provide information about how to appeal to Step Three.

If the complainant is not satisfied with the Step 2 result and wishes to pursue the appeal, the complainant shall file a signed, written appeal with the superintendent or designee within five working days after receipt of the written Step 2 response. The complainant should submit the original written complaint, the written response, the Step 2 appeal, the Step 2 decision and any additional information the complainant believes is relevant. Complainants are strongly encouraged to use the appeal form attached to this AR, and must provide the information listed on that form.

Step Three: The Superintendent or Designee

If a complaint is appealed to Step Three, the superintendent or designee shall review the information from Step 2. The superintendent or designee shall evaluate the appeal and may confer with the complainant and the parties involved in order to attempt to resolve the complaint. The superintendent or designee can also refer the parties to alternative resolution process and other supports, if appropriate. If the complaint cannot be resolved, the superintendent or designee may, but is not required to, conduct additional investigation. The superintendent or designee will prepare a written determination that shall address each of the allegations in the complaint and include the superintendent or designee's decisions and reasons for the decisions. In general, a written report will determine, based on a preponderance of the evidence standard, whether there was a violation of district policy related to each specific allegation. The report shall be provided to the complainant within 30 working days after receiving the written appeal. The decision of the superintendent or designee constitutes the final decision of the District, unless a specific law or District policy provides otherwise.

Complaints against the Superintendent

Complaints against the superintendent shall be filed with the Board chair. The Board chair shall present the complaint to the Board and inform the superintendent of the complaint. The Board chair will consult with the vice-chair and legal counsel regarding complaints against the superintendent and make a decision regarding the process for responding to the complaint, including whether to attempt informal resolution and whether to conduct a third-party investigation. The Board chair will inform the full Board of the process, including the status of any investigation. Within 90 calendar days of receipt of the complaint, the board will decide in open session what action, if any, is warranted, and the Board's decision will be communicated to the complainant in writing. The Board's decision will address each allegation in the complaint and contain reasons for the Board's decision. The Board may review the matter in executive session if permitted under the Oregon Public Meetings Law.

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Complaints against the Board or an individual Board member

When a complaint is against the Board or an individual Board member other than the chair or vice-chair, the Board chair will consult with the vice-chair and legal counsel regarding the complaints and make a recommendation regarding the process for responding to the complaint, including whether to attempt informal resolution and whether to conduct a third-party investigation. The Board chair will inform the full Board of the recommended process, including the status of any investigation. Within 90 calendar days of receipt of the complaint, the Board will decide in open session what action, if any, is warranted, and the decision will be communicated to the complainant in writing. The Board's decision will address each allegation in the complaint and contain reasons for the Board's decision.

If the complaint is against the chair, the complaint will be referred to the vice-chair, who shall consult with legal counsel and make a recommendation regarding the process for responding to the complaint, including whether to attempt informal resolution and whether to conduct a third-party investigation. The Board vice-chair will inform the full Board of the recommended process, including the status of any investigation. If the complaint is against the vice-chair, the complaint will be referred to the chair, who shall consult with legal counsel and make a recommendation regarding the process for responding to the complaint, including whether to attempt informal resolution and whether to conduct a third-party investigation. The Board chair will inform the full Board of the recommended process, including the status of any investigation. For a complaint against the chair or vice-chair, the Board will consider the complaint, and investigation if conducted, during a properly-noticed meeting and determine what, if any, action is warranted. The Board's decision will address each allegation in the complaint and contain reasons for the Board's decision.

The Board member against whom a complaint is filed shall not participate in any vote related to the complaint, including the Board's final vote on the complaint.

Alternative process for complaints regarding athletics

For complaints by student athletes or their parents relating to eligibility or participation, the district will endeavor to provide an expedited resolution where possible. Complaints about eligibility or participation should be brought to the attention of the coach directly responsible for the sport in which the student athlete is participating and the parties should seek informal resolution. If the concern is not resolved within five working days, the student athlete or their parents may file a written complaint with the athletic director, who shall meet with the student athlete and parents to attempt to resolve the complaint within five working days. If the complaint is not resolved, the student athlete or their parents may file an appeal with the high school principal. The high school principal shall consider the appeal and provide a written determination within five working days. If the student athlete or their parents are not satisfied with the high school principal's decision, the student athlete or their parents can appeal to the district administrator overseeing high schools. The district administrator overseeing high schools will review the complaint, confer with the district athletic director, and issue a decision within five business days. The decision of the district administrator overseeing high schools shall be final.

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This alternative process is provided in order to allow for expedited resolution of complaints regarding eligibility or participation. Students or parents may also use the formal process described above. This expedited process will not be used for complaints outside of eligibility or participation. The district will determine which complaint process is appropriate based on the circumstances.

Complaints made by District Board Members

District Board members have the right to use the District complaint policies. Board members have the same protections as staff, students and third parties to not experience discrimination, harassment or other forms of conduct prohibited by District policy.

Board members are residents of the District. However, as a Board member they are in a unique position to challenge District policies and procedures in their role on the School Board. Unless the District makes a decision that directly affects a Board member as a District resident, or as the parent or guardian of a District student, Board members may not make a complaint under Policy KL.

Board members will refrain from filing complaints under the District complaint policies because of disagreement with policy decisions the Board has voted on or for decisions that have been delegated to the administration. Board members shall use the Board meetings to address policy concerns.

Board members agree that if a Board member is a complainant under a District complaint policy and files a complaint against another Board member, that complaining Board member and the Board member who is the subject of the complaint agrees not to do the following:

- (a) Participate in the selection of an investigator;
- (b) Communicate with fellow Board members outside of a Board meeting about the complaint;
- (c) Lobby any fellow Board member to support a position on the complaint;
- (d) Deliberate on the complaint as a Board member;
- (e) Vote on a decision about the complaint; or
- (f) Retaliate against the complainant, District staff or other Board members in any way.

A Board member's failure to abide by this section may subject the Board member to the consequences of public censure.

Additional provisions

To ensure equitable access to the complaint process, complainants shall be provided with interpretation or translation services as well as support for putting a complaint in writing. Complainants can also request assistance in understanding the complaint process. Other supports are also available to parties during the complaint process. Requests for assistance can be made to the building administrator or superintendent.

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The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution. The timelines outlined in this procedure will be tolled during the mediation or alternative dispute resolution.

“Working days” means days in which the District is open and students are in attendance. Working days does not include school breaks or teacher in-service days.

The timelines described in this section may be extended upon written agreement by the complainant and the district. If a complainant does not agree to an extension of time and a complaint is not resolved within 90 working days, the complainant may appeal to the Oregon Department of Education.

The parties to a complaint shall be given an update regarding the process at least every 45 days until the final decision is issued.

Complaints involving allegations of misconduct by a specific district staff member will be processed in accordance with Human Resources procedures. Additionally, complaints regarding licensed or classified staff will be processed in accordance with applicable collective bargaining agreements. Complainants should be aware that the collective bargaining agreements and other considerations place limits on the processing of anonymous complaints. Complainants should be aware that employees are entitled to certain confidentiality rights under state and federal law, as well as applicable collective bargaining agreements. Taking into account these confidentiality protections, complainants will be notified of the outcome of complaints against employees to the extent permitted by law, district policy and practice, and applicable collective bargaining agreements.

From time to time Board members may receive complaints from community members, groups or staff by email or other means. Board members shall refer complainants to the Superintendent.

If the complainant chooses to engage in another complaint process with an outside agency such as the Oregon Department of Education, the Teacher Standards and Practices Commission, the Oregon Bureau of Labor and Industries, the Employment Relations Board, the Office for Civil Rights or other such agencies, the District is under no obligation to either begin or complete its complaint process.

Retaliation against any person who files a complaint or participates in the complaint process is strictly forbidden. Concerns about retaliation should be brought promptly to the attention of a principal or the superintendent.

If there are concerns about conflicts of interest in the investigation or decision-making process of addressing complaints, those concerns should be brought to the attention of the superintendent, the superintendent's designee, and/or the Board chair for evaluation and resolution. The superintendent or Board chair may determine that it is appropriate to engage a third party to assist regarding the conflict of interest.

This complaint procedure will be available at the district's administrative office and a link will be

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included on the home page of the district's website.

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North Clackamas School

DISTRICT COMPLAINT FORM

TO: District Office (Name of School)

Person Making Complaint _____

Telephone Number _____

Date _____

Email address: _____

The District wants to help ensure that the complaint process is accessible and equitable, and that complainants have the information they need about the process. If you need interpretation or translation services, or support putting your complaint in writing, or have any other questions about the process, please contact the building administrator or superintendent's office.

What is your complaint? (Please describe the concern in as much detail as possible including dates, locations, and persons involved. Please include each separate concern or allegation that you have. Please feel free to attach additional pages if necessary.)

Please describe how you have already attempted to resolve your complaint informally:

Who has information about your complaint and what other information would you like us to consider?

What is your suggested solution?

Signature of Complainant: _____ Date: _____

c: District Office _____

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North Clackamas School District

COMPLAINT APPEAL FORM

TO: District Office (Name of School)

Person Filing Appeal _____

Telephone Number _____ Date _____

Email address: _____

The District wants to help ensure that the complaint process is accessible and equitable, and that complainants have the information they need about the process. If you need interpretation or translation services, or support putting your complaint in writing, or have any other questions about the process, please contact the building administrator or superintendent's office.

Please describe why you are appealing your complaint?

Who did you discuss your complaint with? Were any aspects of your complaint resolved to your satisfaction?

Please attached your original written complaint and any written determination that you have received.

Signature of Complainant:

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~~A complaint under Policy KL must be in writing. Verbal or “informal” complaints will not be processed under Policy KL. For complaints that involve a District staff member other than the Superintendent, School Board or a School Board member, the Executive Director of Human Resources will determine the appropriate administrator for Step 1. For complaints about students or from students, the Executive Directors of Elementary, Middle or High Schools are responsible for determining the appropriate administrator for Step 1. For a complaint about policies, programs or services, the Superintendent is responsible for determining the appropriate administrator for Step 1.~~

~~The complainant should utilize the complaint form found in administrative regulation KL-AR (2)-Complaint Form.~~

~~1. 3-Step Appeal Process:~~

~~1.1 **Step 1 (School/Program Administrator):** After the District has received a complaint it will be referred to the appropriate administrator for investigation and resolution. It is the District’s intent that a complaint would be resolved at the lowest level. The administrator will investigate the complaint, attempt to resolve the complaint and make a Step 1 decision if the complaint cannot be resolved to the complainant’s satisfaction.~~

- ~~(a) The administrator responsible for Step 1 has 30 calendar days to investigate the complaint, attempt to resolve the complaint and make a written decision on the complaint if the complaint is not resolved.~~
- ~~(b) The administrator responsible for the complaint at Step 1 has wide latitude to attempt to resolve the complaint by conferring with the complainant, the subject, and other parties involved. In some cases, it may involve the administrator requesting the complainant and the subject of the complaint to meet and try to resolve the dispute. In other cases, it may not be appropriate to have such a meeting.~~
- ~~(c) The 30-day time limit for Step 1 may only be extended by written agreement of the complainant.~~
- ~~(d) The administrator will include in the Step 1 decision a notice that the decision may be appealed within 7 calendar days after the decision is sent to the complainant. The notice will explain how to appeal the decision, where to send the appeal, along with the applicable timeline to appeal.~~

~~(e) The complainant who appeals the Step 1 decision shall provide in writing the reason(s) for the appeal.~~

~~(f) Students with Disabilities: Complaints about athletics that involve students who are eligible for special education or reasonable accommodations under either the IDEA or Section 504 will be process under applicable statutory procedures under those laws. Further information on this subject may be found in the OSAA Handbook.~~

~~1.2 **Step 2 (Superintendent or Designee):** If the complainant disagrees with the decision of the administrator in Step 1, the complainant may appeal the decision to the administrator indicated in the Step 1 decision. Normally this administrator would be the supervisor of the Step 1 administrator.~~

~~(a) The Superintendent determines the appropriate Step 2 administrator.~~

~~(b) The Step 2 administrator will review the investigation that occurred at Step 1, the Step 1 administrator's decision, and the complainant's written appeal.~~

~~(c) The Step 2 administrator may, but is not required, to do more investigation if that administrator determines it is necessary. This may include additional interviews of the complainant and other relevant witnesses.~~

~~(d) The Step 2 administrator will attempt to resolve the complaint with the complainant. If this is not possible, the Step 2 administrator will issue a final decision.~~

~~(e) The administrator responsible for Step 2 has 30 calendar days to investigate the complaint, attempt to resolve the complaint and make a written decision on the complaint if the complaint is not resolved.~~

~~(f) The 30-calendar day time limit for Step 2 may only be extended by written agreement of the complainant.~~

~~(g) The administrator will include in the Step 2 decision a notice that the decision may be appealed within 7 calendar days after the decision is sent to the complainant. The notice will explain how to appeal the decision, where to send the appeal, along with the applicable timeline to appeal.~~

~~1.3 **Step 3 (School Board):** The School Board is the final step in the District's complaint process. For complaints under this policy, the School Board may hear the appeal. If the School Board decides to provide a hearing on the appeal it will render a decision within ninety (90) calendar days of initiation of the complaint. If a hearing on the appeal is granted, the process will include:~~

- ~~(a) — The Board will schedule a hearing on complainant’s appeal. The Board leadership in consultation with the Superintendent and/ or legal counsel will determine whether the hearing will be in public session or in executive session, according to the Oregon public meeting law. The administrator will include in the Step 2 decision a notice that the decision may be appealed within 7 calendar days after the decision is sent to the complainant. The notice will explain how to appeal the decision, where to send the appeal, along with the applicable timeline to appeal.~~
- ~~(b) — The appeal before the Board will be on the record developed by the Step 1 and Step 2 administrators. No witnesses may be called. The Superintendent or designee will present its position. The complainant will present their position. The Board may ask clarifying questions of the parties. The Board will make a final decision on the appeal in an open public session.~~
- ~~(c) — The Board will provide a written order to the complainant following the Board decision.~~
- ~~(d) — The Board has 30 calendar days from the day it receives a written appeal to make a final decision in a Board meeting. The 30-calendar day timeline may be extended with written consent from the complainant.~~

~~1.4 — It is the District’s goal that the complaint process be resolved within 90 calendar days. For example:~~

- ~~1. — 30 calendar days at Step 1 to review complaint, investigate and render decision.~~
- ~~2. — 7 calendar days to appeal: Days 31-38.~~
- ~~3. — Day 38 appeal received.~~
- ~~4. — Day 68 for Step 2 decision.~~
- ~~5. — 7 calendar days to appeal: Days 69-75.~~
- ~~6. — Day 75 Step 3 appeal to the Board. The Board has 15 calendar days to have a Board hearing (if applicable) and render final decision.~~

~~2. — **Complaints made to Board Members:** From time to time Board members may receive complaints from community members, groups or staff by email or other means. Board members shall refer complainants to the Superintendent.~~

~~3. — **Complaints filed with Public Agencies:** If the complainant chooses to engage in another complaint process with an outside agency such as the Oregon Department of Education, the Teacher Standards and Practices Commission, the Oregon Bureau of Labor and Industries, the Employment Relations Board, the Office for Civil Rights or other such agencies, the District is under no obligation to either begin or complete its complaint process.~~

~~3.1 — If the complainant refuses to use the District complaint process and instead goes directly to a~~

~~public agency with the complaint, the District is under no obligation to consider the same complaint in the future.~~

~~3.2 If the complainant withdraws their complaint within the first 30 calendar days after filing the complaint with the public agency but prior to receiving a decision or a dismissal notice from the public agency, the complainant may file a complaint under the applicable policy with the District provided that the complaint is filed with the District within the time limitation.[†]~~

~~4. **Complaints that cannot be processed within 90 calendar days:** There may be situations where it is not practical that a complaint can go through the 3-step process from start to finish within the 90-day time period. An example of such a complaint might require an unusual amount of investigation at Step 1 that makes it impossible to complete Step 1 within 30 calendar days. Another example might be a complainant who raises an issue that can only be decided by the Superintendent or Board. A third example is a situation where the Board is not able to schedule a Board hearing within the 90-day window because of an event outside the control of the Board (e.g., a snow day closure with cancellation of the Board meeting, or a necessary party to the hearing being unavailable because of illness).~~

~~4.1 It is important that both the District personnel who are responsible for responding to the complaint as well as the complainant understand that there are many possible events that could delay the 3-step process that leads to a final Board decision within 90 calendar days of the date the complaint is filed. In these instances, the District will work with complainant to come to a mutual agreement on the path forward, which may include the following modification of the 3-step complaint procedures:~~

~~(a) Mutual agreement on an extension of time for the complaint process: complainant must confirm such an agreement in writing.~~

~~(b) Waive Step 1 and go directly to Step 2: Both the complainant and the District must mutually agree in writing to this process. The Step 2 process will complete the investigation and render a decision within 60 calendar days. Any appeal to the Board under Step 3 must be completed with a Board decision by day 90.~~

~~(c) If a complaint is received at the end of the school year, and an investigation must include interviews of staff and students who may be unavailable during the summer months, it may be necessary for the District to request an extension of time to complete the investigation. If the complainant refuses the extension of time for the investigation at Step 1, the District may skip Step 1 to give the investigator the amount of time needed for the investigation. The process will then begin at Step 2 so that the investigation can be completed so there is enough time for a Step 2 decision and a Step 3 appeal.~~

~~(d) If the complainant has not otherwise agreed to an extension of time and the District has not been able to render a final decision at the Board level in Step 3 within 90 calendar days,~~

[†]-All complaints must be received by the District on the later date of: (1) within two years of the alleged violation or the complainant's discovery of the alleged violation, or (2) one year after the affected student has graduated from, moved away from, or otherwise left the District. If the alleged violation is continuing, the time limitation must run from the date of the most recent incident.

~~the complainant may appeal directly to the Deputy Superintendent of Public Instruction as outlined below.~~

~~5. **Final Decisions of the School Board that may be appealed:** Certain Step 3 final decisions by the Board may be appealed to the Deputy Superintendent of Public Instruction, as allowed in OAR 581-002-0001 to 581-002-0023. The Board's final decision regarding complaints of discrimination under Policy AC, complaints about restraint and seclusion of students, complaints about harassment of students in OAR Division 22 Standards and complaints of retaliation in ORS 659.852 may be appealed. All other decisions of the Board are final and may not be appealed to the Deputy Superintendent of Public Instruction.~~

~~5.1 In those complaints that may be appealed to the Deputy Superintendent of Public Instruction, a complainant may appeal if the Board has failed to render a decision within 90 calendar days of the initial filing of the complaint, unless the District and the complainant have agreed in writing to a longer period.~~

~~5.2 The appeal to the Deputy Superintendent of Public Instruction must be received by the Oregon Department of Education no later than one year after the date of the final decision by the District, or if the District fails to issue a final decision, not later than two years after the date the complainant first filed the underlying complaint with the District.~~

~~6. **Investigations:** Investigations will normally occur at Step 1 after a complaint is received. The Step 1 administrator may be the investigator, or a third party investigator may conduct the investigation. The investigator will not be a person who is the subject of the complaint or who is directly involved in the subject matter of the complaint. The District staff responsible to determining the sufficiency of the complaint in Section 3.1 will normally determine who will investigate the complaint.~~

~~6.1 **Investigations involving District's Legal Counsel:** At the sole discretion of the Superintendent or designee, it may become necessary to request the District's legal counsel to assist the District in an investigation.~~

~~6.2 **Investigation Process:** There is no set investigative process. Each complaint should be investigated in a manner that makes the most sense, but should include interviews of the complainant, the subject of the complaint, and any relevant fact witnesses who know something about the issue.~~

~~6.3 **Burden of Proof:** The complainant has the burden of proof in determining the truth of the matter asserted. The subject of the complaint (for example, the staff person who is alleged to have done something wrong) bears the burden of proving a defense to the complaint. The investigator is entitled to make credibility findings based upon the demeanor of the interviewees.~~

~~(a) The burden of proof is a preponderance of the evidence, whether it is more likely than not that the issue complained about is true, and whether it violates a District policy.~~

~~(b) Sometimes it will not be possible for an investigator to determine which version of the facts is correct, such as when there are only two witnesses and the witnesses have contrary testimony. In this situation the investigator may but is not required to determine which witness is more believable. The investigator may also determine that neither witness is more believable than the other and the evidence is therefore inconclusive. In this case the complaint will be deemed denied.~~

~~6.4 **Investigation Timeline:** The District's goal at each step is to conclude each step within 30 calendar days, for a total complaint process of 90 calendar days. Some complaints will have relatively simple issues to be investigated. Complaints that contain many issues over a period of several years may present challenges for the completion of an appropriate investigation within the 30 calendar day time frame. The Step 1 administrator responsible for initiating an investigation shall notify the complainant of any delays or impediments to a timely investigation.~~

~~(a) **Agreement to Extend Investigation Timeline:** There may be circumstances that arise that make it impossible to complete an investigation with 30 calendar days, such as summer break, the unavailability of witnesses to participate in an interview, or the complexity or large number of issues to be investigated. If a delayed or prolonged investigation is necessary, the District will contact the complainant and explain the situation with the goal of getting consent for an extension of time. All extensions of time for the investigation will be put in writing and sent to the complainant.~~

~~(b) If the complainant refuses to allow for an extension of time for an investigation and it appears that an investigation cannot be completed within the time period allowed, the District may conclude the investigation and inform the complainant that the complainant may advance to the next level of appeal.~~

~~6.5 **Investigation regarding Sexual Harassment Complaints:** All complaints alleging sexual harassment shall be investigated by the District.~~

~~6.6 **Investigations Reports:** Complaint investigations will be concluded with a written investigation report. Depending about the investigation, the District may be required to keep the investigation report confidential pursuant to state or federal law.~~

~~(a) The District will respond to public records requests for investigation reports consistent with the Oregon Public Records law in ORS Chapter 192.~~

~~(b) The District will notify complainants and the subject of the complaint regarding the results of an investigation. This will include (a) whether the complaint is substantiated and (b) the District's intended action for a substantiated complaint.~~

~~(c) The District will determine on a case-by-case basis whether the actual investigation report is subject to disclosure to the complainant, subject of the complaint, or the public according the applicable District policy, state law, federal law and collective bargaining agreements with the associations.~~

~~7. **Complaints about the Superintendent:** A complaint that is directly against the Superintendent is not subject to the 3-step complaint process above. Any complaint received by the District under any complaint policy will be referred directly to the Board Chair.~~

~~7.1 The Board Chair shall notify the Vice Chair and District's legal counsel about the complaint. The District's legal counsel will notify the full Board of Directors about the complaint and the general nature of the complaint. The Board Chair will notify the Superintendent about the complaint.~~

~~7.2 The Board Chair and Vice Chair will determine how to conduct a preliminary investigation of the~~

~~complaint in consultation with the District's legal counsel. The Board Chair will keep the Board of Directors apprised of the status of the investigation.~~

~~7.3 If the nature of the complaint appears to the Board Chair and Vice Chair to be a complaint that could be resolved between the complainant and the Superintendent, the Board Chair will notify the Board of Directors that an informal resolution may be possible. The Board Chair shall complete an investigation and informal resolution within 30 calendar days of the filing of the complaint.~~

~~a. The Board Chair shall contact the complainant and determine if the complainant is willing to engage in an informal resolution.~~

~~7.4 If the complainant is unwilling to engage in an informal resolution, or if the nature of the complaint alleges serious misconduct of the Superintendent or appears to the Board Chair and Vice Chair not to be a complaint that may be informally resolved, the Board of Directors shall be notified of this conclusion:~~

~~(a) The Board Chair shall present the complaint to the Board of Directors with a plan on how the allegations in the complaint will be investigated.~~

~~(b) At the conclusion of the investigation, the Board Chair will provide a summary of the investigation to the Board of Directors, the Superintendent, and the complainant.~~

~~(c) The Board Chair will schedule a hearing on the complaint before the Board of Directors at the next regularly scheduled Board meeting, or a special Board meeting.~~

~~i. The Board Chair shall provide written notification to the complainant and the Superintendent of the time and place of the hearing. The hearing will be conducted in public or executive session as determining by Oregon public meeting law.~~

~~ii. The Board will make a final decision on the complaint in an open public session and provide a written order of its decision to the complainant and the Superintendent.~~

~~iii. The complainant's right to appeal the Board's decision is subject to Section 5 above.~~

~~(d) The timeline to process a complaint shall be a total of 90 calendar days from the date of the complaint was received by the Board Chair.~~

~~**8. Complaints about the School Board or Individual Board Members:** Complaints about the Board or individual Board members should be filed with the Board's Secretary in the Superintendent's office. Complaints against the School Board or individual School Board members are not subject to the 3-step complaint process as described above. This is subject to resolution within 90 calendar days. This is because Board members are elected officials and not subject to the direction and control of the District administration.~~

~~8.1 Any complaint received by the District under any complaint policy will be referred directly to the Board Chair. The Superintendent will be notified of the complaint within 3 calendar days.~~

- ~~8.2 The Board Chair shall notify the Vice Chair and District's legal counsel about the complaint within 3 calendar days of receipt of the complaint. The District's legal counsel will notify the full Board of Directors about the complaint if the complaint is about the full Board within 7 calendar days of legal counsel's receipt of the complaint.~~
- ~~8.3 If the complaint is against one or more individual Board members, the Board Chair will notify the Board of Directors that a complaint has been filed against named Board member and the general nature of the complaint within 3 calendar days of the Chair's receipt of the complaint.~~
- ~~(a) The Board Chair shall offer to meet with the individual Board members who are the subject of the complaint and will provide a copy of the complaint to the Board member(s). The District's legal counsel may be included in meetings with Board members.~~
- ~~8.4 The Board Chair in consultation with the Vice Chair will determine whether and how to conduct a preliminary investigation of the complaint in consultation with the District's legal counsel. The Board Chair will keep the Board of Directors apprised of the status of the investigation.~~
- ~~8.5 In all complaints against individual Board members, the Board has an interest in providing named Board members with some informal resolution process such as the Step 1 process that is afforded to complainants and subjects of complaints as described above. If at all possible, complaints directed at Board members should be resolved on an informal basis with the cooperation and participation of the complainant and the named Board member. The ultimate decision about whether an informal process occurs is at the discretion of the complainant, not the Board member about whom the complaint is made.~~
- ~~a. If an informal resolution is reached between a complainant and Board member(s), the informal resolution will be reduced to writing and the writing will be provided to the complainant and the involved Board member(s). The full Board will be notified that the complaint has been resolved.~~
- ~~8.6 If either the Board of Directors or the complainant determine that an informal resolution of the complaint is not possible, the Board will schedule the complaint for a hearing before the Board of Directors.~~
- ~~(a) The Board Chair will schedule a hearing on the complaint before the Board of Directors at the next regularly scheduled Board meeting, a subsequent Board meeting if the agenda has already been published, or a special Board meeting.~~
- ~~i. The Board shall provide reasonable prior written notification to the complainant of the time and place of the hearing. The hearing will be conducted in public or executive session as determined by the Oregon public meeting law.~~
- ~~ii. The hearing before the Board will include:~~
- ~~A. An opportunity for the Board member who is the subject of the complaint to respond to the complaint;~~
- ~~B. An opportunity for the Board to review any investigative report that has been done on the complaint;~~

~~C. An opportunity for the complainant to address the Board;~~

~~D. An opportunity for Board members who will be deciding the complaint to ask questions of the complainant and the Board member who is the subject of the complaint; and~~

~~E. The Board Chair, or other Board member presiding at the hearing shall consult with the complainant to mutually agree on the order of presentation of the hearing. The Board Chair or Board member presiding at the hearing shall make the final decision on the order of presentation.~~

~~iii. The District's legal counsel will assist the Board during the hearing.~~

~~iv. The Board will make a final decision on the complaint in an open public session and provide a written order of its decision to the complainant.~~

~~v. The complainant's right to appeal the Board's decision is subject to Section 5 above.~~

~~(b) Complaint against Board Chair or Vice Chair: In the event the Board Chair or Vice Chair is individually the subject of a complaint (as opposed to all Board members being the subject of a complaint), the Board Chair or Vice Chair shall not be involved in the complaint process in Section 8. Other Board members may be appointed to process the complaint against the Board Chair or Vice Chair.~~

~~(c) Complaints against both Board Chair and Vice Chair: In the event both the Chair and Vice Chair are the sole subjects of a complaint (as opposed to a complaint against all Board members), the Board member with the most seniority on the Board will be appointed by the Board to process the complaint.~~

~~9. **Complaints by and against District Staff:** Special consideration is required in processing complaints by staff or against staff. These complaints will be evaluated by the appropriate District administrators.~~

~~9.1 **Complaints made by staff:** Complaints filed by District staff under a District complaint policy may be subject to the collective bargaining agreement of which the staff person is a member. If the matter complained about is a matter that is covered by the applicable collective bargaining agreement, that agreement controls, and the staff complaint will not be permitted.~~

~~(a) Staff complaints under Policy KL: Although a District staff person may be a resident of the District, or be the parent or guardian of a student in the District, that alone does not give a staff person standing to file a public complaint under Policy KL unless the staff person is doing so either (a) because the complaint relates to their own child who is a student in the District; or (b) because the complaint relates to being a resident in the District, not a staff member of the District.~~

~~(b) Staff Complaint under Policy GBM: Complaints under Policy GBM may only be made by current employees of the District. The complaint procedure will not be available to resolve disputes and disagreements related to the provisions of any collective bargaining agreements, nor in any other instance where a collective bargaining agreement provides a~~

~~dispute resolution procedure. Disputes concerning the dismissal, nonrenewal or nonextension of any employee are not subject to Policy GBM. The Board's decision is final and may not be appealed to the Oregon Department of Education.~~

~~(e) —~~

~~(d) — 9.2 — **Complaints about staff:** Complaints about District staff by District staff or third persons are confidential personnel matters subject to state law and applicable collective bargaining agreements. The complaint processes outlined above are all subject to applicable law and collective bargaining agreements.~~

~~(e) —~~

~~(f) — 9.3 — Complaints about staff or staff performance shall be directed to the District's human resources office.~~

~~10. — **Complaints made by District Board Members:** District Board members have the right to use the District complaint policies. In doing so, the complainant/Board member waives the right to participate as a decision-maker in the appeal process outlined in Section 1.3.~~

~~10.1 — Board members have the same protections as staff, students and third parties to not experience discrimination, harassment or other forms of conduct prohibited by District policy.~~

~~10.2 — Board members are residents of the District. However, as a Board member they are in a unique position to challenge District policies and procedures in their role on the School Board. Unless the District makes a decision that directly affects a Board member as a District resident, or as the parent or guardian of a District student, Board members may not make a complaint under Policy KL.~~

~~(a) — Board member complaints about District Staff: A complaint made by a Board member about a District staff person will be made directly to the Superintendent. The Superintendent will consult with the Board Chair and District Legal Counsel about the appropriate next steps, including notification to the staff person that is consistent with any applicable collective bargaining agreement and how the complaint will be investigated.~~

~~(b) — Complaints will begin at Step 2 at the Superintendent or designee level. Appeals from the Superintendent's decision shall be heard at the Step 3 level by the School Board. The complaining Board member(s) shall not participate in the Board decision at the Step 3 level.~~

~~10.3 — Board members will refrain from filing complaints under the District complaint policies because of disagreement with policy decisions the Board has voted on or for decisions that have been delegated to the administration. Board members shall use the Board meetings to address policy concerns.~~

~~10.4 — Board members agree that if a Board member is a complainant under a District complaint policy and files a complaint against another Board member, that complaining Board member and the Board member who is the subject of the complaint agrees not to do the following:~~

~~(g) — Participate in the selection of an investigator;~~

~~(h) — Communicate with fellow Board members outside of a Board meeting about the complaint;~~

- ~~(i) Lobby any fellow Board member to support a position on the complaint;~~
- ~~(j) Deliberate on the complaint as a Board member;~~
- ~~(k) Vote on a decision about the complaint; or~~
- ~~(l) Retaliate against the complainant, District staff or other Board members in any way.~~

~~10.5 A Board member's failure to abide by this section may subject the Board member to the consequences of public censure.~~

~~11. **Notification to Complainants and Subjects of Complaints:** All notifications to complainants shall adhere to the following requirements:~~

~~11.1 Shall be sent regular mail and by email at the last known address of the complainant;~~

~~11.2 Be written in the language preferred and spoken by the complainant;~~

~~11.3 Clearly describe the decision;~~

~~11.4 Clearly describe the appeal process with identification of the time for appeal, and the person and address to whom the appeal must be addressed; and~~

~~11.5 Clearly identify any other agency to whom an appeal of the final decision may be appealed.~~

~~12. **Alternative Process for Complaints Regarding Athletics**~~

~~For complaints by student athletes or their parents relating to eligibility or participation, the district will endeavor to provide an expedited resolution where possible. Complaints about eligibility or participation should be brought to the attention of the coach directly responsible for the sport in which the student athlete is participating and the parties should seek informal resolution. If the concern is not resolved within five working days, the student athlete or their parents may file a written complaint with the athletic director, who shall meet with the student athlete and parents to attempt to resolve the complaint within five working days. If the complaint is not resolved, the student athlete or their parents may file an appeal with the high school principal. The high school principal shall consider the appeal and provide a written determination within five working days. If the student athlete or their parents are not satisfied with the high school principal's decision, the student athlete or their parents can appeal to the district administrator overseeing high schools. The district administrator overseeing high schools will review the complaint, confer with the district athletic director, and issue a decision within five business days. The decision of the district administrator overseeing high schools shall be final.~~

~~This alternative process is provided in order to allow for expedited resolution of complaints regarding eligibility or participation. Students or parents may also use the formal process described above. This expedited process will not be used for complaints outside of eligibility or participation. The district will determine which complaint process is appropriate based on the circumstances.~~

~~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 surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.~~

Draft FAQ re Complaint Process

This is a draft FAQ that would be made available to public, and could be updated as necessary.

North Clackamas School District is committed to working with students, families, staff, and community members to address concerns and complaints. This FAQ is designed to provide information about the process, describe the supports that are available, and explain where individuals can go for additional information.

What is a complaint? How does this differ from a concern?

As used in this context, a concern is an issue or problem about something or someone at the district. When voicing a concern there is not a formal response process requiring that some action be taken. Concerns can often be addressed through informal resolution by speaking with the involved individuals. A complaint is a method to formalize a concern. There are steps involved in the formal process and timelines for the District's response. Supports are available throughout the complaint process.

How do I file a complaint?

If you have a concern about something or someone at the district, you are strongly encouraged to talk with the individual involved to try to address your concern informally. If informal talking does not resolve your concerns, or you don't feel safe or comfortable talking to the individual involved, you can file a formal complaint on this form attached to policy KL-AR [*provide link to KL-AR complaint form*] and send it to the principal or the superintendent's office.

Are there options to the formal complaint process?

Yes! In some cases, the district can help resolve complaints by offering a facilitated conversation between you and the person you have a complaint against, or trying mediation. Often times, these informal resolution processes work well and help support strong relationships while also addressing the concern. If you are interested in informal resolution, please contact your building administrator or the superintendent's office for more information.

I have a concern or complaint and need a translator and interpreter. Can someone help?

Yes! Translators and interpreters are available. Please contact your building administrator or the superintendent's office for more information.

I feel nervous when I have to meet with an administrator or an investigator. What can I do?

You are welcome to bring a support person of your choosing to any meeting regarding your complaint, including meetings with administrators or interviews with an investigator. Your support person could be a student or parent advocate or someone else from the District, if you would like the District to suggest an available support person please contact your building administrator or the superintendent's office for more information. A support person cannot speak for you, but can offer you support and comfort during these meetings.

This whole situation, including what I am complaining about and the complaint process, is stressful. Is there support available?

Yes! If you are a student, please check in with your school counselor or other supportive staff. If you are an employee, EAP is available to you or check with HR.

There are also supports available within the community, including the following:

- Family Engagement Specialist <link>
- [Include links to other community supportive services]

I'm scared of the person who I have a complaint against. What can I do? Do they have to know that I filed the complaint?

You deserve to feel safe and supported at school. Please talk to your building administrator, your supervisor, HR, or the superintendent's office if you feel unsafe. In some cases, the district may be limited in our ability to follow up on anonymous complaints, but there are other options that are available. Also, retaliation against anyone who files a complaint or participates in the complaint process is strictly prohibited. If you are concerned about retaliation, please contact your building administrator, HR, or the superintendent's office immediately.

I'm an employee involved in a complaint. What resources are there to help me?

Human Resources can provide information about the complaint process and other supports. If you are represented, you can contact your union representative. EAP is also available to you.

The complaint process seems very complicated, and I don't understand it. Why is it complicated and who can help me understand the process?

We understand your concern. Complaint processes can sometimes seem complicated or formal. That is because everyone involved – both you as the complainant, and the person you are filing a complaint about – have rights during the process. The district wants to make sure the process is fair and equitable for everyone involved. Sometimes, that can mean that the complaint resolution process, including the investigation of a complaint, can take a long time or involve multiple steps. We want to make the process as accessible as possible. If you have questions about the process, please contact your building administrator or the superintendent's office for more information.

What happens after I file a formal complaint?

The principal or someone at the district office will review your complaint and decide what is the right process for addressing your concern. Policy KL and KL-AR [provide links] describe the general complaint process. In some cases, like with concerns about sexual harassment or discrimination, a more specific process might apply. Someone will contact you to let you know the next steps for responding to your complaint.

I have questions that are not on this list. Who can help?

We want this process to be as supportive as possible for you. Please contact your building administrator or HR with other questions.

Complaint Process Support and Resources

This is intended as an internal document for options to help ensure the complaint process is as accessible and supportive as possible. This could also be used as a check-list by district administrators to help ensure that support and resources have been offered.

- Providing interpreters/translators
- Providing copies and links of relevant policies and ARs
- Allowing parties and witnesses to bring a support person to all meetings and interviews
- Providing a contact person who can address questions about the complaint process
- Providing access to counselors for students, EAP for staff
- Offering alternative resolution processes:
 - o Facilitated conversation
 - o Mediation
- Providing safety plan when appropriate to ensure equal access to educational opportunities
 - o A safety plan is a comprehensive tool that details a framework for addressing any safety concerns. For example, a safety plan could detail how a student will be able to attend class and participate in school activities without directly interacting with a person they've complained about.
- Offering regular check in with administrator or counselor for students and staff, or other supportive staff
- Ensuring regular status updates for parties during the complaint process (at least every forty-five days)
- Providing a list of community support resources



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
February 9, 2023
Zoom/YouTube**

Open Session

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

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

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

Community Comments -

- Felix Kayser, Milwaukie, spoke regarding LGBTQ+ community.
- Michael Corbus (on behalf of his child Kylie Corbus), Oak Grove, spoke regarding diversity, equity, and inclusion in schools.
- Beatrice Perkins, Milwaukie, spoke regarding LGBTQ+ community.
- Aimee Reiner, Damascus, spoke regarding library books in schools.
- Heather Doern, Happy Valley, spoke regarding library books in schools.
- Michael Corbus, Oak Grove, spoke regarding LGBTQ+ community.

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

R22/23-53

Minutes – Jena Benologa moved, Tory McVay seconded the motion to approve the minutes of the regular Board Meeting held January 26, 2023.

Motion passed unanimously, 6-0.

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

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

- Licensed appointments, additional assignment, transfer, and terminations

Policy Revisions -

- Approve revisions to the following policies as recommended by the Policy Review Committee.
 - EFA – Local Wellness Program
 - IGBAF – Special Education-Individual Education Program (IEP)
 - IGBAF-AR – Special Education-Individualized Education Program
 - IGAI – Human Sexuality, HIV/AIDS, Sexually Transmitted Infections, Health Education

Travel Request -

- Grant permission for 16 students from Clackamas High School to travel to San Diego, California, March 26-29, 2023.

Motion passed unanimously, 6-0.

North Clackamas Education Association (NCEA) Featured Educator - NCEA Representative, Melinda Ryan, recognized the NCEA Educators of Color Affinity Group, as the NCEA Featured Educators of February, including: Joany Kawasaki, Theresa Just, Ellen Dyer, Ameena Amdahl-Mason, Caroline Praska, Nicolle Storm, Janice Bryant, Darnell Williams, and Mindy Stutzman.

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

Clackamas Education Service District Local Service Plan - Discussion - Superintendent of Clackamas Education Service District Larry Didway reviewed the Clackamas ESD Local Service Plan, authorizing services for 2023-2024, which will come back to the Board for approval in February. Questions and comments from the Board were addressed.

Mental Health Presentation (Students/Youth Equity Advisory Committee) - Report- Students from the Equity Advisory Committee presented personal experiences and data regarding mental health needs and services for youth and requested additional support (staff and resources) be directed toward student mental health needs. Comments were made by Board members.

NCS D Partnership with School Based Health Centers - Report - Associate Director of Student & Family Services Barnaby Gloger and NCS D Lead Nurse Claire Davis-Thran informed and updated the Board on how student medical needs are being met, specifically through our School Based Health Centers. The presentation also reviewed North Clackamas School District's partnership with agencies that operate School Based Health Centers and the state and federal laws that govern consent to services and student health information. Questions and comments from the Board were addressed.

R22/23-55

Procurement of Modular Classroom for Scouters Mountain Elementary - Tory McVay moved, Jena Benologa seconded the motion to award contract in the amount of \$456,340.00 to Modern Building System for the purchase and installation of two double-classroom units at Scouters Mountain Elementary.

Motion passed, 6-0.

There being no further business to come before the Board, the meeting adjourned at 8:57 p.m.

Unapproved

**NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS WORK SESSION MEETING
February 23, 2023
Zoom/YouTube**

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

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

Superintendent Evaluation - The Board reviewed and discussed the Superintendent’s evaluation.

Executive session was adjourned at 6:33 p.m.

Work Session Chair Mitzi Bauer convened work session at 6:39 p.m.

Also present were Tiffany Shireman, Cindy Detchon, Ivonne Dibblee, 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.

Chair Bauer announced multiple agenda items would be pulled from the agenda and rescheduled to a future meeting due to a recent weather event.

2023-2027 Integrated Grant Application for Student Success - Discussion - Director of Integrated Programs Jennifer Dove-Kiltow discussed approval of the 2023-2027 Integrated Application for submission to the Oregon Department of Education. Questions and comments from the Board were addressed. This item will come back for approval in March.

Oregon Paid Family Medical Leave Update - Report - Executive Director of Finance & Business Services Matt Makara and Executive Director of Human Resources Michelle

Riddell presented information for review and discussion of the Oregon Paid Family and Medical Leave Insurance program and its implementation at North Clackamas Schools.

Quarterly Financials - Report - Executive Director of Finance & Business Services Matt Makara presented information for review and discussion of the quarterly report containing information about the investment portfolio as of December 31, 2022.

Authorization to Purchase K-2 Flexible Classroom Furniture and Developmentally Appropriate Materials - Discussion- Administrator on Special Assignment for Student Success Joel Stuart recommends the Board grant advanced authorization to the superintendent to enter into contracts to purchase developmentally appropriate flexible furniture for K-2nd grade and developmentally appropriate materials from Lakeshore through the cooperative contract. The amount of the purchase is not-to-exceed \$300,000. This item will come back for approval in March.

School Calendars 2023-24 - Discussion - Chief of Staff Tiffany Shireman discussed approval of the 2023-2024 calendar for elementary and middle/high school levels, including approval to use recess, parent/teacher conferences and staff professional development hours toward the annual instructional hours calculation as allowed by Oregon Administrative Rule (OAR) 581-022-2320. Questions and comments from the Board were addressed. This item will come back for approval in March.

Contract Award: Ventilation System Filters - Discussion - Assistant Superintendent of Operations Cindy Detchon discussed a contract in the amount of \$207,000 to Total Filtration Services for MERV 13 HVAC Filters. Questions and comments from the Board were addressed. This item will come back for approval in March.

Contract Award: Tennis Court Replacements - Discussion - Assistant Superintendent of Operations Cindy Detchon discussed a contract in the amount not-to-exceed \$1,204,990 to FieldTurf USA, Inc. for the demolition and installation of tennis courts at Alder Creek Middle School, Clackamas High School and Rex Putnam High School. Questions and comments from the Board were addressed. This item will come back for approval in March.

There being no further business to come before the Board, the meeting adjourned at 8:17 p.m.

Unapproved

CLACKAMAS EDUCATION SERVICE DISTRICT
LOCAL SERVICE PLAN

CONSENT B
March 9, 2023

SUPERINTENDENT'S RECOMMENDATION:

Approve 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:

Shay James, Superintendent

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.

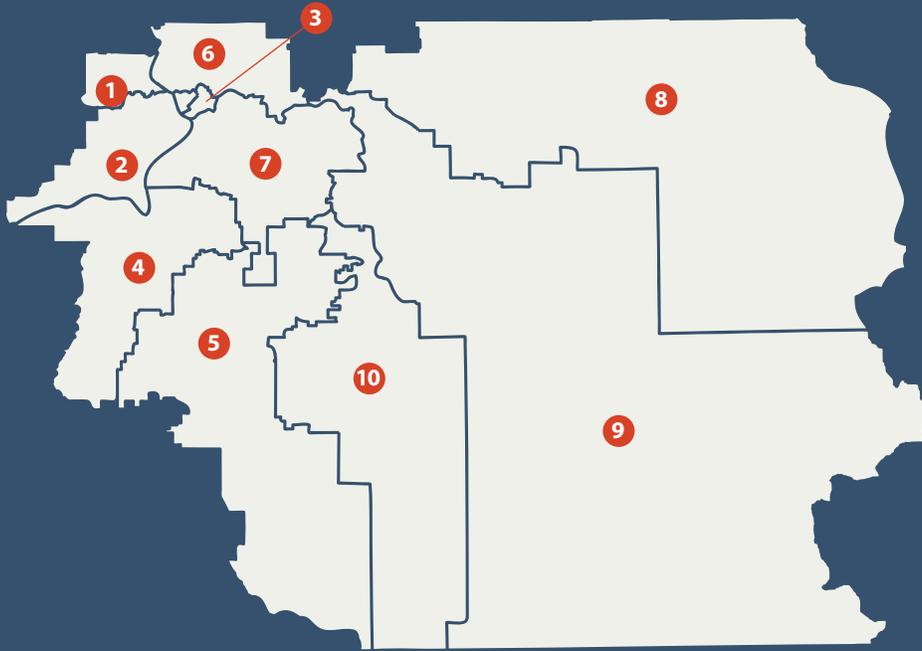
Do keep in mind this plan is a roadmap. It was approved by district superintendents and our Clackamas ESD Board of Directors in December 2022. It represents our best efforts to work with our district partners to predict needs for the coming year, but we know those needs evolve. We work hard to be nimble,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



September – October

Clackamas ESD directors meet with district advisory groups to discuss any recommended changes to the LSP

November

Proposed LSP produced



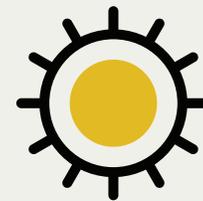
December

Clackamas ESD superintendent presents LSP to district superintendents, who take formal action to recommend services to the Clackamas ESD Board of Directors

Clackamas ESD Board of Directors approves LSP

January – February

Clackamas ESD superintendent and board members present proposed LSP to school boards in each partner district, and boards take action to approve the plan; two-thirds of partner districts representing at least 50 percent of students enrolled in Clackamas County school districts must approve the plan, per ORS 334.75 (a)(b)



May

Clackamas ESD Budget Committee reviews and approves budget for upcoming school year

July

LSP is implemented

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

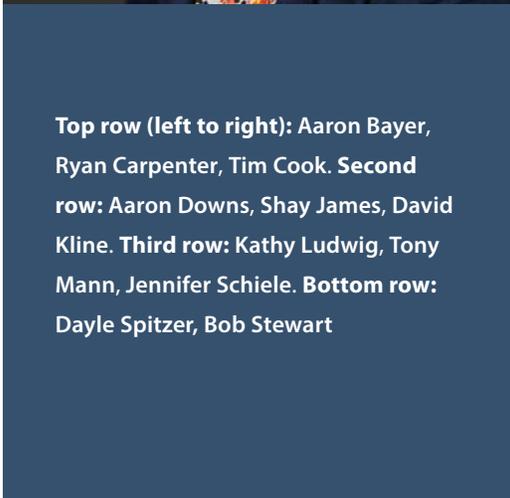
Bob Stewart

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 Brigsby 80	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.

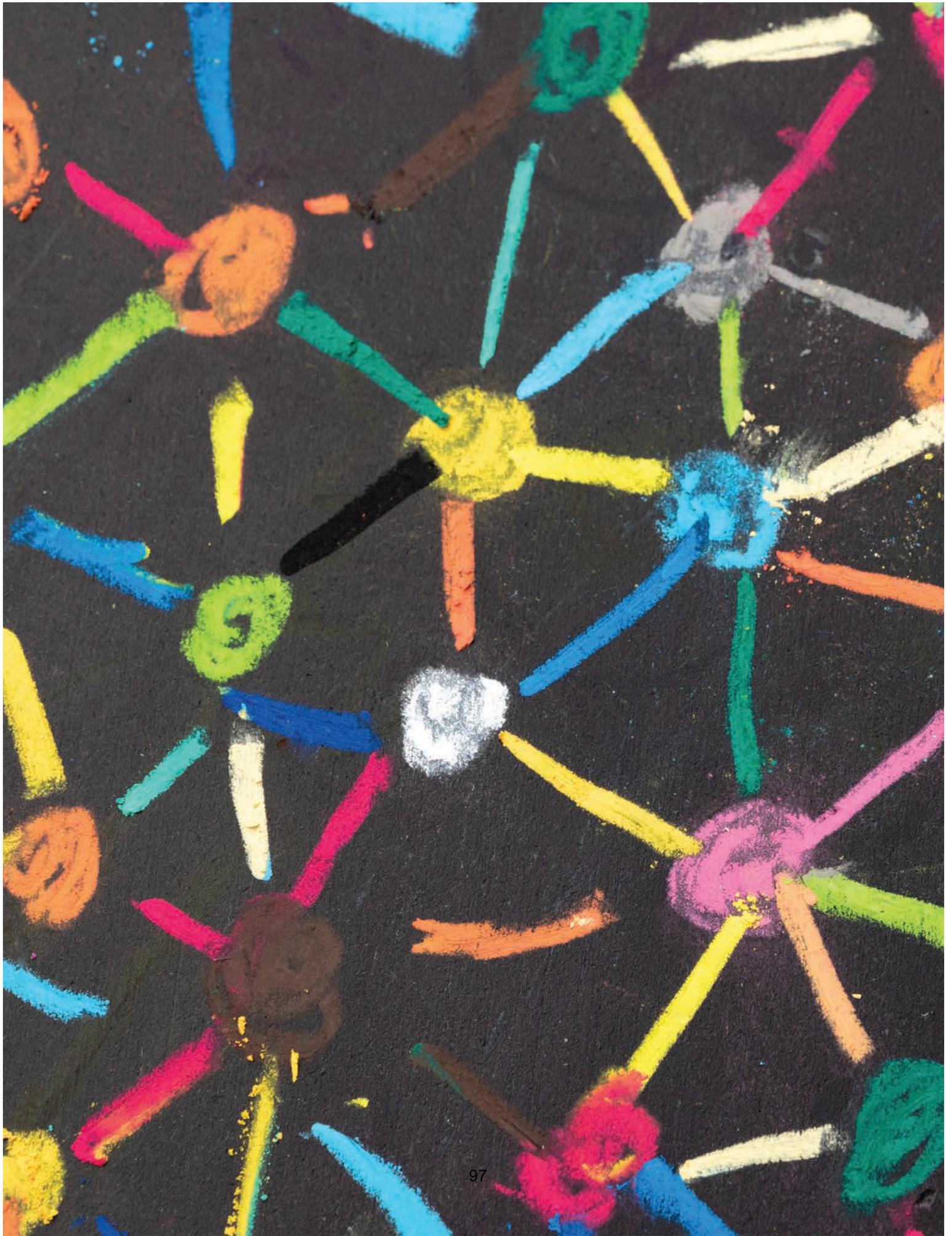
Seeking continuous improvement

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

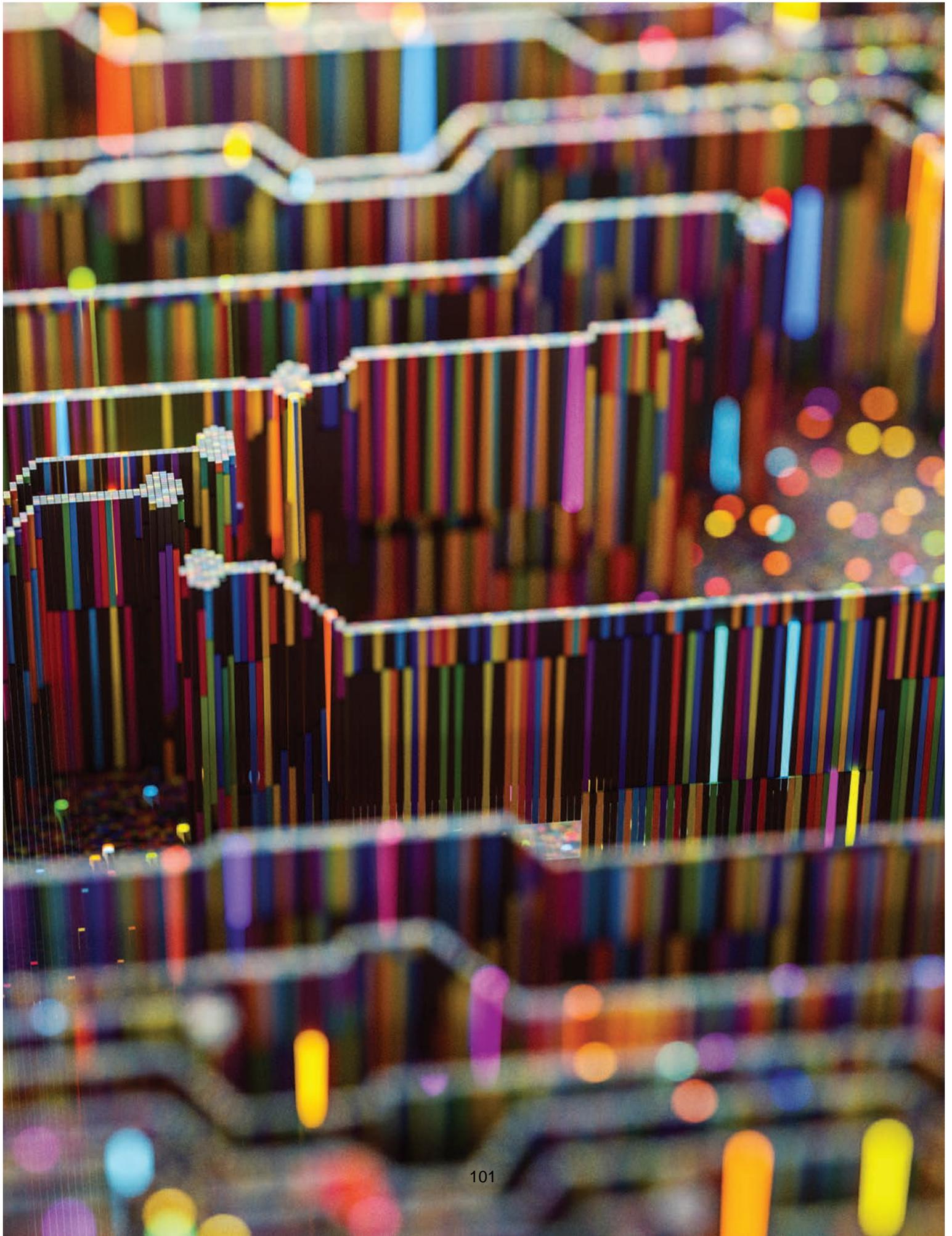
- Website development, maintenance and hosting
- Communications audits
- Writing, messaging and design support
- Social media support
- Translation support
- Community outreach support
- Crisis communications and management support
- General communications consultation

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

13455 SE 97th Avenue
Clackamas, OR 97015
(503) 675-4000

clackesd.org
[@clackesd](https://www.instagram.com/clackesd)
info@clackesd.org

2023-2024 SCHOOL CALENDAR

CONSENT C
March 9, 2023

SUPERINTENDENT’S RECOMMENDATION:

Approval of the 2023-2024 calendar for elementary and middle/high school levels, including approval to use recess, parent/teacher conferences and staff professional development hours toward the annual instructional hours calculation as allowed by Oregon Administrative Rule (OAR) 581-022-2320.

ORIGINATED BY:

Per Board Policy IC/ICA, the Board must approve the school year calendar. Under OAR 581-022-2320, each school district shall annually adopt and implement a school calendar which provides its students with a minimum number of instructional hours.

BUDGET IMPACT:

These proposed 2023-2024 calendars reflect a full school year, including 193 contract days for members of the North Clackamas Education Association.

BACKGROUND:

These proposed 2023-2024 calendars include the following number of days:

Level	Student Days	Conference Days	Inservice Days	Teacher Work Days		NCEA Contract Designated Holidays	Total Days
				Report Prep Days	General Work Days		
Elementary	169	2	4	3	9	6	193
Middle School	174	2	3	4	4	6	193
High School	174	2	4	4	3	6	193

ATTACHMENTS:

- Attachment A: 2023-2024 Proposed Licensed Elementary Calendar
- Attachment B: 2023-2024 Proposed Licensed Middle School and High School Calendar
- NCSD Policy [IC/ICA](#)

ANALYSIS:

The following considerations were applied when developing these calendars and served as filters through which options were developed:

- The calendar is designed to align with District Goals and Objectives related to quality educational services for all students.
- Whenever possible, there is a K-12 alignment of non-contact days for students. Therefore, whenever possible, a family will have children from all levels out of school at the same time and district transportation/nutritional services will be maximized by a minimal number of days with only one or two levels attending school.

- Apply NCSA Equity Lens throughout the calendar development.
- Consider perspectives of all stakeholders.
- Awareness of other school districts' and higher educational institutions' vacations.
- Consider information regarding cultural and religious holidays and observances.
- Whenever possible, the placement of teacher work days and in-service days maintain as many full, 5-day weeks of instruction as possible.
- At high school and middle school levels, each grading period includes as close to the same number of days as possible.
- Whenever possible, middle school and high school aligns day 1 and day 2.
- Whenever possible, the placement of teacher work days and in-service days align to the end of grading periods.
- Whenever possible, elementary non-student days will stagger throughout the week to ensure students are not routinely missing the same area of instruction (e.g. PE, music, media/library or wellness).
- Provision of instructional hours that meet or exceed state requirements.

Prior to the presentation of these proposed calendars to the Board, representatives from each employee group (North Clackamas Education Association, Oregon School Employee Association, North Clackamas Administrators' Associations and North Clackamas Confidential Employees) provided feedback on an initial draft. This meeting also included a review of the considerations above, neighboring school districts' 2023-2024 school calendars, university 2023-2024 calendars, and a multicultural holiday/observances calendar. Additionally, the proposed calendars were reviewed for alignment to the certified collective bargaining agreement.

Upon approval by the school district Board of Directors, the 2023-2024 calendars will be shared broadly with the North Clackamas School District community in multiple languages. Also, school administrators and school administrative assistants will be provided with a comprehensive calendar of multicultural holidays and observances to be mindful of when planning for events at each school.

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff

Ivonne Dibblee, Assistant Superintendent

Khaliyah Williams-Rodriguez, Executive Director of Elementary Programs

Petra Callin, Executive Director of High School Programs



2023-2024 LICENSED ELEMENTARY SCHOOL

First Day of School - September 5
Last Day of School - June 14

- 6 Holidays
- 3 Report Preparation Days
- 13 Teacher In-service/Work Days
- 2 Conference Days

169 Student Days
193 Contract Days

AUGUST						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	T	T	T	T		

Student/Contract Days: 0/4

SEPTEMBER						
S	M	T	W	T	F	S
					T	2
3	H	▲	5	6	7	8
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Student/Contract Days: 19/21

OCTOBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	SC	14
15	16	17	18	19	20	21
22	23	24	T	26	27	28
29	30	31				

Student/Contract Days: 20/21

NOVEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	[9]	H	11
12	13	14	15	16	T	18
19	CD	CD	SC	H	SC	25
26	27	28	29	30		

Student/Contract Days: 15/20

DECEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	SC	SC	SC	SC	SC	23
24	SC	SC	SC	SC	SC	30

Student/Contract Days: 11/11

JANUARY						
S	M	T	W	T	F	S
	SC	T	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Student/Contract Days: 20/22

FEBRUARY						
S	M	T	W	T	F	S
				[1]	RP	3
4	T	6	7	8	9	10
11	12	13	14	15	16	17
18	H	20	21	22	23	24
25	26	27	28	29		

Student/Contract Days: 18/21

MARCH						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	T	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	SC	SC	SC	SC	SC	30
31						

Student/Contract Days: 15/16

APRIL						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	[11]	RP	13
14	T	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Student/Contract Days: 20/22

MAY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	T	25
26	H	28	29	30	31	

Student/Contract Days: 21/23

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	▲	15
16	RP	T	SC	20*	21*	22
23	24*	25*	26*	27	28	29
30						

Student/Contract Days: 10/12

- SC School Closed - Not in Session
- CD Conference Day - School Not in Session
- T Teacher Inservice/Work Day - School Not in Session
- RP Report Preparation - School Not in Session
- [] End of Grading Period
- H Holiday - School Not in Session
- Certified First/Last Report Day

*Emergency day in event of school closure

Final calendar is subject to change due to multiple factors, including bargaining and resources available.

▲ Student First/Last Day

Board Proposed 3/9/23



First Day of School - September 5
Last Day of School - June 17

- 6 Holidays
- 4 Report Preparation Days
- 7 Teacher In-service/Work Days
- 2 Conference Days

174 Student Days
193 Contract Days

2023-2024 MIDDLE/HIGH SCHOOL

AUGUST						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	T	T	T	T		

Student/Contract Days: 0/4

SEPTEMBER						
S	M	T	W	T	F	S
					T	2
3	H	△	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Student/Contract Days: 19/21

OCTOBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	SC	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Student/Contract Days: 21/21

NOVEMBER						
S	M	T	W	T	F	S
			1	2	[3]	4
5	RP	7	8	9	H	11
12	13	14	15	16	T	18
19	CD	CD	SC	H	SC	25
26	27	28	29	30		

Student/Contract Days: 14/20

DECEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	SC	SC	SC	SC	SC	23
24	SC	SC	SC	SC	SC	30

Student/Contract Days: 11/11

JANUARY						
S	M	T	W	T	F	S
	SC	2	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	F	F	F			

Student/Contract Days: 21/22

FEBRUARY						
S	M	T	W	T	F	S
				[F]	RP	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	H	20	21	22	23	24
25	26	27	28	29		

Student/Contract Days: 19/21

MARCH						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	T	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	SC	SC	SC	SC	SC	30
31						

Student/Contract Days: 15/16

APRIL						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	[11]	RP	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Student/Contract Days: 21/22

MAY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	H	28	29	30	31	

Student/Contract Days: 22/23

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	F	F	F	15
16	△	[F]	RP	SC	20*	21*
23	24*	25*	26*	27	28	29
30						

Student/Contract Days: 11/12

- SC School Closed - Not in Session
- CD Conference Day - School Not in Session
- T Teacher Inservice/Work Day - School Not in Session
- RP Report Preparation - School Not in Session
- [] End of Grading Period
- H Holiday - School Not in Session
- △ Certified First/Last Report Day
- College & Career Day
- F Finals

*Emergency day in event of school closure

Final calendar is subject to change due to multiple factors, including bargaining and resources available.

▲ Student First/Last Day

Board Proposed 3/9/23



Code: **IC/ICA**
Adopted: 6/04/87
Readopted: 5/17/12
Orig. Code(s): IC/ICA

School Year/School Calendar

The Board will approve the school year calendar for the following year. After Board approval, any modification of the calendar will require Board action.

The calendar will include the number of student days, number of work days for licensed staff and holidays. It will meet state requirements for instructional hours.

Days/hours lost may be made up to insure that the required number of days/hours are met by the district.

END OF POLICY

Legal Reference(s):

[ORS 187.010](#)
[ORS 243.650](#)
[ORS 332.075\(1\)\(a\)](#)
[ORS 336.010](#)

[OAR 581-022-1620](#)

Cross Reference(s):

ID - School Day

**AUTHORIZATION TO PURCHASE K-2 FLEXIBLE CLASSROOM
FURNITURE AND DEVELOPMENTALLY
APPROPRIATE MATERIAL**

CONSENT D
March 9, 2023

SUPERINTENDENT’S RECOMMENDATION:

Staff recommends the Board grant advanced authorization to the superintendent to enter into contracts to purchase developmentally appropriate flexible classroom furniture for K-2nd grade and developmentally appropriate materials from Lakeshore through a cooperative contract. The amount of the purchases is not-to-exceed \$300,000.

BUDGET IMPACT/SOURCE OF FUNDS:

The source of the funds will be the Student Investment Funds.

BACKGROUND:

The Student Investment Account (SIA) is the portion of money generated by the Student Success Act (SSA) that is dedicated to K-12 education. SIA distributions represent 50% of the overall collections and are distributed to school districts through a non-competitive grant process. Focus on early literacy and meeting the needs of diverse learners was a major theme of our 2021-23 Student Investment Account plan.

The Board-adopted Contracting Rules allows the Board to give advanced authority to the Superintendent to execute a particular District Contract or class of District Contracts. Developmentally appropriate/flexible seating are common purchases for elementary schools.

As with all contracts, additional costs may be incurred for added or changed scope (e.g. change orders for unknowns, unforeseens, or agency requirements).

PRESENTER / STAFF CONTACT:

Joel Stuart, Administrator on Special Assignment for Student Success

TRAVEL PERMISSION REQUEST

Adrienne C. Nelson High School Instrumental Music

CONSENT F

March 9, 2023

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the request to travel.

BACKGROUND:

Adrienne C. Nelson High School is requesting permission for 80 students and 11 chaperones to travel to Anaheim, California, April 13-17, 2023. The trip will cost approximately \$1,544 per person to be funded by December wreath sales and Butter Bread Pastry fundraisers. This trip will be a way for our young artists to grow their understanding of a professional musician's experience.

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 \$ 426
- 2. Lodging (no home stays) \$ 386
- 3. Meals \$ 280
- 4. Fees/Event Expense \$ 378
- 5. Other \$ 74
Description of other expenses: Security guard (provided by hotel); UHaul for transporting instruments
- 6. **Total cost per student (total lines 1 through 5):** \$ 1544
- 7. # of chaperones 11
- 8. # of students 80
- 9. **Total # of students + chaperones** 91
- 10. **Total cost of participation (Line 6 x Line 9):** \$ 140504
- 11. Substitute Teachers: (rates are effective 2022-2023)
 - a. 2 # Full-Day Substitute(s) x 1 # of Days @ \$273.60 = \$ 547.20
 - b. 0 # Half-Day Substitute(s) x 0 # of Days @ \$136.80 = \$ 0.00
 - c. **Total Sub Cost** \$ 547.20

TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.): \$ 141051.20

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 141,051.20

Briefly describe fund-raising activities and other resources: December wreath sales and Butter Bread Pastry fundraisers were held to support payment for the trip. ANHS Band and Orchestra student funds are available to those in need of scholarship.

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:
- | | | | |
|-------------------------------------|---|-------------------------------------|--|
| <input checked="" type="checkbox"/> | NCSD bus | <input checked="" type="checkbox"/> | Nondistrict commercial transportation (bus, train, plane) |
| <input type="checkbox"/> | NCSD mini bus (Type 20) | <input type="checkbox"/> | Private/personal vehicles (Must have parent/guardian release form) |
| <input checked="" type="checkbox"/> | 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): Rental vehicle driver: Aaron Botteron

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

Number of miles round trip: n/a

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

Southwest Airlines - flights to/from Portland International Airport and Hollywood-Burbank Airport; Pacific Coachways - tour bus to/from Hollywood-Burbank Airport and hotel; UHaul - rental truck for transporting instruments to/from Disneyland. NCS D bus to/from PDX.

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):

Courtyard Marriott Anaheim (1420 S. Harbor Blvd., Anaheim, CA 92802)

22 hotel rooms: 8 for male students, 7 for female students; 5 for chaperones; 2 for trip directors (see attachment labeled "Room Arrangements" for more information)

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

I have read and understand all trip guidelines.

Trip Leader Signature

2/9/23 2/4/23
Date 2/10/23

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 (NCS D 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

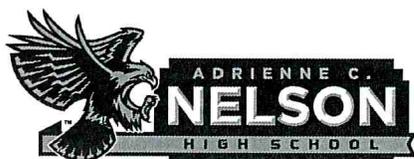
Principal Level: Approved
 Denied

Vicki T. Nelson 2/9/23
Principal Date

District Level: Approved
 Denied

[Signature] 2/15/23
Executive Director of Elementary/Secondary Date

Date of Board Approval: _____



2023 Musical Tour

Thank you again for this opportunity. We look forward to a rewarding performing arts experience and lifelong memories.

Itinerary as of 2/9/2023 (Subject to change based on Disney/flights)

Day 1 - April 13th - Travel

2pm - depart ANHS for Portland International Airport
3pm - meet at Southwest ticket counter to check in with chaperone and airline
3:15pm - go through security in groups of 10 with chaperones
4:15pm - be at the gate to board the airline.
5pm - Flight WN2738 to Sacramento
6:25pm - land in SMF to change airlines
6:35pm - be at gate to board second flight
7:25pm - Flight WN1059 to Burbank
8:40pm - land at Burbank and collect luggage from baggage claim
9pm - board buses and travel to the local grocery store
9:30pm - purchase snacks or food for the hotel (hotel rooms have microwaves and mini fridges)
10pm - travel to Courtyard Anaheim hotel
12pm - lights out/room checks

Day 2 - April 14th - performance or recording session(to be assigned)

8am - wake up/room checks
9am - head to park as a group
9:30am - enter park (Disney or California Adventure) together as a group (Take a photo of your ticket)
12pm - Chaperone Check in
(1pm - estimated meet time for recording/performance)
(2pm - estimated time for performance/recording)
4pm - release from park (chaperone check in)
8pm - chaperone check in
10pm - California Adventure closes
12am- Disney closes
1am - Lights out/Room Checks

Day 3 - April 15th - Full Day at either park

8am - wake up/room checks
9am - head to park as a group (check in with chaperone)
12pm - Chaperone Check in
4pm - release from park (chaperone check in)
8pm - chaperone check in
10pm - California Adventure closes
12am- Disney closes
1am - Lights out/Room Checks

Day 4 - April 16th - performance or recording (to be assigned)

8am - wake up/room checks
9am - head to park as a group
9:30am - enter park (Disney or California Adventure) together as a group (Take a photo of your ticket)
12pm - Chaperone Check in
(1pm - estimated meet time for recording/performance)
(2pm - estimated time for performance/recording)
4pm - release from park (chaperone check in)
8pm - chaperone check in
10pm - California Adventure closes
12am- Disney closes
1am - Lights out/Room Checks

Day 5 - April 17th - travel/day at the beach

7am - wake up and pack up
8:15am - gather all luggage and board the bus
9:15am - Travel to Santa Monica Pier
10:30am - enjoy lunch and some time at the Pier
1:45pm - meet at bus location (TBD)
2pm - load buses and head to Burbank airport
4:15 pm - Flight WN1747 to SJC (San Jose)
5:25pm - land in SJC to change flights
6:20pm - be at gate to board second flight
6:50pm - Flight WN596 to Portland
8:30pm - land in Portland and head to baggage claim
9pm - Check out with chaperone and go home (Check out means you confirm with us before leaving and communicate who you are leaving with)

TRAVEL PERMISSION REQUEST
Rex Putnam High School Baseball

CONSENT G
March 9, 2023

SUPERINTENDENT'S RECOMMENDATION:
Board approval of the request to travel.

BACKGROUND:

Rex Putnam High School is requesting permission for 20 students and 4 chaperones to travel to Phoenix, Arizona, March 26-31, 2023. The trip will cost approximately \$1538 per person to be funded by the 99 Pledges Fundraiser and outfield sign sales. 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 \$ 790
- 2. Lodging (no home stays) \$ 313
- 3. Meals \$ 250
- 4. Fees/Event Expense \$ _____
- 5. Other \$ 185

Description of other expenses: Van rental cost per student

- 6. **Total cost per student (total lines 1 through 5):** \$ 1538
- 7. # of chaperones 4
- 8. # of students 20
- 9. **Total # of students + chaperones** 24
- 10. **Total cost of participation (Line 6 x Line 9):** \$ 36912
- 11. Substitute Teachers: (rates are effective 2022-2023)
 - a. _____ # Full-Day Substitute(s) x _____ # of Days @ \$273.60 = \$ 0.00
 - b. _____ # Half-Day Substitute(s) x _____ # of Days @ \$136.80 = \$ 0.00
 - c. **Total Sub Cost** \$ 0

TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.): \$ 36912

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 36,912.00

Briefly describe fund-raising activities and other resources: _____

Baseball fund raising includes outfield sign sales and 99 Pledges Fundraiser.

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

Section III – Transportation and Lodging Information

- Transportation:
- | | | | |
|-------------------------------------|---|-------------------------------------|--|
| <input type="checkbox"/> | NCSD bus | <input checked="" type="checkbox"/> | Nondistrict commercial transportation (bus, train, plane) |
| <input type="checkbox"/> | NCSD mini bus (Type 20) | <input type="checkbox"/> | Private/personal vehicles (Must have parent/guardian release form) |
| <input checked="" type="checkbox"/> | 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): Chad McGowan, Andy Lundgren, Nick Cargni

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

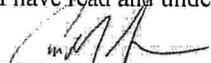
Number of miles round trip: n/a

Name the type(s) of nondistrict transportation to be used (including to and from airport) and company name: Parent transport to and from PDX, Flights from PDX and back, Rental Vans to hotel, games and airport in AZ.

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): Hyatt Place Phoenix, AZ 10838 N 25th Ave, Phoenix, AZ 80525, Students will stay 4 to a room max, chaperones will be in separate rooms from students. All according to COVID guidelines.

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.

 2/3/20
Trip Leader Signature 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.)

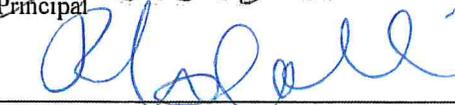
- Detailed itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- List of chaperones and verification of current background check on file.

Section VI – Approval

Principal Level: Approved
 Denied

 2/10/2023
Principal Date

District Level: Approved
 Denied

 2/16/23
Executive Director of Elementary/Secondary Date

Date of Board Approval: _____

Sunday 3/26

Get to PDX - 5:15 AM (meet as a team at the **Southwest** ticketing counter)
Depart PDX - 7:10 AM (**Flight 3331**)
Arrive PHX - 9:45 AM

Check In to **Hyatt Place - Phoenix North**

Leave - 3:15 Arizona State vs Arizona - **Phoenix Municipal Stadium**

Eat Dinner - Local restaurant
Bed Checks - 10:30

Monday 3/27

Wake - 7:00 Breakfast
Leave - 8:00 to Shadow Ridge High School

GAME @ **Shadow Ridge High School Field 1** - 10:00 vs Liberty Christian, Texas

Lunch - Local Fast Food
AAA Game - 4:00 **Peoria Sports Complex**
Bed Checks - 10:30

Tuesday 3/28

Wake - 6:00 Breakfast
Leave - 7:00 to Mountain Pointe High School

GAME @ **Mountain Pointe High School Field 1** - 9:00 vs LaGrande, Oregon

GAME @ **Mountain Pointe High School Field 2** - 12:00 vs Monarch, Colorado

Back to Hotel - 3:00
Dinner - 6:00 Local Restaurant
Team Bonding - 8:30 @ Hotel
Bed Checks - 10:30

Wednesday 3/29

Wake - 8:30 Breakfast
Leave - 10:00 to Chandler High School

GAME @ **Chandler High School Field 1** - 12:00 vs Heritage, Colorado

Back to Hotel
Dinner - 6:00 @ Local Restaurant
Bed Checks - 11:00

Thursday 3/30

Wake - 9:00 Breakfast
AAA games **Peoria Sports Complex**
Lunch - 1:00 Whataburger
AAA games **Peoria Sports Complex**
Dinner - 7:00 @ Local Restaurant
Bed Checks - 11:00

Friday 3/31

Wake - 9:00 Breakfast
Check Out - 11:00
Get to PHX - 11:30 (Southwest ticketing counter)
Depart PHX - 1:30 (Flight 3480)
Arrive PDX - 4:10 PM

LOCATION INFORMATION

Hyatt Place - Phoenix North	10838 N 25th Ave, Phoenix, AZ 85029
Shadow Ridge H.S.	10909 N Perryville Rd, Surprise, AZ 85388
Mountain Pointe H.S.	4201 E Knox Rd, Phoenix, AZ 85044
Chandler H.S.	350 N Arizona Ave, Chandler, AZ 85225
Phoenix Municipal Stadium	5999 E Van Buren St #3410, Phoenix, AZ 85008
Peoria Sports Complex	16101 N 83rd Ave, Peoria, AZ 85382

TRAVEL PERMISSION REQUEST

Sabin-Schellenberg Professional Technical Center
FFA (Ag and Forestry Programs)

CONSENT H

March 9, 2023

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the request to travel.

BACKGROUND:

Sabin-Schellenberg Technical Center is requesting permission for 40 students and 5 chaperones to travel to the Oregon FFA State Convention, March 16-19, 2023 in Redmond, Oregon. This trip will cost \$181.75 per student with the remainder of the cost paid by fundraising and scholarships. Students will have the opportunity to compete in several career and leadership development events.

SOURCE OF FUNDS:

See attached Application for Permission to Travel

ATTACHMENTS:

Application for Permission to Travel and required attachments

STAFF CONTACT:

Petra Callin, Executive Director of Secondary Programs

Section II – Budget Information – Cost per Student

Expenses (per student)

- 1. Transportation \$ 0
- 2. Lodging (no home stays) \$ 141.75
- 3. Meals \$ 25
- 4. Fees/Event Expense \$ 15
- 5. Other \$ 0

Description of other expenses: Hotel split between 4 students, meals cooked by alumni, plus registration

- 6. **Total cost per student (total lines 1 through 5):** \$ 181.75
- 7. # of chaperones 5
- 8. # of students 40
- 9. **Total # of students + chaperones** 45
- 10. **Total cost of participation (Line 6 x Line 9):** \$ 8178.75

- 11. Substitute Teachers: (rates are effective 2022-2023)
 - a. 3 # Full-Day Substitute(s) x 1 # of Days @ \$273.60 = \$ 820.80
 - b. 3 # Half-Day Substitute(s) x 1 # of Days @ \$136.80 = \$ 410.40
 - c. **Total Sub Cost** \$ 1231.2

TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.): \$ 9409.95

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 9,409.95

Briefly describe fundraising activities and other resources:

Students will contribute \$181 for the cost of the trip, the remainder will be paid with fundraising money or scholarships.

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): Katelin Walker, Jerika Wallace

Kathy Mayfield, Wynn Mayfield

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

Number of miles round trip: 280

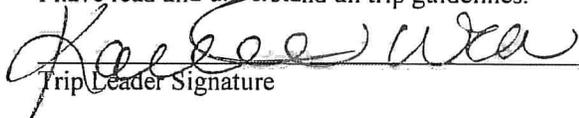
Name the type(s) of nondistrict transportation to be used (including to and from airport) and company name:

We will need the two NCSD mini busses, the forestry expedition and the land lab truck

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): Students and staff will be staying at Redmond-Super 8 motel, 3629 SW 21st Place. Students will be sorted by respective gender, and stay in rooms of 4, with two beds. Staff will be in rooms with 2 adults, and spread on either end of the students block to maintain safety,

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

2/11/2023
Date

Section IV – Required Attachments for building level approval only.

The following attachments must accompany this application:

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

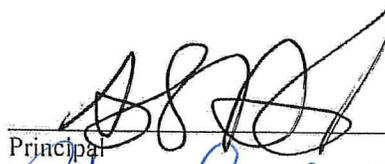
Section V – Required Attachments to be sent to district level. (All other forms stay at the building.)

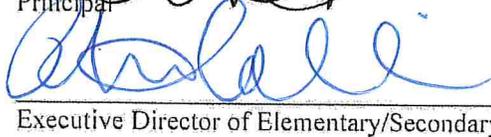
- Detailed itinerary which includes **all** planned activities and outline of student expectations specific to the trip.
- List of chaperones and verification of current background check on file.

Section VI – Approval

Principal Level: Approved
 Denied

District Level: Approved
 Denied


Principal 2/10/23
Date


Executive Director of Elementary/Secondary 2/10/23
Date

Date of Board Approval: _____

Itinerary

Thursday, March 16,	8:00 am	Leave Sabin Forestry or Land Lab
	12:30 pm	Arrive at fairgrounds-lunch
	2:00 pm	Arrive in Redland Check into motel: Redmond Super 8 Wyndham 3629 SW 21st Place, Redmond, OR, 97756, US Phone: (800) 760-7718 Fax: (800) 906-2871
	3:30	Registration/Opening Session-Redmond
	10:30 pm	Return to motel
Friday, March 17	7:00 am	Leave motel for convention
	10:30 pm	Return to motel
Saturday, March 18	9:00 am	Leave for convention
	10:00 pm	Return to motel
Sunday, March 19	6:45 am	Leave for convention; Check out of motel
	3:00 pm	Leave for home
	6:00 pm	Dinner on the way home
	7:30 pm	Return to Sabin or Land Lab

All forestry students must be picked up from the Sabin Forestry Building

All AG students must be picked up from the land lab

All members will need official dress for convention. They will be wearing it all four days of convention. They will get to wear casual clothing at the motel.

PROCLAMATION: CLASSIFIED EMPLOYEE APPRECIATION WEEK

ACTION
Agenda Item #1
March 9, 2023

SUPERINTENDENT’S RECOMMENDATION:

That the Board adopt the proclamation declaring March 6-10, 2023, as “Classified Employee Appreciation Week ” in North Clackamas School District.

ORIGINATED BY:

This is the district’s annual recognition and appreciation of classified employees.

BACKGROUND:

Classified Employee Appreciation Week in North Clackamas School District has been scheduled to coincide with the week announced by the Oregon School Employees Association. March 6-10, 2023, is this year’s opportunity to honor the essential work that classified school employees do. The focus for this proclamation in the North Clackamas School District is to recognize that fact.

ATTACHMENTS:

Proclamation

PRESENTER:

Mitzi Bauer, Board Chair

OTHERS NOTIFIED OF ITEM:

OSEA Leadership



Classified Employee Appreciation Week

in

North Clackamas School District

WHEREAS, the education of youth is essential to the future of our community, state, country and world; and

WHEREAS, classified employees are the backbone of our public education system; and

WHEREAS, classified employees work directly with students, educators, parents, volunteers, business partners and community members; and

WHEREAS, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and

WHEREAS, our community depends upon and trusts classified employees to serve students; and

WHEREAS, classified employees, with their diverse talents and true dedication, nurture students throughout their school years.

NOW, THEREFORE BE IT RESOLVED that the North Clackamas Board of Directors proclaims the week of March 6 - 10, 2023, to be Classified Employee Appreciation Week in the North Clackamas School District; and

BE IT FURTHER RESOLVED that the North Clackamas Board of Directors strongly encourages all members of our community to join in this observance recognizing the dedication and hard work of these individuals.

Adopted this 9th day of March, 2023

Signed:

Chair, Mitzi Bauer, School District Board of Directors

PROCLAMATION: VOLUNTEER APPRECIATION WEEK

ACTION
Agenda Item #2
March 9, 2023

SUPERINTENDENT’S RECOMMENDATION:

Adopt the proclamation declaring April 16-22, as “Volunteer Appreciation Week” in North Clackamas School District.

ORIGINATED BY:

This is the district’s annual recognition and appreciation of volunteers.

BACKGROUND:

Established in 1974, the National Volunteer Week is organized by the Points of Light Foundation. This year’s celebration is scheduled for the week of April 16-22, 2023.

The district will use this observance to focus attention on the excellent work performed by district volunteers and recognize their many contributions to our schools. Volunteers in district classrooms and buildings save North Clackamas School District thousands of dollars every year. The federal value for volunteers is \$29.95 per hour for a total value close to \$2 million during a typical school year. Not to be overlooked in this recognition is the Board of Directors, who contribute many volunteer hours during the year.

ATTACHMENTS:

Proclamation

PRESENTER:

Mitzi Bauer, Vice Chair



Volunteer Appreciation Week

in

North Clackamas School District

WHEREAS; An excellent public education system is vital to the residents and children of North Clackamas School District;

WHEREAS: Volunteers are an important component in providing an excellent education system for students;

WHEREAS: Volunteers make many contributions to district schools;

WHEREAS: National School Volunteer week has been scheduled April 16-22, 2023;

NOW, THEREFORE BE IT RESOLVED that the North Clackamas School District Board of Directors proclaims April 16-22, 2023 as Volunteer Appreciation Week in North Clackamas School District.

Adopted this 9th day of March, 2023

Signed:

Chair, Mitzi Bauer, School District Board of Directors

FACILITY OPERATIONS

REPORT
Agenda Item #4
March 9, 2023

SUPERINTENDENT'S RECOMMENDATION:

This item is presented for School Board information.

BACKGROUND:

The Facility Operations Department leaders will share the department's primary responsibilities and highlight several of the department's successes, challenges, and plans for the future. In addition, they will provide an update on their major deliverables:

1. Improve the ability of staff to safely maintain our buildings and assets while performing maintenance on the roofs
2. Develop a consistent maintenance plan for our grounds to create a safe and aesthetically pleasing environment for our students and staff and create a sense of pride for our communities.
3. Broaden staff recruitment opportunities and retain employees through building relationships.

PRESENTER / STAFF CONTACT:

Cindy Detchon, Assistant Superintendent of Operations
Melinda Shumaker, Facilities Director
Stacy Skerjanec, Facilities Supervisor
Amanda Wall, Custodial Supervisor
Javier Torres, Field Custodial Supervisor
Rob Martinez, Facilities Project Manager



Facility Operations

Board Report — March 9, 2023



Who we are...

- Groundskeepers and irrigation specialist
- HVAC technicians
- Maintenance workers
- Locksmiths
- Plumber
- Carpenters
- Electricians and Low Voltage Fire & Security Technicians
- Mechanic
- Custodians
- Administrative Assistants
- Supervisors/Administrators

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Major Responsibilities

- Maintain all district campuses, including the facilities and the grounds.
- Maintain fleet vehicles, grounds equipment, and custodial equipment
- Manage the following trades: electrical, plumbing, carpentry, HVAC, fire, security, locks, elementary and middle school custodial staff, custodial rovers, and custodial substitutes.
- Maintain grounds - sports fields, tennis courts, middle and elementary school fields, flower beds, parking lots, etc.
 - Mowing, weeding, and irrigation
 - Turf field testing, striping and assist with setting up sports events.

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Major Responsibilities

- Provide custodial support to all buildings including trainings, summer cleaning projects, substitute coverage, procurement, hiring
- Perform summer gym floor maintenance/resurfacing
- Implement Integrated Pest Management (IPM) districtwide
- Manage all contracted maintenance, custodial and grounds work
- Conduct hazardous material testing for radon, lead in water, and asbestos

Department Deliverables 2022-23

1. Improve the ability of staff to safely maintain our buildings and assets while performing maintenance on the roofs.
2. Develop a consistent maintenance plan for our grounds to create a safe and aesthetically pleasing environment for our students, and staff, and create a sense of pride for our communities.
3. Broaden staff recruitment opportunities and retain employees through building relationships.



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Safety and Security

- Roof safety - To follow new OSHA guidelines for maintenance of equipment on rooftops.
- Emergency Protocols
 - Train all staff on emergency procedures
 - Staff assist in all emergency situations

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Grounds and Facility Maintenance

Grounds

- Process - training
 - What is maintaining front formals vs field mowing
 - Seasonal work - changes drastically for grounds
- Community events clean up days

Facilities

- HVAC changes due to COVID
- Work with staff on creating a short “What I do List” and a contact list of vendors/contractors
- Understanding the priorities of their responsibilities
- Working with schools on Capital Improvement Projects

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Staff Retention and Recruitment

- Recruitment
 - Staff recruiting new staff
 - Participate in Human Resources recruitment fairs
- Training
 - Creating Leadership training for our evening custodians who are interested in being a Head Custodian
 - Creating a more formal onboarding process with continuous training, follow up, and check ins.
- Professional Development
- Apprenticeships for electrical trades
- Challenges - competing with the private sector for a limited workforce

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Additional Highlights & Projects

How We're Creating Connections With Staff & Community

- Summer projects/capital projects
- Grant work - community partners
- Strategic Energy Management/Energy Trust
- Checking in with staff on a routine basis at the schools
- Creating summer cleaning schedules - windows, gym floors, classrooms, etc.

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What's next?

Indoor Air Quality Focus Group

- Ventilation protocols
- Air filtration and disinfection
- Goals for increased learning and attendance
- Recommendations for future ventilation and filtration

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Thank you!

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2023-2024 INTERDISTRICT TRANSFERS

DISCUSSION
Agenda Item #5
March 9, 2023

SUPERINTENDENT’S RECOMMENDATION:

For the 2023-2024 school year, approve the following interdistrict transfer slots:

- 70 Interdistrict transfer slots into North Clackamas as shown in Attachment A.
- An unlimited number of interdistrict transfer slots out of North Clackamas.

ORIGINATED BY:

This item originated due to annual school choice transfer cycle.

BUDGET IMPACT/SOURCE OF FUNDS:

The district budget is based upon number of students enrolled, Average Daily Membership (ADM). Allowing interdistrict transfers affects the number of students attending schools in the school district, which in turn, affects the revenue received by the school district.

BACKGROUND:

North Clackamas School District has historically been a school district comprised of neighborhood schools. Over time, magnet programs and charter schools have offered families public educational options outside of their resident neighborhoods.

Oregon law allows additional options for families seeking to attend a public school outside of their neighborhood or school district. Specifically, Open Enrollment and Interdistrict Transfer are two methods of school choice that have historically been available. Open Enrollment was only available during the 2012-2018 school years. Students who entered North Clackamas Schools under Open Enrollment, and have maintained continuous enrollment, may remain enrolled through graduation. The focus of this item is on Interdistrict Transfer.

ANALYSIS:

The interdistrict transfer slots proposed for 2023-2024 in Attachment A were derived using similar criteria to previous years:

- to approve opening slots at schools where the five-year projected enrollment is less than 95% of the physical capacity of the school

For a number of years schools have struggled to accommodate students who have received interdistrict transfer slots when, over the course of the summer, the school’s enrollment at a particular grade level has unexpectedly grown. NCSD now closes slots at schools when the school’s grade level enrollment has unexpectedly exceeded its projected enrollment and its staffing allocation ratios.

- Beginning on August 15, 2023 interdistrict transfer slots at any school or grade level where the school’s total enrollment or grade level enrollment exceeds the projected

enrollment or staffing ratio provided for the school year will be closed for the duration of the school year.

- Hardship interdistrict transfer requests (as allowed in OAR 581-021-0019) will be reviewed approximately three weeks before the beginning of the school year and periodically throughout the school year.

ATTACHMENTS:

- [Attachment A: 2023-2024 Proposed Interdistrict Transfer Slots](#)
- [Attachment B: 2022-2023 Interdistrict Transfer Report, as of 3/1/23](#)
- [Attachment C: 2022-2023 Proposed Interdistrict Transfer Presentation Slides](#)

PRESENTER / STAFF CONTACT:

Katie Cunningham, Administrator for Community Connections and Enrollment Options

2023-24 Projected Interdistrict Transfer Slots

- Slots are allotted based on a 5-year projected enrollment that is less than 95% of capacity.
- Therefore, no slots in the Clackamas/Adrienne C. Nelson feeders will be offered for the 2023-2024 school year.
- Beginning August 15, 2023, interdistrict transfer slots open at any school or grade level where the school's total enrollment or grade level enrollment exceeds the projected enrollment or staffing ratio provided for the school year will be closed for the duration of the school year.
- Hardship interdistrict transfer requests (as allowed in OAR 581-021-0019) will be reviewed approximately three weeks prior to the beginning of the school year and periodically throughout the school year.

School	Number of Slots
Ardenwald	5 total, across grade levels K-5
Bilquist	5 total, across grade levels K-5
Lewelling	5 total, across grade levels K-5
Linwood	5 total, across grade levels K-5
Oak Grove	5 total, across grade levels K-5
View Acres	5 total, across grade levels K-5
Alder Creek Middle School	5 total, across grades 6-8
Rowe Middle School	5 total, across grades 6-8
Milwaukie High School	10 total, across grades 9-12
New Urban High School	10 total, across grades 9-12
Rex Putnam High School	10 total, across grades 9-12

INTERDISTRICT TRANSFER REPORT, 2022-23

BACKGROUND

North Clackamas School District has historically been a school district composed of neighborhood schools. Over time, magnet programs and charter schools have offered families educational options outside of their resident neighborhoods. Additionally,

- In-district transfers (between two schools within North Clackamas School District) have been offered based on school board approved criteria and subject to school capacity.
- Interdistrict transfers (between a school within North Clackamas School District and a school outside of North Clackamas School District) have been offered, in alignment with Oregon regulations, based on board approved slots and hardship requests.
- For a brief time, between 2012 and 2018, Open Enrollment was an option in Oregon for students to enroll in non-resident schools within and outside their resident school district. With continuous enrollment, students enrolled under the Open Enrollment option can remain in North Clackamas Schools through high school graduation.

2022-2023 DATA

For the 2022-2023 school year, North Clackamas opened 76 slots for Interdistrict Transfers. In addition, North Clackamas opened an unlimited number of interdistrict transfer slots out of the school district. Below is a breakdown of how those slots were utilized and how many hardship requests were met as of March 1, 2023.

Interdistrict Transfers Out:
65 students residing in North Clackamas School District applied for and received an interdistrict transfer out of the North Clackamas School District. 26 were elementary school students, 13 were middle school students, and 26 were high school students. Most transferred to the Portland Public School District, Gladstone School District, Oregon City School District, or West Linn-Wilsonville School District. 15 of the 65 students who were released had been attending North Clackamas Schools at the time of the release request.

Interdistrict Transfers In (slot-based):
39 students residing outside of the North Clackamas School District have received slot-based transfers into NCSD. Of these, 13 are elementary students, 10 are middle school students, and 16 are high school students. The majority of these students reside in the Oregon City and Gladstone School Districts.

Interdistrict Transfer In (hardship):
2 students residing outside of North Clackamas School District have received hardship interdistrict transfers into North Clackamas for the 2022-23 school year.

CONCLUSIONS

An analysis of 2022-23 student transfer data as of 3/1/23 shows:

- 106 students utilized some form of interdistrict transfer to change school districts. This is equivalent to 0.65% of our current student population.
- Of the students leaving the school district through Interdistrict Transfers, roughly 76% were not attending North Clackamas School District at the time of their release.
- In order to determine the financial implications of Interdistrict Transfer for 2022-2023, we have compared the loss of North Clackamas School District students who left the school district with the gain of students who previously did not attend in North Clackamas School District.

	Gain	Loss*	Net
Interdistrict Transfer	+39 (slot-based) & 2 (hardship)	-15	+26

* Based on students registered in North Clackamas at the time of release.

This net increase of 26 students represents an approximate \$208,000 increase in district state school support. This accounting is an estimate because the exact amount of revenue for each specific student and the cost to educate due to unique learning needs are unknown.

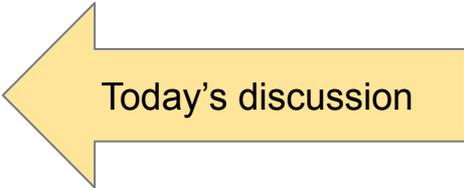
Note: While not part of the interdistrict transfer process, the number of students residing in North Clackamas and enrolling in non-North Clackamas School District web academies is equivalent to 1.6% of the total North Clackamas student population. This number increased slightly during the pandemic, and has remained steady since the fall of 2021.



Interdistrict Transfers 2023-2024

Current Methods for Enrolling Non-Resident Students

- Interdistrict Transfer
 - Slot-based system
 - Hardship
- Charter School
- Temporary Guardianship / Power of Attorney
- Tuition
- McKinney Vento / Homeless / Foster Care
- Court Placement



Interdistrict Transfer (per OAR 581-021-0019)

- Slot-based system for transfers in
- Lottery process
- Remaining slots available on a first-come, first-served basis
- Hardship transfers available by application on a space available basis
- Requires resident district's "release" of the student, and not all districts release students
- Student is considered resident of attending district until student graduates, no longer required to attend school, or attends a different school district
- Revocation only allowed for non-adherence to attendance or behavioral guidelines

Current Methods for Enrolling Non-Resident Students

Proposed method for determining slots INTO NCSD:

- 5-year projected enrollment at <95% of building capacity
- Beginning on August 15, interdistrict transfer slots at any school or grade level, where the school's total enrollment or grade level enrollment exceeds the projected enrollment or assigned staffing ratio, will be closed for the duration of the school year.

Proposed Interdistrict Transfer 2023-2024

- Slots are allotted based on a 5-year projected enrollment that is less than 95% of capacity.
- Therefore, no slots in the Clackamas/Adrienne C. Nelson feeders will be offered for the 2023-2024 school year.
- Beginning August 15, 2023, interdistrict transfer slots open at any school or grade level where the school's total enrollment or grade level enrollment exceeds the projected enrollment or staffing ratio provided for the school year will be closed for the duration of the school year.
- Hardship interdistrict transfer requests (as allowed in OAR 581-021-0019) will be reviewed approximately three weeks prior to the beginning of the school year and periodically throughout the school year.

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View Acres	5 total, across grade levels K-5
Alder Creek Middle School	5 total, across grades 6-8
Rowe Middle School	5 total, across grades 6-8
Milwaukie High School	10 total, across grades 9-12
¹⁵⁴ New Urban High School	10 total, across grades 9-12
Rex Putnam High School	10 total, across grades 9-12

Proposed Transfers OUT of NCSD 2023-2024

- Same practice as for the last seven school years
- Has not resulted in a net loss of student enrollment
- This decision can be revisited at any time by the school board

Timeline: Interdistrict Transfers IN

- March 9: Interdistrict Transfer Recommendations
- April 13: Return for NCSD School Board Action
- April 17: Begin community and staff communication
- April 24 - May 15: Application period
- May 17 – May 19: Lottery, if needed
- May 22-26: Families notified
- By June 9: Determine remaining slots
- Approx. June 12: Open remaining slots on a first-come first-served basis
- August: Review hardship requests
- Beginning Aug. 15: Close interdistrict transfers at grade levels that are over enrollment projection

Timeline: Interdistrict Transfers OUT

- April 13: Return for NCSD School Board Action
- April 17: Begin issuing transfer releases for 2023-2024 school year

Questions



SUPERINTENDENT’S RECOMMENDATION:

This item is presented for information and Board discussion.

BACKGROUND:

This presentation will provide an opportunity for the School Board to understand more about our early literacy efforts. The purpose of this presentation is to provide contextual information including prior achievement data, curriculum adoption review, professional development, instructional shifts in practice based on current reading research, as well as some initial promising early literacy achievement data.

THE PRESENTATION WILL INCLUDE THE FOLLOWING:

- Overview
- Early Literacy and NCSd Strategic Plan
- Review of Early Literacy Achievement Data
- Science of Reading; Research over Rhetoric
- North Clackamas Investments in Early Literacy
- Approach to Improvement and Implementation
- Initial Promising Data and Accolades
- Next Steps for Implementation

ATTACHMENTS:

- Early Literacy Update: [Slides](#)

In summary, initial data indicates that our early literacy investments, focus on foundational skills and intentionally designed implementation strategies are promising indicators of future growth for all students. Continued investment in Early Literacy through SIA funds supports on-going professional learning, embedded coaching, development of model classrooms, lesson study opportunities and effective implementation strategies.

PRESENTERS/STAFF CONTACT:

Khaliyah Williams-Rodríguez, Executive Director of Elementary Programs
Jen Kempf-Burkart, Early Learning Coordinator

Early Literacy Update

March 9th, 2023



Overview

1. Early literacy and NCSD Strategic Plan
2. Review of early literacy achievement data
3. Science of Reading - research
4. North Clackamas investments in early literacy
5. Approach to improvement is essential
6. Initial promising data
7. Next steps for implementation



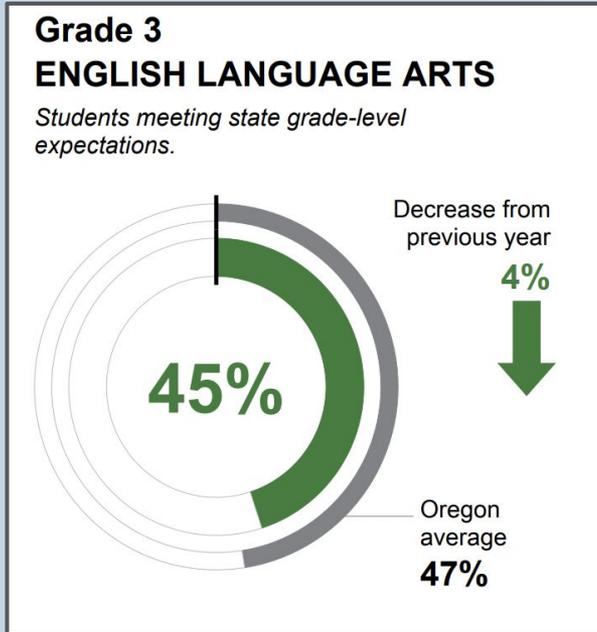
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Connection to NCSD Strategic Plan

 <p>Student Experience and Success</p>	 <p>People and Culture</p>	 <p>Family & Community Collaboration</p>
<ul style="list-style-type: none">• Strengthen and improve instructional and assessment practices that lead to meaningful academic and experiential learning for each student.• Ensure that modes and delivery of teaching and learning are varied and responsive to students' learning needs.	<ul style="list-style-type: none">• Foster professional growth and leadership across all levels of the organization.• Cultivate a collaborative environment that empowers employees and provides job satisfaction. <p>162</p>	<ul style="list-style-type: none">• Improve family engagement through a variety of relevant, accessible and meaningful opportunities.• Build a reputation for NCSD as an award-winning premier school district in the state of Oregon.

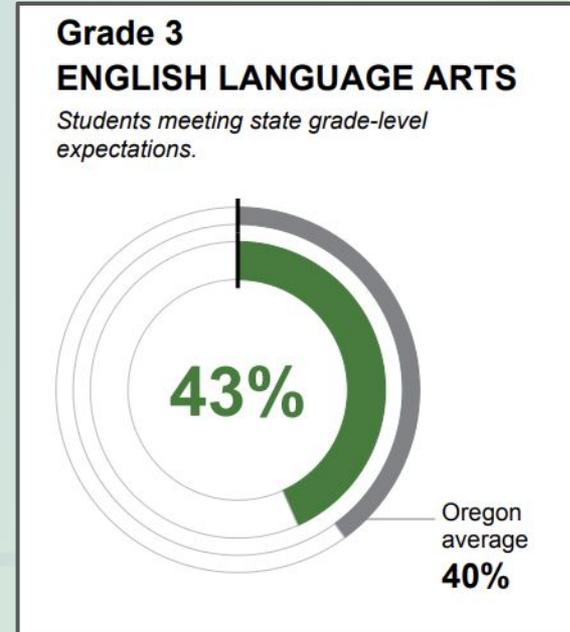
Early Literacy Achievement Data

2018-2019



Oregon At-a-Glance District Profile

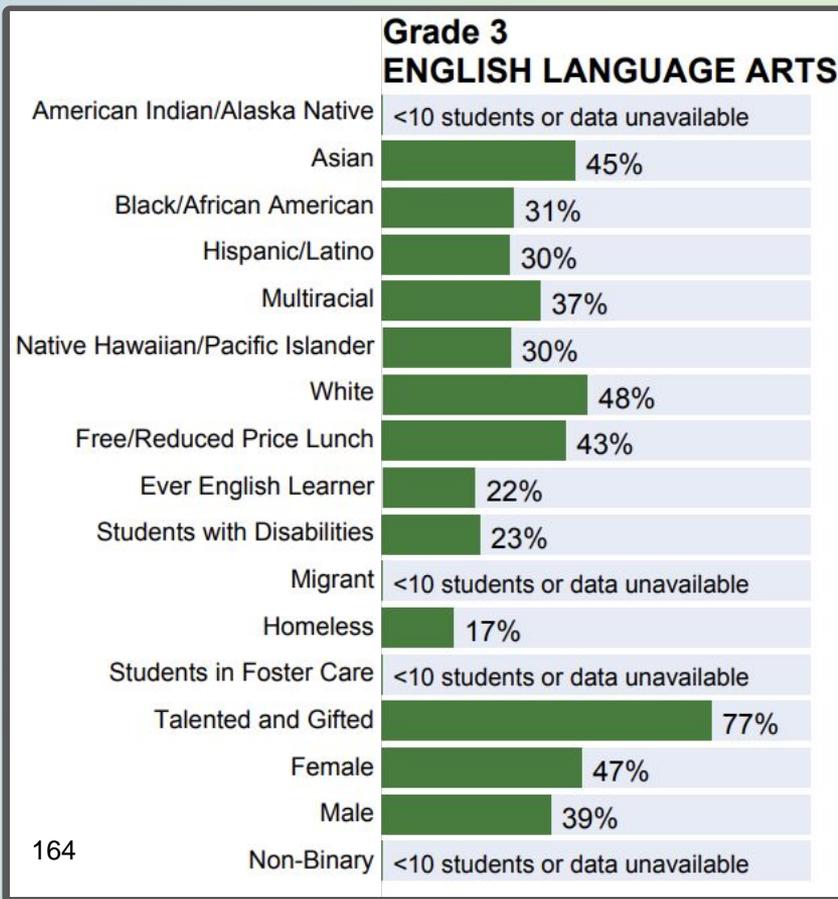
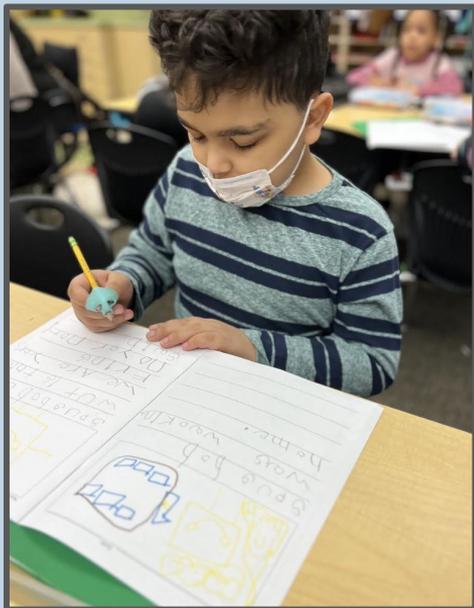
2021-2022



Oregon At-a-Glance District Profile

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Disaggregated Third Grade Achievement Data (2021-2022)



Fall (2023) DLI Early Literacy Data: K-2 IDEL

Grade	Beginning
K	 <p>n=96 44  11  41  (46%) (11%) (43%)</p>
1st	 <p>n=93 50  26  17  (54%) (28%) (18%)</p>
2nd	 <p>n=83 54  13  16  (65%) (16%) (19%)</p>

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Fall (2023) Early Literacy Data: K-2 DIBELS - English

Grade	Beginning				
K	 n=1053 538 182 333 0 (51%) (17%) (32%) (0%)				
1st	 n=1113 544 105 226 238 (49%) (9%) (20%) (21%)				
2nd	 n=1014 409 134 233 238 (40%) (13%) (23%) (23%)				

Fall 2021: Instructional Review and Literacy Adoption

- Revised Literacy Instructional Framework
- Initiated literacy adoption w/ sciences of reading guidance
- Purchased supplemental resources (Heggerty)
- Updated and supported our Multi-Tiered Systems of Support (MTSS)
- Provided professional development for teachers to support instructional shifts in practice
- August 2022 Literacy Institute
- Initiated 30 hours of dyslexia training

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 **North Clackamas Kindergarten English Language Arts**
Instructional Guidelines

NCSD Core Instruction

As educators it is our job to ensure that all students gain access to high quality literacy instruction that empowers them to think critically and to actively participate in their world. The standards coupled with assessment data should drive all instruction and should be taught daily using research-based instructional practices.

The North Clackamas School Board has adopted a language arts curriculum that aligns with [Oregon State Standards](#).

Current Core Instructional Programs:

- Fountas and Pinnell Classroom
- Fountas and Pinnell Writing Minilessons
- From Phonics to Reading

NCSD Literacy and Language Instruction includes the following core components:

- Foundational Skills for a minimum of 20 minutes per day
- **READING BLOCK** - Sept. - Winter Break = 45 mins / January - June = 60 mins
 - Whole Group Reading Instruction
 - Inclusive of students who are identified as Talented & Gifted, Special Education, and/or English Language Learners
 - Readers' Workshop
 - Small Group Instruction
 - Independent reading
 - Conferring
 - Foundational Skills Work
 - Assessment
- Writers' Workshop (4 times a week) Sept. - Winter Break = 30 mins / January - June = 40 mins

K-2 Foundational Skills Core Instruction: 20 minutes everyday

Whole Group Foundational Skills Instruction <i>Foundational skills instruction may be broken up throughout the day.</i>	Phonics and Phonological Awareness: From Phonics to Reading is our core K-2 Foundational Skills Curriculum (English only), Heggerty is supplemental To ensure equitable access to explicit and systematic foundational skills instruction, please access your grade level's Alternative Pacing Guide for the minimum components of daily instruction. The remaining activities should be embedded in small groups and independent learning times.	20 minutes, daily
---	---	-------------------

Sold a Story



READING & LITERACY

Is This the End of 'Three Cueing'?



By [Sarah Schwartz](#) — December 16, 2020 ⌚ 13 min read

OPINION: A call for rejecting the newest reading wars

Fifty-eight educators say 'Sold a Story' podcast series sells incomplete story about reading instruction

Two-Thirds of Kids Struggle to Read, and We Know How to Fix It

Feb. 11, 2023

Mississippi Miracle or Mirage? [Updated]

2019 NAEP Reading Scores Prompt Questions, Not Answers

JUST TO CLARIFY

AN FAQ AUDIO BLOG SERIES WITH FOUNTAS & PINNELL

QUESTION 1 **2** 3 4 5 6 7 8 9 10

Can you clarify what MSV analysis is and why you believe it is important?

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Education

Too many Oregon children can't read. Should districts be forced to drop discredited curriculum?

Updated: Jan. 12, 2023, 11:00 a.m. | Published: Jan. 08, 2023, 8:01 a.m.

"...North Clackamas are in the midst of curriculum reviews that could yield new materials by fall 2023 or 2024. (North Clackamas renewed its use of a balanced literacy curriculum in 2022; it's not slated to consider a new one until 2029. But the district has adopted a second core curriculum called From Phonics to Reading that stresses word recognition, decoding, phonological and phonemic awareness. Students spend between 100 and 150 minutes a week with such lessons, a district spokesperson says.)"

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Research-Aligned Investments

Research

- Direct and systematic instruction in phonics and phonological awareness
- Orthographic mapping routines for learning high frequency words
- The use of decodable texts to support application of phonics skills
- Essential need for knowledge building, and engagement with culturally relevant authentic literature

Investments

- ● From Phonics to Reading & Fonética y Gramática (Adopted) & Heggerty (Supplemental)
- ● Professional learning for teachers and principals including instructional “look-fors” used in classroom observations.
- ● All K-2 and Special Education teachers have received decodable texts and engaged in professional learning
- ● All K-2 teachers received intentionally selected high-interest, culturally relevant classroom library books (2021-2022)

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Implementation is Key: Plan-Do-Study-Act



- **Plan:** Design professional learning and resources based on new resources and strategies.
- **Do:** Support teachers with implementation.
- **Study:** Stay close to the data to refine practices and resources to ensure effectiveness.
- **Act:** Support widespread implementation with tried and true tools.

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Process into Practice

K-2 Emergent Literacy Specialists and Cohort (SIA Investment)

- Support a cohort of 30 classroom literacy leaders with professional learning (over 60 hours) and embedded classroom coaching
- Utilize Plan-Do-Study-Act cycles of improvement before widespread implementation.
- Support all K-2 teachers and elementary principals with ongoing professional learning and turn-key resources (10 hours)
- Design and deliver optional after school opportunities for continued and responsive support (over 30 hours)



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What do our teachers in our K-2 cohort have to say?

K-2 Emergent Literacy Cohort



Professional Learning Feedback from our K-2 Teachers

- *I appreciated continuing to provide us with **built in time to collaborate** and train with DLI grade level team*
- *I appreciated taking the time to dive more into **decodables** and how to sort **small groups based on the data** we have.*
- *I really thought today was one of the best kindergarten PD's ever!!! This was **relevant knowledge that we are using and needing right now**, especially with looking at our most recent data.*



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Home Connection: Supporting Families

Hello,

"I thought you might get a kick out of this - twice in the last week I have busted {student name} for staying up past his bedtime. He's been sneakily turning on a reading lamp to read the Wings of Fire book from the library.

No pictures. His confidence has grown so much. In the last few months. He came home the other day and was so proud he was beating his reading target. I hope you are having a great week, and thank you so much for all that you do."



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If I Get Stuck



Point to the word.



Look closely at **all** the letters.



Say the sounds **all** the way through.



Blend the sounds together to say the word.



Don't pause. Smush the sounds quickly.



Say the word.



Think. Did that make sense?

Don't Guess!

@AngelaFin

Kindergarten: DIBELS Composite Score Comparison

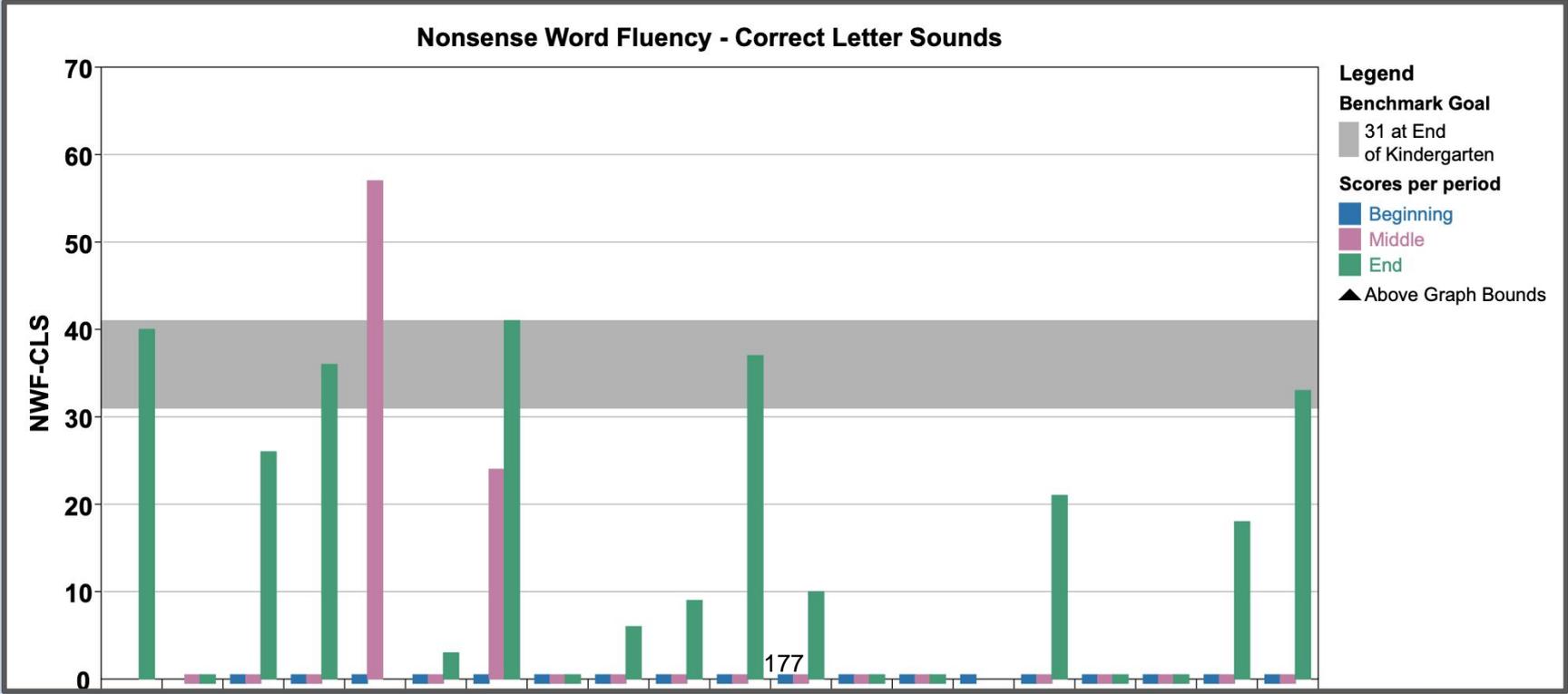
2021-22

Grade	Beginning	Middle
K	<p>n=984 469 166 135 214 (48%) (17%) (14%) (22%)</p>	<p>n=984 536 146 153 149 (54%) (15%) (16%) (15%)</p>

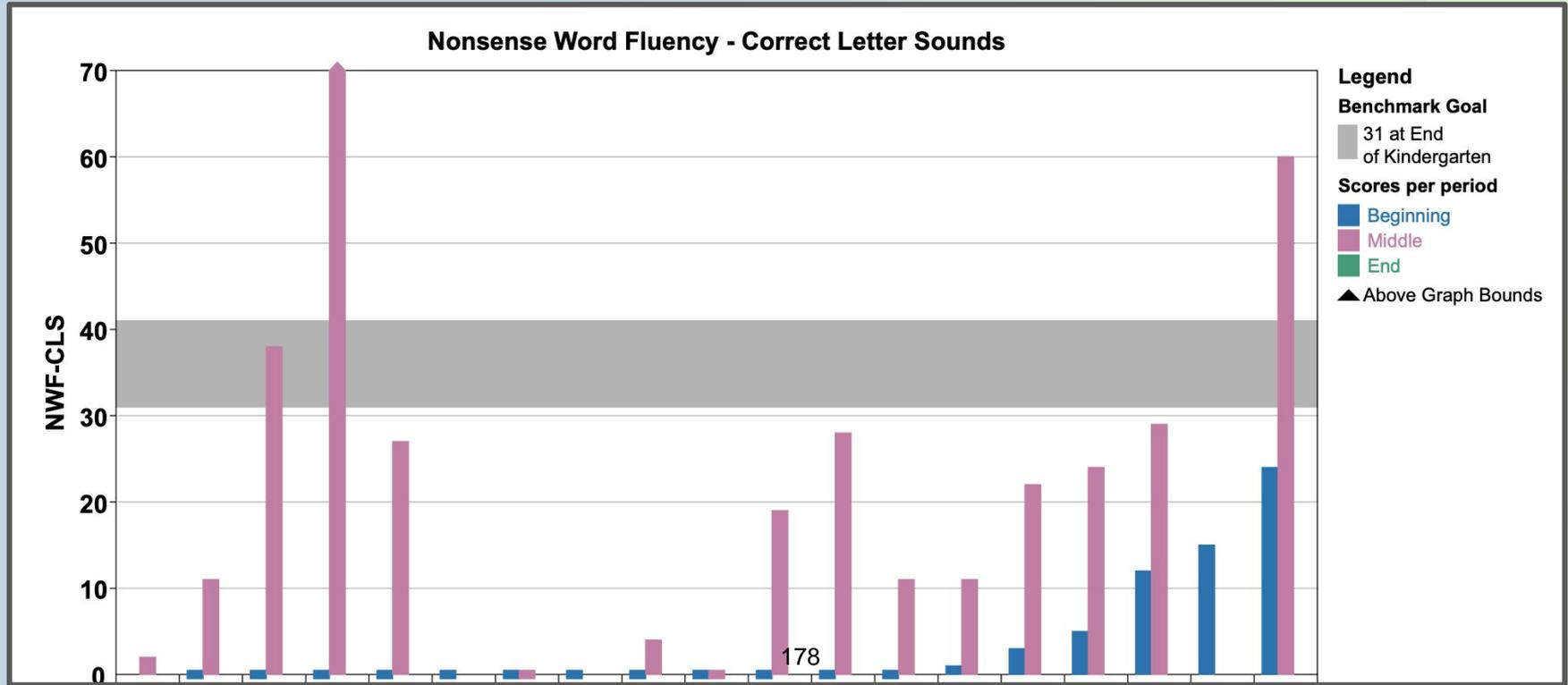
2022-23

Grade	Beginning	Middle
K	<p>n=1020 516 189 143 172 (51%) (19%) (14%) (17%)</p>	<p>n=932 439 184 159 150 (47%) (20%) (17%) (16%)</p>

Kindergarten: Cohort teacher 2021-22 (Student Growth)



Kindergarten: Cohort teacher 2022-23 (Student Growth)



First Grade: Predominate Measure (Student Cohort)

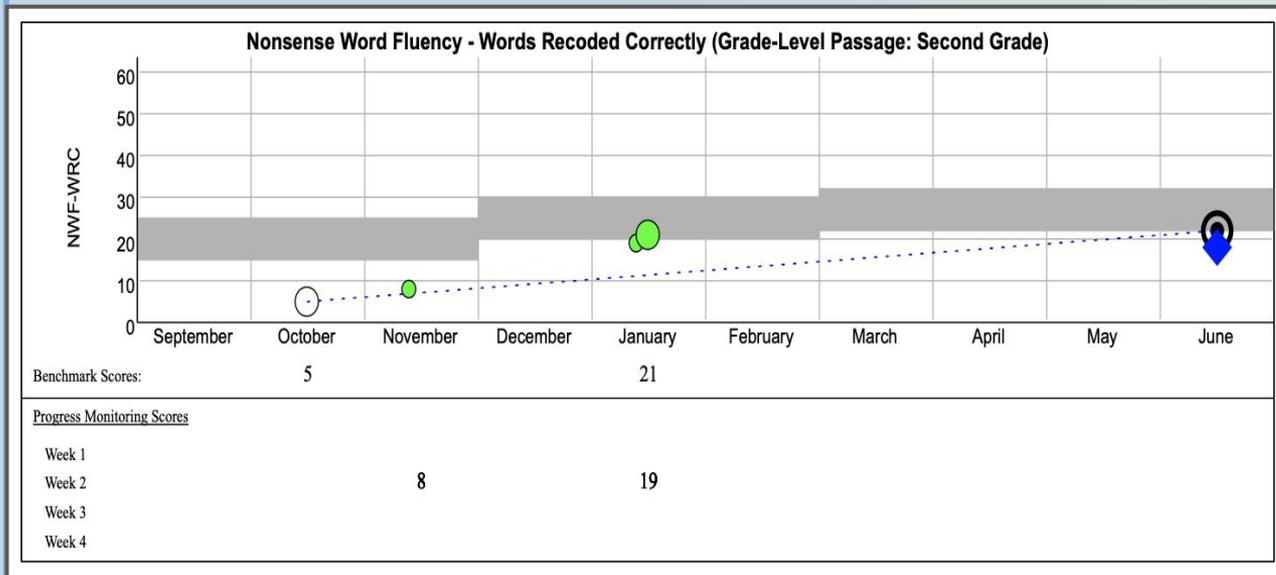
2021-2022

Grade	Beginning	Middle
K	<p>n=1044 513 (49%) 168 (16%) 363 (35%) 0 (0%)</p>	<p>n=996 585 (59%) 146 (15%) 133 (13%) 132 (13%)</p>

2022-2023

1st	<p>n=1113 544 (49%) 105 (9%) 226 (20%) 238 (21%)</p>	<p>n=1018 422 (41%) 123 (12%) 218 (21%) 255 (25%)</p>
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2nd Grade: Changing Mindsets: From Intervention to Grade Level!



Cumulative Assessment

Fluency Check
Directions: Listen to the child read the word. Mark one check in the green box if the word is read correctly (accuracy). Mark another check in the blue box if it is read automatically (fluency).

Great progress!

Lesson	Word	Accuracy	Fluency	Lesson	Word	Accuracy	Fluency
17	beetle	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	14	dries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	wiggle	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		blind	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	noodle	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		crying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	eagle	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		slightly	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
16	cute	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	13	mushroom	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	few	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		railroad	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		freedom	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	unlock	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		knowing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
15	most	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	12	keys	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	coach	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		scream	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	glowing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		grumpy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	tiptoe	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		sweeping	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number Correct (accuracy): 21 / 24

Number Automatic (fluency): 21 / 24



NCSD Strategic Points: Family and Community

Build a reputation for NCSD as an award-winning premier school district in the state of Oregon.

*“The Monday morning workshop in Happy Valley is a **good example of the kind of ongoing training opportunities for educators** that the state’s bill could underwrite much more broadly, should lawmakers pass it. North Clackamas is phasing in an increased emphasis on phonics in kindergarten through second grade...*

*Monday’s **workshop included practical advice about tracking student progress** via weekly progress checks. Tunstill covered how many times to review a new letter sound or blend for different groups of readers;*

Early data suggests that the phonics focus is paying off, Tunstill said. —In the fall of 2022, testing suggested 49% of first graders were not hitting proficiency marks, but the most recent winter data showed the share of students in that category had dropped to 42%” - Oregonian

Oregon could rewrite early literacy instruction under bipartisan bill

Updated: Feb. 10, 2023, 9:07 a.m. | Published: Feb. 07, 2023, 11:42 a.m.



Instructional coach Kari Tunstill, center, talks with first grade teachers from the North Clackamas School District this week about phonics-based early literacy strategies to use in the classroom.



NCSD Strategic Points: Family and Community

Build a reputation for NCSD as an award-winning premier school district in the state of Oregon.

I was fortunate enough to have experienced an early literacy professional development opportunity in North Clackamas School District. The PD (professional development) was arranged purposefully and intentionally. Kindergarten teachers were placed with kindergarten coaches of literacy, first grade teachers were placed with first grade coaches of literacy, and second grade teachers were placed with second grade coaches of literacy. Wow!!

As the K-2 Early Literacy Consultant for Clackamas County via the Clackamas Education Service District, I would be doing a tremendous disservice to instructional coaches, principals, directors of teaching and learning, etc., if I didn't share this model of practice.

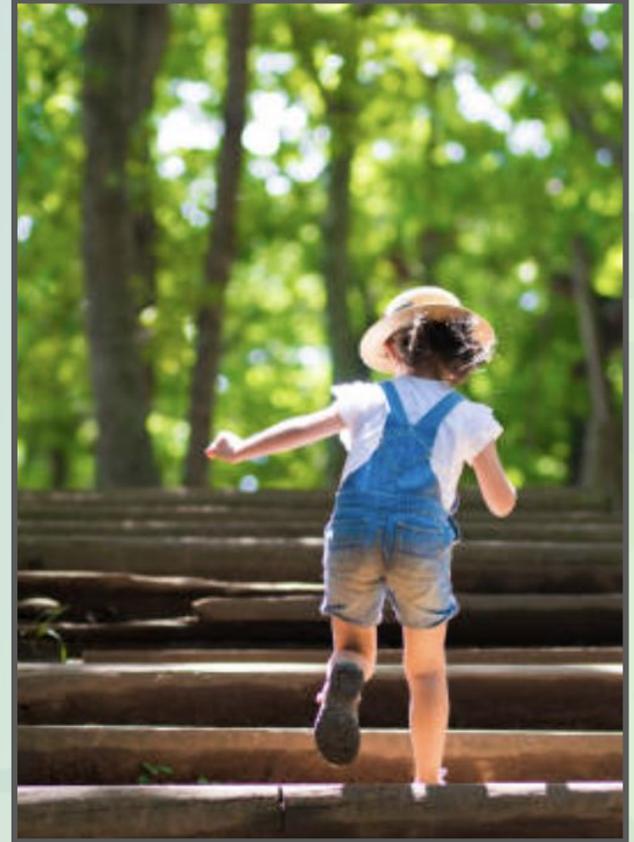
- **Clackamas Education Service District**
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Next Steps

- Continue revision of our Literacy Framework
- Shift to an early literacy assessment that offers disaggregated data
- Support Elementary Principals with integrating instructional shifts using “look fors” for classroom observations
- Provide a 2nd year Early Literacy Institute in August 2023
- Open model classrooms for embedded, in-the-moment professional development
- Support the next cohort of 30 teacher leaders (2023 - 2024)

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“Working towards equity means erasing the barriers that stand in the way between people and opportunity. Working towards equity means that outcomes can no longer be predicted by one’s race, gender, or other sociocultural factor.”

- The Equity Collaborative

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Discussion

SUPERINTENDENT EVALUATION

REPORT
Agenda Item #8
March 9, 2023

SUPERINTENDENT’S RECOMMENDATION:

This time is set aside to read the public statement regarding the Superintendent’s evaluation.

BACKGROUND:

The contract between Dr. Shay James and the Board of Directors states the Board will evaluate the Superintendent’s performance for the purposes of improving District leadership, maintaining open and effective communication between the Board and the Superintendent and enhancing relations between the Board and the Superintendent. The evaluations shall be made in reference to the Superintendent’s position description as more fully set forth in [District Policy CBA](#) and those goals and objectives established by the Board in consultation with the Superintendent.

PRESENTER:

Mitzi Bauer, Board Chair

Superintendent Evaluation Summary

We, the North Clackamas School District School Board, completed our annual review of Superintendent Dr. Shay James at our February 23 meeting. The evaluation centered on several professional standards and the board rated Dr. James highly across the board.

Overall, Dr. James has continued to move the district forward despite numerous challenges, overseeing a collaborative process to craft and implement a new strategic plan. Specifically, the board lauded Dr. James for:

- building a truly collaborative partnership with the board
- keeping equity and inclusion at the forefront when making decisions
- creating an environment where student voices are valued and respected
- nurturing a supportive and culturally responsive culture within the district
- fostering positive and caring relationships with staff
- maintaining strong relationships with the district's labor partners
- exemplary fiscal stewardship

As a board, we look forward to collaborating with Dr. James to continue strengthening the organization in service to our community.

2023-2027 INTEGRATED GRANT APPLICATION FOR STUDENT SUCCESS

ACTION
Agenda Item #8
March 9, 2023

SUPERINTENDENT’S RECOMMENDATION:

Board Approval of the 2023-2027 Integrated Application for submission to the Oregon Department of Education.

ORIGINATED BY:

Per the Oregon Department of Education, Grant recipients must share and get board approval for their 2023-2027 Integrated Plan at an open public meeting with the opportunity for public comment.

BUDGET IMPACT/SOURCE OF FUNDS:

Preliminary allocations to the North Clackamas School District are:

Student Investment Account	High School Success (Measure 98)	Early Indicator & Intervention System
2023-24 \$12,759,404	2023-24 \$4,410,590	2023-24 \$45,852.99
2024-25 \$13,280,196	2024-25 \$4,590,614	2024-25 \$45,852.99

BACKGROUND:

In order to more fully realize the full value and impact of the Student Success Act passed in 2019, the Oregon Department of Education has put together guidance to align six programs to improve outcomes for students and staff. These six programs include, High School Success, Student Investment Account, Career Technical Education, Every Day Matters, and Early Indicators and Intervention Systems. Three of these six programs, High School Success, Student Investment Account, and Early Indicators & Intervention Systems come with direct funding to school districts.

The North Clackamas School District participated in an extensive needs assessment which included a data review and community, staff, student engagement processes. Key themes that emerged from the district’s need assessment identified as priorities:

- Class size and caseload reduction
- Providing a well rounded, equitable education, where students see themselves reflected in the staff, curriculum, and instructional practices
- Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups
- Supporting the behavioral and mental health needs of students and families
- Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics

These themes informed the development of the four-year proposal with two-year planning and budgeting for the above-mentioned funds.

The North Clackamas School District four-year Integrated Plan established the following proposed outcomes:

Class size and caseload reduction

- Targeted reduced class size and caseload reduction will allow teachers to more readily scaffold for all students while employing more culturally relevant and responsive instruction strategies resulting in improved proficiency in ELA, Math, Science, and increase the number of students in 9th grade on-track.

Providing a well rounded, equitable education, where students see themselves reflected in the staff, curriculum, and instructional practices.

- Provide professional development and job embedded coaching in effective reading and culturally relevant practices to increase outcomes for 3rd grade ELA.
- Increase recruitment and retention of a diverse staff that represents our student demographics by providing PD to administrators to more deeply understand and remove biases and systemic barriers in the hiring process.

Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups.

- Providing extended learning opportunities to close the achievement gap and reduce barriers for focal students we will increase the number of students meeting 3rd grade ELA, 9th Grade On-track, and 4-year graduation rates.

Supporting the behavioral and mental health needs of students and families.

- Ensure students' mental health needs are addressed, social emotional, and behavioral needs are met by qualified professionals in schools so as to increase students' sense of belonging, and increase graduation and attendance rates.

Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics.

- Providing ongoing community engagement with opportunities for two-way communication, will create a higher sense of trust and belonging between families, students, and the district.

ATTACHMENTS:

- Integrated Planning Narrative Application, 2023-2027
- Integrated Grant Application-Public Information

PRESENTER / STAFF CONTACT:

Jennifer Dove-Kiltow, Director of Integrated Programs

North Clackamas School District
Integrated Grant Application Narrative
2023-2027
Draft

General Information

School District Name: North Clackamas School District

Institution ID: 1924

Webpage:

Contact Person

Name: Jennifer Dove-Kiltow

Email: kiltowj@nclack.k12.or.us

Phone Number: 503-353-5362

A brief description of your school district

The North Clackamas School District comprises 32 schools, including traditional, charter, magnet, and bilingual schools, as well as the state’s largest professional technical center. The district spans more than 40 square miles serving the communities of Milwaukie, Happy Valley, and many unincorporated parts of Clackamas County.

Featuring over 16,000 students and over 2,000 employees, North Clackamas is the 7th largest school district in Oregon and educates a diverse group of students:

26% economically disadvantaged,

35% students of color,

17% students with disabilities,

23% English Language Learners,

Over 77 languages are spoken.

North Clackamas’ overall High School 4 year graduation rate consistently exceeds the state average by nearly 5%, reaching 86% for the 2021-2022 school year. The 2022 graduation rate is consistent for North Clackamas students of color and represents an increase of approximately 22% since 2011. These results reflect the district’s K-12 commitment to educating the whole child, fostering an inclusive learning environment, providing a wide range of career-technical

education opportunities, maintaining high academic standards, and offering a variety of educational pathways in the district.

Our mission is “Inspiring graduates who are empowered to act with courage in life and to strengthen local and global communities.” Building on the core values of equity, relationships, integrity, empowerment, and care, North Clackamas School District cultivates an environment where all students and staff members are able to develop and share their gifts, express themselves authentically, and contribute to our diverse community. Every day NCSD works hard on behalf of every student in our care. Every. Single. One.

Application Narrative

Plan Summary

The contents of this application outline the four-year plan for the North Clackamas School District to be submitted to the Oregon Department of Education to operationally align the following state and federal programs:

- High School Success (HSS)
- Student Investment Account within the Student Success Act (SIA)
- Continuous Improvement Planning (CIP)
- Career and Technical Education- Perkins V (CTE)
- Every Day Matters (EDM)
- Early Indicator Intervention Systems (EIIS)

Although each of these six initiatives has historically existed individually, this integration allows planning which better supports the well-being and outcomes of all North Clackamas students with specific attention to our focal student groups. The outcomes and strategies outlined in this plan support the four ODE goals of Equity Advanced, Engaged Community, Well-Rounded Education, and Strengthened Systems and Capacity. In addition, the Oregon Department of Education has identified four of our schools as Comprehensive School Improvement (CSI) or Targeted School Improvement (TSI). These schools will receive Federal School Improvement Funds. Per ODE, this new grant will be included in the Integrated Plan and Budget Template.

The investments outlined in this plan will specifically address the following needs as stated in law for each of the programs. Those needs include:

1. Maintaining class size and caseload reduction.
2. Providing a well-rounded, equitable education where students see themselves reflected in the staff, curriculum, and instructional practices.
3. Increasing students' academic achievement while reducing barriers and academic disparities for focal student groups.

4. Supporting the behavioral and mental health needs of students.
5. Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics.

The North Clackamas School District is currently in the development stage of looking at new options for district-wide formative assessments. In addition, we are developing an assessment roadmap which, amongst other things, will determine how often throughout the year we analyze our local metrics. All data will be disaggregated to analyze the progress of focal groups and make adjustments as needed. As of now, our local metrics include:

- YouthTruth (students/family/staff)
- DIBELS (K-2 Literacy)
- IDEL (DLI schools)
- STAR (Literacy & Math)
- Oregon State Assessment

In addition to local metrics, we will develop, in partnership with ODE, Longitudinal Growth Performance Targets (LGPTs) for the 5 Common Metrics, which we will look at annually.

- Third-grade reading proficiency rates measured by English Language Arts
- Ninth-grade on-track rates
- Four-year on-time graduation rates
- Five-year completion rates
- Regular Attenders

Throughout this process, it has been extremely important for us to be mindful of the work we have been doing these past three years involving these grant funds. Our data analysis and needs assessment have focused on what is currently working for our students, what we believe to be working but still needs more time to show growth (especially since the pandemic interruption), **and** thinking critically about needs for the future.

Needs Assessment Summary

The comprehensive needs assessment process that the North Clackamas School District engaged in was multifaceted and is ongoing. Starting in the fall of 2021 and continuing into the fall of 2022, we invited our community to engage in various opportunities to express their thoughts on what is working and what areas of improvement for the district. Using this information, we dug deeper to find themes and ask questions about identified priority areas. Throughout this process, we paid close attention to our focal groups, providing a variety of different opportunities and ways for them to engage with the district in giving feedback.

Community input was key in our needs assessment process, and we paired that with student outcome data to determine areas of success, need, and gaps. These data sources were analyzed at the school levels, district level, and with a variety of community groups. We looked back at the past seven years to get a more expansive view of the outcomes and to identify trends in the data. This was especially important to us, knowing the huge impact that the pandemic has had on our students. In addition, at the district level and the elementary and secondary levels, we used the SWIFT Fidelity Integrity Assessment (SWIFT-FIA), to examine the current status of district-wide and schoolwide practices.

We took our data to a diverse team of K-12 licensed staff, high school students, community partners, and administrators and led them through a process of analyzing that data for areas of strength to build upon and areas of need, ultimately prioritizing those strengths/needs using our district equity lens as a guide.

Data sources included in different aspects of our Needs Assessment included:

- Student Outcome Metrics (State testing results for ELA/Math/Science, 9th Grade On-Track rates, 4 Year Graduation rates, and Regular Attender rates)
- Percentage of Special Education students and time spent in General Education settings
- Rates of Special Education Identification
- YouthTruth (student/parent/staff)
- Surveys (student/parent/staff)
- ThoughtExchange (parents)
- Listening Sessions (community)
- Interviews (students/parents)
- Focus Groups (parent focal groups)
- Equity Briefs provided by Clackamas ESD
- CTE Student Performance Data
- Regional Community Engagement Reports provided by Clackamas ESD

The combination of qualitative and quantitative data allowed the team to gain a deeper understanding of district needs, with the quantitative data telling us **what** our needs are and the qualitative data helping us understand the **why** behind a need.

Throughout this process, all data was disaggregated as appropriate to ensure the safety of certain focal group members. The use of disaggregated data sets throughout the process allowed participants to make equity-based decisions.

Application Questions

(The answers to these questions specifically address the four integrated goals of the Oregon Department of Education.) (250 Words or less per question.)

Equity Advanced

▪ *What strengths do you see in your district or school in terms of equity and access?*

The North Clackamas School District is a community of learners committed to equity and the success of each student. This commitment means that student success will not be predicted nor predetermined by race, ethnicity, family economics, mobility, language, marital status, gender, sexual orientation, gender identity, disability, initial proficiencies, or religion. The following is a list of the many strengths we see in the North Clackamas School District related to equity and access:

- Translation of documents
- Access to staff who speak languages other than English, bilingual hiring, family liaisons, engagement specialists and/or using interpreters,
- Multiple methods of outreach
- Parent Nights in native languages
- Outreach Coordinators who represent our different focal groups to support parent involvement and access to the schools
- Partnerships with programs that fill a need that our community has voiced, examples include Clackamas Service Center food distribution, Backpack Buddies (weekly food program), and school supply donations
- CARE Programs, providing before and after-school daycare-type programs, available to families at below-market pricing
- Variety of student unions in our high schools, including but not limited to: Black Student Union, Asian American Pacific Islander, Latinx, and LGBTQIA+ Affinity groups
- Equitable grading practices through middle and high school are being established,
- Professional development on race, equity, and inclusion for staff
- Heritage months are recognized and celebrated
- One-to-one technology is provided to all students
- All-staff training and implementation of *Every Student Belongs* for reporting and responding to bias incidents
- Increasing use of restorative justice practices

▪ *What needs were identified in your district or school in terms of equity and access?*

The following needs were identified in terms of equity and access:

- More tribal-specific events
- Mental health support delivered by providers who are reflective of the focal student populations
- Increased diversity of staff in schools to reflect students and families
- Black Indigenous Person of Color teacher retention

- Equitable grading, specifically the desire for strengths-based feedback and a balance between teacher autonomy and systematic equitable grading systems
- Continue to support staff in equity work so that they can address polarizing issues and engage in culturally relevant and responsive teaching
- Ongoing culturally relevant and responsive professional development and coaching
- Access to high-quality core programming for each student
- Multi-tiered systems of support utilizing data in decision-making to target each student's needs.

▪ ***Upload the equity lens or tool you used to inform and/or clarify your plan & budget. Describe how you used this tool in your planning.***

We used our equity lens in multiple ways throughout the process to plan and inform decision-making. The reflective questions are designed to open conversations where issues can be considered from multiple perspectives and help to check assumptions, biases, and barriers. While planning for our community engagement, we used it to ensure focal groups had opportunities to have their voices heard in inclusive ways. Outreach liaisons were involved in reaching out to families of certain focal groups, and translation and interpretation were available.

Another way we incorporated our equity lens was during our Needs Assessment. We worked to ensure the group was diverse and that focal groups of parents and students could participate. We used the questions to help us identify our areas of strength to build on, as well as our areas of need and potential factors/barriers linked to those areas.

Throughout this process, we asked who we have authentically engaged and how we could engage better, and what systems of oppression might exist within a given situation. The use of our equity lens helped guide individuals and groups to confront assumptions and biases to eliminate actions, behaviors, and decisions that perpetuate disproportionate outcomes and injustices for students based on their identifying characteristics, especially for those whom the system has historically marginalized or excluded.

We view the use of our equity lens as a continuous reflection of practices and decisions, not a one-time use.

▪ ***Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.***

We expect to see steady academic growth for our students based on the use of funds in our plan. The Outcomes we have identified and are funding are designed to close academic disparities between different groups of students and raise overall academic achievement. Those funds will also support strategies to improve social-emotional health and increase the sense of belonging for students, which we know are critical components that need to be in place so that academic growth can happen. These outcomes are important and will support all students but they are **vital** to the success of our focal student groups.

▪ ***What barriers, risks, or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?***

Barriers that could affect the potential for focal student to meet LPGTs may include:

- Students who continue to feel a lack of engagement based on the fact that we have not provided the appropriate level of culturally relevant academics/support.
- Not meeting the cultural and linguistic needs of our families in key communications regarding their child and their academic progress.
- Lack of use of our equity lens in decision-making processes results in barriers not being removed or new barriers occurring.
- Erosion of the local economy results in housing and food insecurity which increases student mobility rates.
- Societal trends that perpetuate targeted hate, harassment, and discrimination.
- Lack of adaptability within public education and a lack of local decision-making about how to provide an education that responds directly to the interests and needs of today's students.
- Staffing shortages in key areas of public education.
- State guidance regarding the LPGT system changing before the strategies taking hold and evidence of the efficacy.

▪ ***What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?***

The North Clackamas School Board Policies JECBD and JECBD-AR outline the expectations with which we ensure students navigating homelessness rights are being met under Title X. In addition, North Clackamas has a McKinney-Vento (MV) team that works directly with our houseless youth to make sure they have their needs met to stay in school. The MV team collaborates with school social workers and staff to ensure students and their families know of the services available to them as well as their rights. At the beginning of every school year, the MV team provides an information session about McKinney-Vento laws and procedures to school administrators and district staff. The team also keeps information available on the [McKinney-Vento information webpage](#).

CTE Focus

▪ ***What strengths do you see in your CTE Programs of Study in terms of equity and access?***

North Clackamas proudly hosts Oregon's largest Career Technical School, Sabin Schellenberg, which offers 18 career and technical pathways. The enrollment at the Sabin-Schellenberg Center reflects the demographics of the North Clackamas School District. All of our high school students can access courses at Sabin Schellenberg, and all students exceeded the CTE target performance overall and for every student group in the 2020-21 school year.

▪ ***What needs were identified in your CTE Programs of Study in terms of equity and access?***

A review of 9th-grade distribution shows that students in Special Education, who are English language learners and historically underserved groups, receive lower grades than the overall group. This is an area for us to examine more to determine what needs there may be for these focal groups of students so that we can close the gap.

▪ ***What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?***

We incorporate multiple strategies to recruit students to our CTE Programs of Study.

Our website hosts [SSC Program Tours & Information](#) that includes

- 360° Virtual Tour that has read-aloud, picture dictionary, and translation functionality for over 60 world languages
- Sabin-Schellenberg Course Catalog that is translated into Spanish, Russian, and Vietnamese
- The SSC Promotional Video
- Current School Newsletter and archived editions
- New Student Information
- Current 8th-grade students participate in, in-person tours with a HS student leader as a tour guide.
- Each October, middle school students participate in specific CTE activities, and students learn about CTE options.

In addition, parents of 8th and 9th-grade students in North Clackamas receive an invitation in their preferred language of correspondence using ParentSquare to view the SSC Program Tours & Information page. Our district communications team hosts a “Did you know?” social media campaign for SSC programs. Finally, NCSd counseling teams meet with 8th-grade students during High School Forecasting in February to provide guidance on enrolling in CTE programs.

▪ ***How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?***

Our CTE Programs of Study use the following to ensure equal access and participation:

- Small, focused group tours for Newcomer students
- Pre Scheduling in the student information system for groups such as Structured Learning Center-Academics, Newcomers, and summer camp recruitment groups
- Cohort scheduling for female-identifying students to increase access to Computer Programming & Coding, and Automotive Service Technology programs

Well-Rounded Education

▪ *Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).*

All students receive core content and intentional instruction at their level. Some students may also access interventions, special education services, Talented and Gifted, and/or English Language Development.

Elementary students have access to a guaranteed and viable curriculum with a common distribution of time for all Elementary Schools. Everyday Matters Attendance Teams work towards strong daily attendance. Students have the opportunity to learn the academic and social-emotional skills needed to be successful in our changing world. Our dual language schools are designed to increase the academic achievement of English learners while promoting multilingualism and affirming the identities, races, and heritages of students and families.

All Middle School students receive core content instruction daily, with Social studies and Health/PE classes every other day. Math classes use Habits of Mind and Interaction to ensure students understand math concepts, not just procedures. ELA classes use Oregon Writing Project lessons to develop reading and writing skills. Weekly advisory classes teach study skills (AVID-focus) and social skills. Teachers use collaborative talk structures, effective questioning strategies, and meaningful tasks in all subject areas.

High School has a commitment to focus on Equitable Grading and detracking. We offer Advanced Placement in three of our neighborhood high schools and International Baccalaureate in the other. We continue to focus on ensuring equitable participation in our advanced programming and have partnered with Equal Opportunity Schools to ensure access for our historically underserved students. Finally, we provide post-secondary planning in College and Career Readiness 1 and 2 classes at 9th and 11th grade.

▪ *Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?*

Elementary

Elementary-age students, in grades Kindergarten to 5th grade participate in 60 minutes of music instruction per week. Art is integrated into classroom lessons. Partnerships are formed between individual schools and arts-focused organizations, such as Right Brain Initiative Art Partners and/or artists in residence.

Middle

All middle school students have elective options in Band, Orchestra, and Choir (BOC) as well as have access to AVID, Engineering, and consumer science. In addition, elective options in the visual arts including, sculpture, drawing, multimedia arts, painting, photography, and media arts are available.

High

High school students have the opportunity to engage in advanced and beginning levels of elective courses such as Band, Orchestra, Choir, Digital Photography, Drama/Theater, Drawing/Painting, Ceramics, and Yearbook. In addition, North Clackamas sponsors the Milwaukie Academy of the Arts charter school, which is embedded within Milwaukie High School with classes focused on visual and performing arts.

▪ *How do you ensure students have access to strong library programs?*

North Clackamas has a K-12 library program that includes research, digital literacy skills and reading engagement strategies. To that end, we ensure students have access to a strong library program in the following ways based on grade level:

Elementary

Elementary libraries are staffed by specially trained Media Technicians who develop and maintain collections designed to promote literacy through weekly scheduled library times. These sessions help students learn to effectively use library services and give students the skills needed to integrate information, develop digital literacies, and understand emerging technologies to be safe, ethical, and responsible digital citizens.

Middle

Middle school libraries are staffed by trained Media Technicians who develop and maintain collections designed to promote literacy. They collaborate with teachers through scheduled library times to help students learn to effectively use library services and give students the skills needed to integrate information, develop digital literacies, and understand emerging technologies to be safe, ethical, and responsible digital citizens.

High

High school libraries are staffed by licensed Teacher Librarians who collaborate with administration and building staff to design and implement lessons and units of study, develop and maintain collections designed to promote literacy and advocate for the school literacy program and its role in the instructional program. Their lessons give students the skills needed to integrate information, develop digital literacies, and understand emerging technologies to be safe, ethical, and responsible digital citizens.

▪ *How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?*

Research shows that children with healthy eating habits and regular physical activity are more likely to have better academic performance, attendance, self-esteem, and classroom behavior and lower obesity rates. Time for play, especially in the elementary years, is critical to developing

imagination, peer relationships, problem-solving skills, and healthy brain development. We ensure students have adequate time for nutrition, movement, and play according to each level below.

Elementary

Students are offered breakfast, regardless of when they arrive at school. Breakfast time is in conjunction with a “soft start” giving students time to settle in before starting academics, allowing students to eat, knowing they won’t start their day missing critical academic time. A 20-minute lunch period with 20 minutes of recess is built into the school schedule. Schools incorporate an additional 15 minutes of playtime, which may be structured or unstructured. Additionally, teacher-led movement breaks occur in the classroom throughout the day. Elementary schools in North Clackamas meet the state required 150 minutes of physical education (PE).

Middle

Middle school students are offered breakfast and a 30-minute lunch with optional recess at the 15-minute mark. In addition, movement breaks occur in classrooms. Students receive PE every other day (6th grade - full year and 7th/8th - semester).

High

Students at the high school level have a 30-minute lunch period and a 7-minute passing time in between each class to provide a movement break. PE classes and other courses that are kinesthetic/hands-on are offered.

▪ ***Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.***

The Habits of Mind and Habits of Interaction and the 7 Next Generation Science Standards (NGSS) Crosscutting Concepts are taught to promote critical thinking and inquiry across all disciplines. We use an Integrated Science & Social Studies model in our elementary schools, where our Academic Language Development is taught and supported during core content for all Kindergarten -5th-grade students. The science curriculum we use has art and engineering connections embedded within each module. Makerspaces are available at some elementary schools.

Students in middle school have opportunities to engage in Engineering electives. Engineering tasks are embedded in NGSS-aligned FOSS, and SEPUP modules and 6th-grade Science and Math are blocked in some schools. There is a district focus on professional development around collaboration, and The Habits of Mind and Habits of Interaction are taught to promote critical thinking and inquiry across all disciplines.

High school students have the opportunity to access a wide range of STEAM electives at both the comprehensive high schools as well as at the Career Technical campus (SSC). SSC has an extensive Maker Space, and after-school clubs and activities, such as the robotics team, are offered. Engineering tasks are embedded in NGSS Physics, NGSS Chemistry, and NGSS Biology courses.

Across our system, NCSD has integrated Oregon's Tribal history/Shared history lessons in all core subject areas that encompass the 9 Essential Understandings, which serve as an introduction to the vast diversity of the Oregon Native American experience, including STEAM concepts.

▪ ***Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.***

The first part of the alignment process focuses on ensuring a guaranteed and viable curriculum by engaging in standards development work. The work includes prioritizing the adopted state standards, identifying success criteria for each standard, developing assessment examples for each standard, and creating a standards map that shows when the prioritized standards are introduced and where students are expected to be proficient. In addition to the standards development process, instructional coaches and teacher leaders have developed instructional models that guide the implementation of the curriculum.

For example, for Kindergarten-12th grade math instruction, teachers use the Math Habits of Mind and Interaction framework to challenge students to deepen their learning towards conceptual understanding, going beyond the lower cognitive demand of procedural fluency. In addition, an assessment framework was developed and is being implemented to guide how student data and assessment are used to inform systems and structures. The framework provides a clear definition of a universal screener and what it is and is not to be used for - this work offers an opportunity to strengthen assessment and data literacy in the district.

▪ ***Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.***

In North Clackamas, we have established the High 5 Instructional Practices to engage and challenge students. The High 5 Instructional Practices include Collaborative Learning, Feedback, Metacognitive Strategies, Setting Goals, and Student Expectations. Across our schools, collaborative talk structures, effective questioning, and meaningful tasks are used across subject areas. In addition, all core subject area teachers receive training on shelter instruction for English learners.

Professional Learning Communities allow teachers to look critically at assessment data which allows teachers to be intentional with instruction and instructional groups. Classroom observations by peers and administrators, focusing on listening to student thinking, support teachers in assessing and developing their students' cognitive routines and intellectual capacity.

▪ ***How will you support, coordinate, and integrate early childhood education programs?***

North Clackamas employs an Early Learning Coordinator who works with early childhood partners and focuses on Kindergarten transitions, early literacy professional development and support, and program alignment with Pre-K providers. Examples of this work:

- NCS D hosts a Preschool -3rd-grade alignment monthly meeting to connect, coordinate and collaborate with early childhood providers and partners within our district catchment area.
- The Early Learning Coordinator participates in the Clackamas County Early Learning Hub and is currently on the Clackamas County Early Learning Hub Governing Council as the Co-Chair.
- Professional development opportunities to support collaborative learning and alignment between our K-2 classroom teachers and community early learning/care providers within the NCS D catchment area.
- A PreK Advisory team composed of district administrators, classroom teachers, specialists, community providers, and partners meet to review early learning research and best practices and inform guidance for developing our own NCS D preschool program.
- Early learning care and preschool programming are aligned with our Kindergarten-2nd grade classroom practices, essential to the successful integration of early childhood education within our system. Professional learning opportunities to better align with early childhood research and best practices include purposeful play, playful inquiry, early literacy, inclusive social-emotional learning, classroom environment, culturally relevant and responsive practices, anti-bias education, and developmentally appropriate practices.
- NCS D continues to support and align practices with our Clackamas Education Service District's Head Start to Success programs within the NCS D buildings.
- Coordinate, support, and align practices through our collaboration with Metropolitan Family Services' Ready, Set, Go program.

▪ **What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?**

Middle to High:

- Instituted and continue to build **9th Grade Success Teams**. Core teachers share common students and meet to look at current data to determine who needs support to stay on track.
- **Middle School College & Career Readiness (CCR)**: Lessons taught at each grade level that introduce students to CCR, interest surveys that direct them to optional career paths, etc., with 8th-grade tours to Sabin-Schellenberg, (CTE school) districtwide.
- **College & Career Readiness 1**: Required 9th-grade CCR class. It provides a sense of community for students transitioning to high school, prepares students to succeed in high school, and beyond.

- **Naviance:** CCR Platform for 7-12th grade students; interest surveys that connect them with career and postsecondary pathways, research and apply for college, write SMART goals, and fulfill the requirements of the ODE Plan and Profile.

High to Postsecondary:

- **College & Career Readiness 2:** 11th-grade students take CCR 2, which prepares them for postsecondary education and jobs. Students participate in mock interviews with industry professionals, attend a Portland Career Expo, and learn about financial literacy.
- **College & Career Day:** Students attend sessions where they are exposed to different career paths and meet with professionals in different industries. 10th-grade students take PreACT.
- **Portland Workforce Alliance:** Career Days, Careers Expo, Mentorship Programs, mock interviews, and other opportunities for future planning.
- **Other opportunities:** FAFSA and scholarship support; ASPIRE; College and Career Coordinators; college and university campus and visits from representatives.
- Student IEPs contain specific and intentional transition planning and goal setting for students 16 or older.

▪ *How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards, particularly for focal student groups?*

At elementary, we use an MTSS model to support students. **Tier I** ensures each classroom has access to the core curriculum and focuses on instruction within an evidence-based, scientifically researched core program using high-level engagement strategies. We work in partnership with families and communicate on students' performance. **Tier II and Tier III** small group interventions occur regularly based on a student's specific needs. Tiers are addressed in the classroom and intensifying support with other staff/professionals.

In middle schools, teams primarily focus on behavioral issues. In part, because they are "multi-disciplinary," they look at consistent behaviors across subjects. There isn't a consistent approach to academic intervention (identification, services, monitoring) in our MS program. We need to address this area to create a systemized approach.

Freshmen Success Teams are set up at the high school level to identify and support students who are not on track (using Early Warning Systems data). Students are supported through their teams with skill building during core classes and in after-school study hall. All 9th graders have access to a study hall and College and Career class, and counselors track credits and plan interventions with students, families, and staff focusing on focal students.

Finally, we have a variety of technologies we can use to support students; Dreambox, RazKids, Phonics Program (Sadlier), and Imagine Learning, which specifically support English learners.

▪ **What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?**

At all levels, students exceeding standards may receive accommodations to include inclusively designed, whole group instruction, flexible class grouping, curriculum differentiation, compacting, teacher facilitation of independent contract work, or other modifications. NCS D identifies Talented and Gifted students using a portfolio of strength-based evidence which examines the student's academic needs. When an **elementary or middle school student** is identified as Talented and Gifted, an Individualized Classroom Plan (ICP) is created. The ICP is written by the classroom teacher, and families have the opportunity to provide input into the differentiated instructional supports outlined in their student's ICP. The ICP outlines any instructional modifications/differentiation necessary to meet the student's documented rate and level of learning in reading and/or math. The ICP is reviewed annually at a minimum and modified as needed to meet the instructional needs of students.

At the high school level, students have opportunities to access a variety of high-quality, rigorous coursework options that support their interests, skills, and passions. We offer AP/IB courses, Dual credit courses, CTE classes; Seal of Biliteracy; after school clubs: i.e, National Honor Societies, Robotics, and Advanced Leadership. AP/IB and dual credit courses are available for 11th and 12th-grade students.

CTE Focus

▪ ***How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?***

The [College & Career Readiness Scope & Sequence \(6-12\)](#) helps guide our CTE Program of Study. In addition, we provide the following opportunities to our students to help guide them throughout their time at SSC:

- 6,217 Career Related Learning Experiences (CRLEs) awarded through SSC courses toward meeting the graduation requirement
- College & career day (October 12)
- Portland Workforce Alliance (PWA) Career Days and guest speakers, for example, KGW Studio tour, School of MakeUp, ZGF Architects
- PWA Career Expo - All 11th-grade NCS D students attend
- PWA ACE Mentorship program provides mentorship in Architecture, Construction, and Engineering

▪ ***How are you providing equitable work-based learning experiences for students?***

To reduce the biggest barriers to accessing Work-Based Learning (WBL), time, and transportation, programs offer on-site WBL opportunities during the school day. Examples include:

- School-Based Enterprises in Culinary Arts, Cosmetology and Business & Management,
- Onsite internships in Graphic Design and Agriculture,
- School-day internships in Health Sciences,
- School-day practicum placements and transportation provided in Education,
- Onsite, school-day workplace simulation/technology in Manufacturing & Engineering, Law Enforcement, Broadcasting & Social Media, Architecture & Design, Programming & Coding
- Transportation provided during school day community service at WBL in Forestry
- Transportation, meals, and lodging provided for community service at WBL in Building Construction

▪ ***Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.***

Currently, 12 of our 18 CTE programs have community college articulation agreements. Those agreements are with Clackamas CC, Mt. Hood CC, Lane CC, Portland CC, and Linn-Benton CC. All 18 programs are aligned with a community college as part of the ODE Program of Study approval process. A point of pride for us was in 2021-22 when 1311 High School Students earned 2038 Community College credits through Sabin-Schellenberg Center courses.

▪ ***What activities will you offer to students that will lead to self-sufficiency in identified careers?***

There are Career and Technical Student Organizations and/or student leadership opportunities in each CTE program, such as FFA, DECA, Scrub Club, and Culinary Club. In addition, although not specific to CTE, students can earn the State Seal of Biliteracy at graduation via multiple pathways. These opportunities further students' knowledge in a given field, help to build leadership skills and provide opportunities to participate in competitive events, many of which our students are award winners.

▪ ***How will you prepare CTE participants for non-traditional fields?***

Students have the opportunity to participate in a variety of Career Related Learning Experiences (CRLs) as well as onsite internships and practicum placements. We offer industry-related field trips and students attend the annual Career Expo. Finally, our Advisory groups provide input and opportunities to students in non-traditional fields.

▪ ***Describe any new CTE Programs of Study to be developed.***

There are no new CTE Programs of Study currently being developed.

How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

We ensure students and families from focal groups learn about CTE offerings in the following ways:

- Information is sent to families using their preferred language via ParentSquare about our Showcase Night event, as well as information regarding individual programs of study.
- There is a virtual tour using Thinglink, available on the Sabin-Schellenberg Professional Technical Center's (SSC) webpage that has the functionality to read aloud text in approximately 80 languages, including English, Russian, Spanish, Vietnamese.
- Course catalogs are available online in English, Russian, Spanish, and Vietnamese languages.
- Every 8th-grade student in NCSD tours SSC during the forecasting season before submitting their course requests.

Engaged Community

▪ If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

Engaging communities is so much more than just informing the public; it requires a level of uncertainty, risk, and an openness to divergent ideas that can make many of us uneasy as educators. Regarding this application process, we began engaging our community in 2021-2022 when we were seeking feedback to use in creating our new strategic plan. The feedback we received helped us narrow our lens when we began seeking feedback as part of this application process.

We find that the best strategies have been face-to-face interaction where dialogue happens in a safe environment established through community agreements and led by a person that reflects the group's demographic. There is so much power in listening. Listening requires protocols and well-trained facilitators to gather feedback to improve our district. We are diligent in ensuring we provide interpreters, food, and childcare to be inclusive and reduce barriers families may have.

As a district, it is imperative that we continue to build trust with our diverse communities. Our actions need to demonstrate that we are actively listening and following through. Virtual platforms for meetings have been a useful tool that came out of the pandemic. We found that hosting both in-person and virtual options helped engage a wider audience, and we can see ourselves continuing to use this to engage families.

▪ ***What relationships and/or partnerships will you cultivate to improve future engagement?***

It should come as no surprise that the Pandemic created barriers that we continue to work towards overcoming when building ongoing and meaningful relationships with families. We believe it is critical to continue seeking new ways to build/strengthen relationships and partnerships. The relationships and/or partnerships we will continue to cultivate to improve future engagement are that of our focal groups; Hispanic/Latino, Native American/Native Alaskan, Native Hawaiian/Pacific Islander, and our Black/African American communities. These focal groups emphasized the need for opportunities to meet regularly. We will continue to work on the following:

- Continue engaging our student groups, such as our Youth Equity Team, and focal group student unions
- Continue to increase the level of trust to engage with all families
- Partner with community culturally specific organizations

To accomplish this, we have district Community Liaisons, Outreach Facilitators, and Engagement Specialists to support and engage the focal groups mentioned above. Their purpose is to be an integral part of the North Clackamas School District by strengthening the connection between families and schools.

Outside of our district efforts, a partnership in our ongoing engagement work that was critical throughout this process was with the Clackamas ESD. They were very supportive in assisting us with data collection/analysis, providing equity briefs and regional data on adjudicated youth and migrant education families. This is an area of support and partnerships that we hope to continue to foster.

▪ ***What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?***

The resources that ODE provided in terms of survey questions and outlines of what community engagement could look like were appreciated. As a district we have worked diligently to engage our community in meaningful and authentic ways. We recognize that while surveys are useful, they often do not provide the deeper, more meaningful insight that we are looking for. ODE can support continuous improvement through ongoing technical assistance and continuing to provide resources that support meaningful and authentic engagement. Funding by ODE to support these efforts is necessary, as is translation/interpretation support for the multiple languages that are not as prevalent in our community but just as critical and relevant.

▪ ***How do you ensure community members and partners experience a safe and welcoming educational environment?***

The North Clackamas School District Strategic Plan helps guide our way in creating a safe, welcoming, **and** affirming educational environment. First and foremost, we work on building trusting relationships with students, families, and the community. While a safe and welcoming

educational environment includes the actual facilities, it also speaks to the social and emotional well-being of our staff, students, and families. To do this, we have the following established:

- Social-Emotional curriculum and instruction for students
- Interpretation and Translation services
- Affinity and alliance groups for students at the middle and high school levels
- Cultural and linguistically specific parent groups
- YouthTruth survey for all 3rd-12th grade students, families, and staff

Regarding the safety of facilities, we have made physical improvements over the past several years, installing cameras, a buzzer system at front entrances, staff badges across all departments and levels, and a reunification plan for all schools.

▪ ***If you sponsor a public charter school, describe their participation in the planning and development of your plan.***

District leadership met with charter school administrators to review feedback from community engagement sessions and identify student performance gaps. Charter school students, as a majority, are pulled from within district boundaries. However, charter school students do not mirror the student demographics of the district as a whole. Charter school families and community members were invited to participate in the district-sponsored surveys and sessions. The charter school applications are aligned with the district priorities that emerged from the survey/sessions during the engagement process.

We have signed charter agreements included in the application from: Cascade Heights Public Charter School, Clackamas Middle College, and Milwaukie Academy of the Arts.

▪ ***Who was engaged in any aspect of your planning processes under this guidance?***

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff
- Community-Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community

- Regional Educator Networks (RENs)
- Migrant Education and McKinney-Vento Coordinators
- CTE Regional Coordinators
- Early Learning Hubs
- Justice Involved Youth
- Community leaders

▪ ***How were they engaged?***

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- Focus group(s)
- Community group meeting
- Website
- Email messages
- School board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business

Evidence of Engagement

You will be asked to upload your top five artifacts of engagement.

Top 5 Artifacts

1. [Focal Student Surveys, Listening Sessions & Interviews](#)
 - a. Summary of feedback received from our focal students..
2. [Environmental Scan Summary](#) (Student/Family/Staff/Focal Groups)
 - a. Summary of feedback from strategic planning.
3. [Community Surveys, Listening Sessions & Interviews](#) (Parents)
 - a. Summary of feedback from parents with specific focal group input.
4. [NCEA Survey](#) (Licensed Staff)
 - a. Summary of feedback from licensed staff.
5. [Community Forum](#) (Students/Families/Community Partners/Staff)
 - a. Presentation slides of the community forum when we determined needs and priorities.

▪ ***Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community?***

These artifacts were selected as they show the range of ways we reached out to engage the community. It was important to get feedback district-wide and then narrow down our focus with interviews and survey feedback from specific focal groups. Our students showed interest in engaging in conversation. For example, representatives from our Student Equity Advisory group

were a part of the process from beginning to end. Their passion for wanting to make a difference in their school and community at large was evident.

Individual artifacts were chosen for the following reasons:

1. Student Equity Advisory Survey/Interviews
 - a. Representative of our focal student groups. Opportunities with this group are ongoing and support two-way communication between the district and students.
2. Environmental Scan Summary
 - a. A summary of all of the responses to a district survey completed in partnership with Studer Education to find out what NCSd is doing well and what NCSd can do better.
3. Community Surveys, Listening Sessions, & Interviews (Parents)
 - a. These sessions were in-person and/or via electronic input after listening sessions. Interviews were done with interpreters based on linguistic needs.
4. NCEA Survey (Licensed Staff)
 - a. This survey went out to our Licensed staff members to identify their priorities specifically in regard to the spending of SIA dollars.
5. Community Forum (Students/Families/Community Partners/Staff)
 - a. A group of 50 members included staff, students, parents, community partners, and a school board member who represented our focal groups to determine our areas of strength to grow and our areas of need.

▪ ***Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.***

1. Listening Sessions/Interviews
 - a. Listening sessions and interviews were held for parents and students in focal group communities. At those meetings, we discussed what NCSd was doing well and what areas need attention/improvement. We had opportunities for both in-person and virtual meetings based on what communities already had scheduled. For example, our Native American/Native Alaskan parent group met online, while one of our Latinx parent groups met in person at one of our schools. We met with our student groups in a similar fashion. For example, while our Student Equity Advisory group met online, one of our BSU groups met in person at their school. This strategy was used to solicit information as a conversation rather than just a question-and-answer session. The information that we gathered was done on a much more personal level, which allowed students and families to connect and expand on shared topics.
 - b. Level-2 Consult
2. Community Forum
 - a. This group of 50 people represented different groups from across the NCSd community, including our focal groups, which met on two different occasions as part of our needs assessment. We reviewed both qualitative and quantitative data and determined areas of strength and areas for improvement to make recommendations for funding some of the outcomes and strategies are seen in this plan. Having the voices of such a diverse group, analyzing and discussing data,

and then giving input from their lens was an invaluable piece to our planning process.

- b. Level-3 Involve

▪ ***Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.***

- 1. Survey

- a. Getting staff feedback on the impacts of SIA funding in the classroom was important. We surveyed our licensed staff using specific questions on current areas of focus in our SIA plan to understand better where they saw the most positive impact on student learning and achievement and where they saw the least impact.

- b. Level-2 Consult

- 2. Community Forum

- a. Staff was an integral part of the Community Forum for our Needs Assessment. We invited licensed staff from across the district representing classroom teachers, special education teachers, music specialists, and Deans of Students, to name just a few groups, to be a part of our Community Forum. This group of approximately 50 people represented different groups from across the NCSd community, including our focal groups met on two occasions as part of our needs assessment. During that time, we reviewed both qualitative and quantitative data and determined areas of strength and areas for improvement to make recommendations for funding some of the outcomes and strategies are seen in this plan. Having the voices of such a diverse group sitting at the same table, analyzing and discussing data, and then giving input, from their lens, about what they wanted for students in North Clackamas was invaluable to our planning process.

- b. Level-3 Involve

▪ ***Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?***

Our community and staff were very clear about the importance of our previous SIA commitment to a focus on class size and caseloads reduction. In both staff and community surveys, they rated this as the #1 need, an area we will continue to keep as part of our overall plan.

At each opportunity to engage with our community and staff, the need for both academic and mental health support post-pandemic was brought to the forefront. Adults are worried about the impacts that the pandemic has had on the children of this community, **and** students interviewed expressed this as a concern for themselves and their peers.

Finally, families want to be engaged in what is going on in their child's classroom/school. They expressed a desire for ongoing, clear communication. Our focal groups of families made it clear

that they want the district to engage them in ways that are both culturally and linguistically relevant.

We used this information to create areas of priority in which we grouped our outcomes and strategies under.

Those focus areas are:

- Class size and caseload reduction
- Providing a well-rounded, equitable education where students see themselves reflected in the staff, curriculum, and instructional practices
- Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups
- Supporting the behavioral and mental health needs of students and families
- Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics

CTE Focus

▪ *How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?*

Each CTE program has an advisory whose membership includes representatives from related industries, community colleges, and program alumni. The role of the advisory is to inform the program of new technologies, and industry practices, help prioritize essential content and skills, as well as share and provide pathways from North Clackamas CTE programs into industry.

Strengthened Systems and Capacity

▪ **How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?**

Like many other districts, especially post-pandemic, North Clackamas has been challenged by staffing shortages, recruiting, and staff retention.

Recruitment is an ongoing effort. NCSD has a “Grow Your Own Pathways” program which targets and supports our current classified employees who want to further their education to become licensed teachers. We host a Meet and Greet reception with invitations to current NCSD interns, practicum students, and student teachers to introduce prospective employees to the

district and provide tips in preparation for interviews. Our Discover North Clackamas Job Fair will be a time for recruitment for all district positions with invitations to college/university partners and community organizations.

To retain teachers, we are conducting culturally specific focus groups to gather narrative information regarding their experiences in North Clackamas. We are also closely looking at EXIT survey data to find trends of areas of strength and growth.

We have heard from our focal groups of students and families how important it is to have staff who are representative of them, and we understand this is a priority. We incorporate culturally responsive interviewing strategies and Bias Awareness training for hiring managers and interview teams. Reviewing historical cohort data by year helps determine if hiring reflects the demographics of students in the district. Recent data shows that there has been a slight increase in new hire staff of color over last year and although we see this growth, we recognize that we still have much work to do.

▪ What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

Our continued commitment to our community is to hire staff representative of the students we serve. The Human Resources department can run a staffing report that will tell us which licensed staff are within their first three years of teaching and who is teaching outside of their endorsement area. This is useful when it comes time to hire for open positions as it allows administrators to understand the demographics of their staff better and hire accordingly.

In addition, Title One schools are required each year to notify families of any staff that is not Highly Qualified. Administrators ensure that evaluations are completed annually on either a formal or informal cycle with a probationary staff period of 3 years.

Finally, in conjunction with our teacher's union, we have agreed to language regarding the movement of teachers if an involuntary transfer needs to occur. The intent of this language is to maintain the percentage of staff to students relative to the school's linguistic, racial, or gender demographics.

Even though those efforts exist, this is still an area where North Clackamas will need to continue to focus on and grow.

▪ ***How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?***

Across the district, work is being done to reduce the overuse of discipline practices, which may remove students from the classroom. Instead, we focus on proactive approaches with support services such as mental health therapy, SUD services, social workers, engagement specialists, and community liaisons. The goal is to keep students engaged in school and to develop and utilize effective coping skills that decrease challenging behaviors. The manifestation determination process is utilized for students with disabilities identified through an IEP or 504 plan.

Equity work being done at the elementary level uses a specific lens on disaggregated office discipline referral data for focal groups. Our expulsion process provides opportunities for students to re-integrate/re-engage in learning as an alternative to expulsion.

A secondary-level team meets regularly to align our system better to reduce exclusionary discipline practices. The expulsion process has been adjusted to align with state law and district policy, and with the pilot of restorative practices model for discipline, we anticipate fewer exclusionary practices. School administrators analyze discipline data by student groups, including focal student groups, with ongoing professional development to access that data and act on it.

In addition to many of the interventions listed above, behavior data is part of our Early Warning Systems and is analyzed at all levels by a variety of groups, including whole staff, administrative staff, 9th-grade teams, PLCs, etc. One outcome is that we can identify groups of students who may be disproportionately referred to special education.

▪ ***How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?***

As a district, there is a focus on the district “HI5” High Impact strategies to align our practices from Kindergarten-12th grade. Building administrators deliver district-aligned professional development to teachers on these highly effective instructional practices. Calibrated observers have observed classroom instruction to measure the implementation of High-Impact Instructional Practices based on the research of John Hattie. Collaborative learning was chosen to focus on first because it focuses on student engagement which has been a large need post-pandemic.

In addition to the High-5 practices, data is used to guide professional learning, such as level and school-specific PD sessions. PD at individual school sites is aligned to meet SIP goals and focus on student-aligned data and district goals.

NCSD offers a new teacher mentoring program centered around retaining and supporting new teachers to our district. This allows newly hired teachers to receive strategic support throughout the year. Through our new hire support sessions, teachers attend sessions that match their needs and participate in a Plan-Do-Study-Act cycle focused on identifying and addressing potential classroom inequities. An additional layer of support is provided to our new-to-profession

educators. These teachers are assigned a site-based job-alike mentor. The pair works together throughout the school year through weekly mentoring and quarterly observation cycles. Site-based mentors work collaboratively to learn about and continually support our mentees around transformational coaching. This allows the educator to find their voice within their practice as well as receive support to achieve district strategic initiatives.

▪ ***How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?***

Feedback and coaching are multifaceted in North Clackamas. Teacher evaluations use a model of pre-observation meetings, observation with look-fors, and post-observation meetings with feedback from supervisors. New teachers engage in a mentoring program that pairs them with a site-based job-alike mentor. The pair works together throughout the school year through weekly mentoring and quarterly observation cycles. Through a PLC structure, our site-based mentors work collaboratively to learn about and continually support our mentees around transformational coaching (coaching from beliefs, ways of being, and practice). This type of coaching allows for the educator to find their own voice (internal and external) within their practice as well as receive support to achieve district strategic initiatives.

In addition, to support for new staff, district-level coaches provide content-specific support to teachers district-wide. All instructional coaching embraces the intersectionality of content, standards, and strong instructional practices. In addition, our highest-poverty elementary schools also engage site-based instructional coaching, focusing on model teaching, lesson study, lesson planning, and how to use data to inform instruction.

▪ ***What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?***

NCSD continues to work on creating a consistent and systematic approach for Multi-Tiered Systems of Support across our system. Although we have systems of support in many of our schools, it can look different from building to building and team to team. We recognize that this continues to be an area of need for us.

Many of our teams use a collaborative, evidence-based approach to identify which students are not meeting benchmark expectations based on multiple data sources, including universal screening and diagnostic data. Teams identify student strengths, including their linguistic assets, and match skill needs with targeted interventions. Students are progress monitored to provide accurate, relevant, and timely information to determine if adequate progress is being made. Adjustments are made to ensure each student is receiving the instruction that best matches their needs.

A team approach is very important in supporting students, and parents/caregivers are critical members. Families are invited to be a part of the planning process for supporting students, as

well as other specialists such as school counselors, social workers, nurses, and/or engagement specialists.

Our goal is to, first and foremost, ensure students have access to Core instruction with Universal Designed Learning, AVID, and Cooperative Learning strategies. We recognize that some students need additional support through intervention and some may need Special Education services. At the high school level we are intentional about providing credit recovery opportunities for students that may need it and provide access to online resources during the school day and a robust summer program.

▪ ***How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?***

Early childhood to elementary school:

- Translated communication with families with invitations to learn more about school options registration and Kindergarten Orientation.
- Transitions of students with Early Childhood Special Education services to school-age services and supports.
- “Kindergarten Exploration” session for two weeks before the start of school.
- Gradual Entry of Kindergarten students the first week in small groups.
- Strong partnership with The Clackamas ESD; hosting 5 Head Start to Success, 2 Early Childhood Special Education, and 4 Life Enrichment Education Program classrooms.

Transition to middle school:

- 5th-grade students participate in a middle school visitation day.
- Counseling teams at elementary/middle school meet to discuss students who may need additional support during the transition period.
- Middle school counselors visit elementary schools to share elective options and school information.

Transition to high school:

- 8th-grade students visit our CTE campus and experience guided tours that occur prior to forecasting for high school electives to provide students with informed choices before planning their course selections.
- Information shared with students about their own neighborhood high school as well as option schools such as charters and magnet school opportunities.

Transition beyond high school:

- Students meet with their school counselor regularly to ensure steps are taken for preparation after high school.

- Students complete an Extended Application, which includes a clear post-high school plan and applications to colleges/universities, military branches, the workforce, or trade opportunities.
- Prior to senior year, students complete a College and Career course that is targeted to support them as they prepare for life after high school.
- Students who graduate with a non-standard diploma leave with adult transition IEPs so that they may participate in post-secondary experiences with support.

**North Clackamas School District
Integrated Grant Application For Student Success
Draft Plan for Community Review and Comment**

In order to more fully realize the full value and impact of the Student Success Act passed in 2019, the Oregon Department of Education has put together guidance to align six programs to improve outcomes for students and staff. These six programs include, High School Success, Student Investment Account, Career Technical Education, Every Day Matters, and Early Indicators and Intervention Systems. Three of these six programs, High School Success, Student Investment Account, and Early Indicators & Intervention Systems come with direct funding to school districts.

Using feedback from our community, priority areas have been identified and outcomes for students have been linked to each of those areas.

Priorities:

1. Maintaining class size and caseload reduction.
2. Providing a well rounded, equitable education, where students see themselves reflected in the staff, curriculum, and instructional practices.
3. Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups.
4. Supporting the behavioral and mental health needs of students.
5. Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics.

Direct Funding to Districts

- **High School Success (Measure 98)** - Systems to improve graduation rates and college/career readiness.
- **Student Investment Account (SIA)** - To meet students’ mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.
- **Early Indicator and Intervention System (EIS)** - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

Preliminary Allocations

SIA	M-98	EIS
2023-2024 \$12,759,404	2023-24 \$4,410,590	2023-24 \$45,852.99
2024-2025 \$13,280,196	2024-25 \$4,590,614	2024-25 \$45,852.99

This Draft Plan is for the estimated 17.2 million from the Student Investment Account, High School Success (Measure 98), and Early Indicators and Intervention Systems. It does not reflect the NCS D general fund budget of 270 million. When viewing this plan, please keep in mind this is one portion of the district's funding and that the key investments listed below are not an exhaustive list, rather highlights of each area's activities that will help us reach our goals.

1. Class size and caseload reduction (\$6,000,000.00)

Outcomes

Targeted reduced class size and caseload reduction will allow teachers to more readily scaffold for all students while employing more culturally relevant and responsive instruction strategies resulting in improved proficiency in ELA, Math, Science, and increase the number of students in 9th grade on-track.

Key Investments

Maintain 46 teachers assigned to schools weighted on the number of students in the school from families navigating poverty and receiving special education and/or English language development instruction.

2. Providing a well rounded, equitable education, where students see themselves reflected in the staff, curriculum, and instructional practices. (\$4,200,000.00)

Outcomes

- Provide professional development and job embedded coaching in effective reading and culturally relevant practices to increase outcomes for 3rd grade English Language Arts.
- Increase recruitment and retention of a diverse staff that represents our student demographics by providing professional development to administrators to more deeply understand and remove biases and systemic barriers in the hiring process.
- Increase college and career support, access, and readiness for historically underserved students.

Key Investments

Transitional Kindergarten-Primary Coordinator
Kindergarten-2nd Grade Literacy Support and Professional Development
Educational Improvement Professional Development for Administrators
Administrator of Staff Retention/Recruitment
Maintain Emergent Literacy Support Coaches
College and Career TOSA
College and Career Readiness Teachers
Portland Workforce Alliance partnership
College and Career Readiness Day which includes support for college readiness assessments

Support for transition activities such as 8th grade field trips to SSC and college trips.
Equal Opportunity Schools partnership

3. Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups. (\$2,400,000.00)

Outcomes

By providing extended learning opportunities to close the achievement gap and reduce barriers for focal students we will increase the number of students meeting 3rd grade ELA, 9th Grade On-track, and 4 year graduation rates.

Key Investments

No cost after school program for Middle School students
Multi-Systems of Support Coach
Help Desk Bilingual support
Dean of Students for targeted support at secondary
Summer School Programming
Access to additional alternatives such as Portland Youth Builders
Online platforms for learning and credit attainment
Increased mentoring in schools
9th Grade On-Track

4. Supporting the behavioral and mental health needs of students and families. (\$3,500,000.00)

Outcomes

Ensure students' mental health needs are addressed, social emotional, and behavioral needs are met by qualified professionals in schools so as to increase students' sense of belonging, and increase graduation and attendance rates.

Key Investments

Maintain school counselors positions
Contract with outside mental health services
Hire Qualified Mental Health providers
Restorative Justice Coordination
Maintain Social Workers
Maintain Nursing
Contract with Substance Abuse Counseling/Provider

5. Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics. (\$720,000.00)

Outcomes

Providing ongoing community engagement with opportunities for two way communication, will create a higher sense of trust and belonging between families, students, and the district.

Key Investments

Community Outreach Facilitators for Native American/Native Alaskan, Black/African American, and Native Hawaiian/Pacific Islander focal groups

Maintain Student Connections Administrator

ParentSquare contract

Juntos Program at secondary level

TECHNOLOGY E-RATE AWARD for NETWORK EQUIPMENT

ACTION
Agenda Item #9
March 9, 2023

SUPERINTENDENT’S RECOMMENDATION:

Recommendation to award a contract to CVE Technologies Group in the amount not to exceed \$1,071,396.66 for the purchase of network equipment.

BUDGET IMPACT/SOURCE OF FUNDS:

The source of the funds will be the 2023-2024 Technology and Information Services General Fund.

BACKGROUND:

The North Clackamas School District must continue providing reliable secure access to the Internet for teaching, learning, engagement and business and network operations. This level of effort requires lifecycle replacement and adding new equipment when new coverage areas are identified.

The Schools and Libraries (E-Rate) program provides funds towards eligible services for schools and libraries.

Three vendors responded to the District’s E-Rate 470 Request for Proposal for Network Equipment. The RFP process uses the FCC’s (Federal Communication Commission) E-Rate program for telecommunications and information services for schools and libraries. With funding from the Universal Service Fund, E-Rate provides discounts for Internet access, and internal connections to eligible schools and libraries. This solicitation was publicly advertised on the OregonBuys website in addition to E-Rate/USAC website.

Three (3) vendors submitted proposals: CVE Technologies Group, Inc. Questivity Inc. and Synchronous Technologies. Synchronous Technologies’ Proposal was rejected as it failed to meet the specifications as required by the solicitation documents.

After a team review process, a selected vendor will be brought to the Board for approval in February. This contract will be for one (1) year.

PRESENTER / STAFF CONTACT:

Joseph Bridgeman, Executive Director of Technology and Information Services

CONTRACT AWARD:
VENTILATION SYSTEM FILTERS

ACTION
Agenda Item #10
March 9, 2023

SUPERINTENDENT'S RECOMMENDATION:

Award contract in the amount of \$207,000 to Total Filtration Services for MERV 13 HVAC Filters.

BUDGET IMPACT/SOURCE OF FUNDS:

General Fund/ESSER

BACKGROUND:

Per OAR 437-001-0744, Rule Addressing COVID-19 Workplace Risk, the District needs to continue to comply with routine ventilation maintenance and evaluation of all District HVAC systems. Part of this requirement is quarterly replacement of all air filters as well as ensuring intake ports that provide outside air to the HVAC system are cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.

As of February 14, 2023 the District has spent approximately \$114,000 on MERV 13 Filters through Total Filtration Services and anticipates spending an additional \$93,000 this fiscal year to stay in compliance with the above mentioned OAR.

Total Filtration Services holds a Cooperative Contract and sells MERV 13 Filters at an 80% Discount off MSRP to the District, per State of Washington Contract 00418.

As with all contracts, additional costs may be incurred for added or changed scope (e.g. change orders for unknowns, unforeseen, or agency requirements).

PRESENTER / STAFF CONTACT:

Cindy Detchon, Assistant Superintendent, Operations

CONTRACT AWARD:
TENNIS COURT REPLACEMENTS

ACTION
Agenda Item #11
March 9, 2023

SUPERINTENDENT'S RECOMMENDATION:

Award contract in the amount not-to-exceed \$1,204,990 to FieldTurf USA, Inc. for the demolition and installation of tennis courts at Alder Creek Middle School, Clackamas High School and Rex Putnam High School.

BUDGET IMPACT/SOURCE OF FUNDS:

2016 Capital Construction Bond Fund Capital Project Fund

BACKGROUND:

The voters approved a capital projects Bond measure in November 2016. Upgrades to District athletic facilities were part of the Bond commitments. FieldTurf USA, Inc. has been awarded a competitively solicited Cooperative Contract through the Association of Education Purchasing Agencies (AEPA). The Board-adopted Contracting Rules allows the Board to give advanced authority to the Superintendent to execute a particular District Contract or class of District Contracts. Joint Cooperative Procurements are exempt from the solicitation process.

This procurement includes a demolition and reconstruction of tennis courts at Alder Creek Middle School, Rex Putnam High School, and Clackamas High School.

Work may begin in summer 2023 and is scheduled to be completed by fall 2023.

The price includes a 15% contingency. As with all contracts, additional costs may be incurred for added or changed scope (e.g. change orders for unknowns, unforeseen, or agency requirements).

PRESENTER / STAFF CONTACT:

Cindy Detchon, Assistant Superintendent, Operations