Agenda

North Clackamas School Board
Thursday, February 22, 2024 - 6:30 PM
Board Room/YouTube
12400 SE Freeman Way
Milwaukie, OR 97222

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

OPEN SESSION

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.

Adopted 6/4/2020

I pledge allegiance to the Flag of the United States of

America, and to the Republic for which it stands, one Nation

under God, indivisible, with liberty and justice for all.

NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS MEETING
January 25, 2024
Board Room/YouTube

Executive Session   With due notice having been given and a quorum present, Chair Jena Benologa convened executive session online via Zoom under ORS 192.660(e), at 5:50 p.m. with the following members present:

Jena Benologa	_	Chair
Kathy Wai	_	Vice Chair
Mitzi Bauer	_	Director
April Dobson	_	Director
Paul Kemp	_	Director
Tory McVay	_	Director
Glenn Wachter	_	Director (virtual)
Shay James	_	Superintendent (virtual)
Donna Collingwood	_	Board Secretary

Also present were Cindy Detchon and Tiffany Shireman.

<u>Real Estate Transaction</u> - The Board consulted with NCSD staff to conduct deliberations related to real property transactions.

Executive Session adjourned at 6:18 p.m.

Open Session   Chair Jena Benologa convened open session in person at 6:31p.m.

Present, in addition to those in the executive session were Tammy O'Neill, Petra Callin, Patricia Ahrens, Michelle Riddell, and Matt Makara. Glenn Wachter remained in attendance virtually.

<u>Community Comments</u> -

- Michael Corbus, (on behalf of their daughter Kylie Corbus), Oak Grove, spoke regarding diversity.

- Michael Corbus, Oak Grove, spoke regarding diversity.

Kathy Wai read the Native Land Acknowledgement. April Dobson led the Pledge of Allegiance.

R23/24-43   **<u>Minutes</u>** – Tory McVay moved, Mitzi Bauer seconded the motion to approve the minutes of the regular Board Meeting held January 11, 2024.

Motion passed unanimously, 7-0.

R23/24-44   **Consent Agenda** – Kathy Wai moved, Mitzi Bauer 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:
>
> – Administrator termination
> – Licensed appointments, transfers, leaves, and terminations
>
> **Policy Revisions**
>
> - Approve revisions to the following policies as recommended by the Policy Review Committee.
>> GCBDA/GDBDA - Family Medical Leave
>>
>> GCBDF/GDBDF - Paid Family Medical Leave Insurance
>>
>> IGBB - Talented and Gifted Students
>>
>> IGBBA - Identification - Talented and Gifted Students
>>
>> IGBBC - Talented and Gifted - Program and Services

Motion passed unanimously, 7-0.

R23/24-45   **Black/African American History Month Proclamation** - Kathy Wai moved, April Dobson seconded the motion to adopt the proclamation recognizing February 2024 as Black African/American History Month in North Clackamas School District.

Motion passed unanimously, 7-0.

R23/24-46   **Public Schools Week Proclamation** - April Dobson moved, Mitzi Bauer seconded the motion to adopt the proclamation declaring February 26 - March 1, 2024 as Public Schools Week in North Clackamas School District.

Motion passed unanimously, 7-0.

North Clackamas Education Association (NCEA) Featured Educator – NCEA Representative Michelle Arko, recognized Abbey Dankoff, Happy Valley Elementary School teacher, as the NCEA Featured Educator of January.

Early Literacy Success Grant - Discussion- Executive Director of Elementary Programs Patricia Ahrens, Director of Student Family Services/Integrated Programs Jennifer Dove-Kiltow, Early Learning Coordinator Jennifer Kempf-Burkart, and Associate Director of Teaching, Learning and Professional Development Dianna Ngai presented information to the Board on the 2023-2027 Early Literacy Success Grant for

submission to the Oregon Department of Education. Questions and comments from the Board were addressed.

2022-2023 District Financial Audit – Executive Director of Finance & Business Services Matt Makara and Conor Delany with Pauly, Rogers, and Co. presented information on the 2022-2023 District Financial Audit. Questions and comments from the Board were addressed.

Clean School Bus Rebate Program Report – Assistant Superintendent of Operations Cindy Detchon informed the Board of its intent to purchase buses through the Clean School Bus Rebate Program. Questions and comments from the Board were addressed by Cindy Detchon and Transportation Director Kathy Calkins.

There being no further business to come before the Board, the meeting adjourned at 7:54 p.m.

Unapproved

Work Session   With due notice having been given and a quorum present, Mayor Lisa Batey convened a joint open session with the Milwaukie City Council at 6:02 p.m. with the following members present:

North Clackamas School Board
Kathy Wai	_	Vice Chair
Mitzi Bauer	_	Director
April Dobson	_	Director
Paul Kemp	_	Director
Tory McVay	_	Director
Glenn Wachter	_	Director
Shay James	_	Superintendent
Donna Collingwood	_	Board Secretary

Milwaukie City Council
Lisa Batey	_	Mayor
Adam Khosrabadi	_	Councilor
Rebecca Stavenjord	_	Councilor (virtual)

Also present were Ivonne Dibblee, Cindy Detchon, Petra Callin, Patricia Ahrens, Khaliyah Williams-Rodriguez, Michelle Riddell, and Matt Makara, City of Milwaukie employees

City Overview - Report - City Manager Ann Ober presented an overview of the city of Milwaukie and Milwaukie City Council.

North Clackamas School District (NCSD) Overview - Report– Superintendent Shay James presented an overview of North Clackamas School District.

Ardenwald Elementary School - Presentation- Executive Director of Elementary Programs Patricia Ahrens, Principal of Ardenwald Elementary Rosina Hardy, Assistant Principal Colleen Sackos, Instructional Coach Sarah Powers, SLC/P teacher Amy Miller-Knight, and 1st grade teacher Bethany Messina gave a presentation on Ardenwald Elementary School. The presentation included school mission and vision, demographics, focus on growth, core values, student growth, home-school partnerships, opportunities, and forward actions. Questions and comments from the Board and Milwaukie City Council were addressed.

Low-Income Housing Tax Exemption Program - Proposal – Assistant City Manager Emma Sagor presented a proposal to make it easier for non-profit developers of affordable housing to make use of a tax incentive program to encourage the development of income-restricted housing in Milwaukie.

NCSD Student and Family Support Services - Report – Assistant Superintendent of Education Ivonne Dibblee, Director of Student and Family Services/Integrated Programs Jennifer Dove-Kiltow, Associate Director of Student and Family Services Barnaby Gloger, and Homeless Liaison Jaalam Roberson presented an informational report on NCSD Student and Family Support Services.

There being no further business to come before the Board, the meeting adjourned at 8:26 p.m.

Unapproved

PROCLAMATION:
CLASSIFIED EMPLOYEE APPRECIATION WEEK

<div align="right">

ACTION
Agenda Item #1
February 22, 2024

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SUPERINTENDENT'S RECOMMENDATION:
Adopt the proclamation declaring March 4-8, 2024, 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 4-8, 2024, 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:
Jena Benologa, Board Chair

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 4-8, 2024, 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 22nd day of February, 2024

Signed:

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Chair, Jena Benologa, School District Board of Directors

PROCLAMATION: **ACTION**
WOMEN'S HISTORY MONTH   Agenda Item #2
                                                                            February 22, 2024

SUPERINTENDENT'S RECOMMENDATION:
Adopt the proclamation recognizing March 2024 as Women's History Month in North Clackamas School District.

ORIGINATED BY:
This is an annual agenda item.

BACKGROUND:
Women's History Month in March celebrates American women of every race, class, and ethnic background that have made historic contributions to the growth and strength of our Nation. Since 1995, Presidents have issued annual proclamations for Women's History Month.

The National Women's History Alliance has identified this year's Women's History Theme: *Women Who Advocate for Equity, Diversity and Inclusion.*

ATTACHMENTS:
Proclamation

PRESENTER:
Jena Benologa, Board Chair

Women's History Month
in
North Clackamas School District

WHEREAS, American women of every race, class, and ethnic background have made historic contributions to the growth and strength of our Nation in countless recorded and unrecorded ways;

WHEREAS, American women have played and continue to play critical economic, cultural, and social role in every sphere of the life of the Nation by constituting a significant portion of the labor force working inside and outside of the home;

WHEREAS, American women have played a unique role throughout the history of the Nation by providing the majority of the volunteer labor force of the Nation;

WHEREAS, American women were particularly important in the establishment of early charitable, philanthropic, and cultural institutions in our Nation;

WHEREAS, American women of every race, class, and ethnic background served as early leaders in the forefront of every major progressive social change movement;

WHEREAS, American women have served our country courageously in the military;

WHEREAS, American women have been leaders, not only in securing their own rights of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor movement, the civil rights movement, and other movements, especially the peace movement, which create a more fair and just society for all; and;

WHEREAS, despite these contributions, the role of American women in history has been consistently overlooked and undervalued, in the literature, teaching and study of American history:

NOW, THEREFORE, BE IT RESOLVED that the North Clackamas School District hereby proclaims that March is designated as "Women's History Month."

Adopted this 22nd day of February, 2024.

Signed:

_____

Chair, Jena Benologa, School District Board of Directors

CLACKAMAS EDUCATION SERVICE DISTRICT
LOCAL SERVICE PLAN

<div align="right">DISCUSSION
Agenda Item #3
February 22, 2024</div>

SUPERINTENDENT'S RECOMMENDATION:
Review the Clackamas Education Service District Local Service Plan, authorizing services for 2024-2025.

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 NCSD Board at a future date.

ATTACHMENTS:
Local Service Plan for 2024-2025

STAFF CONTACT/ PRESENTERS:
Superintendent, Shay James
Superintendent of the Clackamas ESD, Larry Didway
Clackamas ESD Board Chair, Greg McKenzie
Clackamas ESD Board Member, Wade Byers
Clackamas ESD Board Member, Len Mills

Local Service Plan | 2024–25

Clackamas
EDUCATION SERVICE DISTRICT

Heart Map
Robert Emmett, 7th grade
Baker Prairie Middle School

This publication features selected entries from the 2023 Clackamas ESD Regional Art Show,
an annual event showcasing middle and high school artists throughout Clackamas County

A Message from Clackamas ESD: Partners in Service

We're pleased to share Clackamas Education Service District's 2024-25 local service plan, an overview of the many services we provide to the 10 public school districts in Clackamas County, as well as other regional and state partners.

There are 19 education service districts in Oregon. Each of them is distinct, because ESDs tailor their staffing and services to the specific needs of their region. At Clackamas ESD, our services center on:

- **Highly individualized special education screening and support** to children and youth of all ages, from birth to age 21, with a focus on helping students with complex learning challenges
- **Professional development, training and coaching** for all levels of K-12 educators, specialists and support staff
- **Multiple health and safety supports**, from mental and behavioral health assistance to emergency management and planning services
- **Secure and reliable technology systems and supports**, ranging from data hosting, management and analysis to device repair

Our local service plan explains all services funded by a mix of state education dollars, contracts and grants. "Resolution services" are those offered to and paid for by all our partner school districts; these services are reviewed, adjusted as needed, and approved by district superintendents and school boards each year. In addition, we work hard to leverage other state and federal funding to enhance our regional support. Over the past two years we have expanded our ability to support district initiatives in early literacy, math education, mental health and crisis response, and school safety; most recently we have increased professional development and targeted technical assistance for special education staff.

Our 2024-25 local service plan represents our collective current understanding of needs for the coming year. Our strength as an organization lies in our ability to build relationships with our district and community partners, listen closely to their needs, and ensure we're providing high-quality, cost-effective services that meet those needs. We work hard to be nimble, responsive and creative in stepping up to address evolving requests and challenges.

We have the same mission as every one of our partner school districts: Ensure all students receive excellent, equitable education opportunities in a welcoming, nurturing environment that allows them to reach their full potential. We are proud and grateful to be partners with you in serving tens of thousands of Clackamas County children and their families.

In service,

Larry Didway
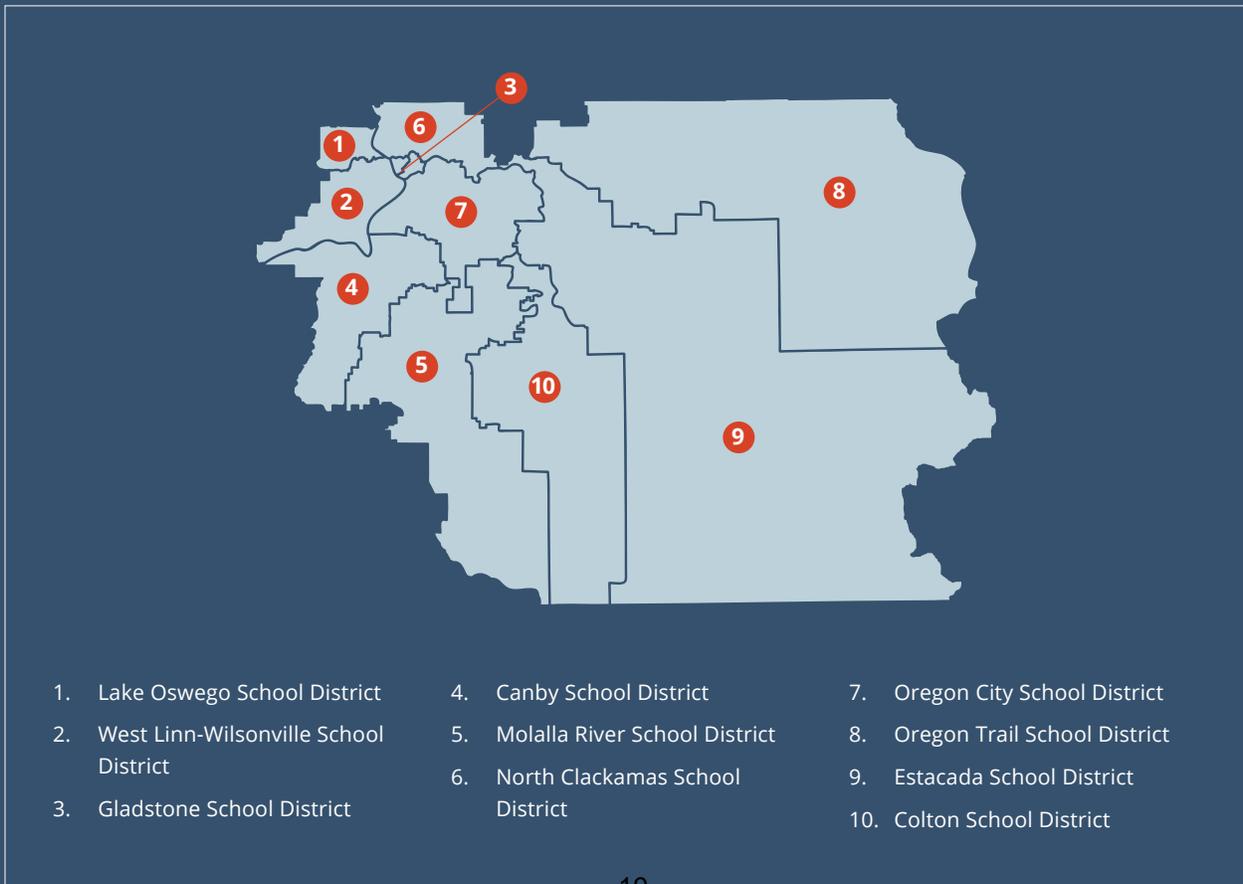Superintendent

Greg McKenzie
Chair, Board of Directors

Biophilia
Sophie Gordon, 11th grade
Wilsonville High School

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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 opportunities, and provide programs and services to school districts that are best managed regionally. Clackamas ESD's annual local service plan serves as a roadmap to how we support 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.

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

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

Plan development and approval

We work collaboratively with our school district partners throughout the year to assess the services we offer and determine any additional needs. 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 – November:

LSP revised

December:

LSP presented to district superintendents and the Clackamas ESD Board of Directors for review and approval

January – February:

LSP presented to local school boards for review and formal adoption; two-thirds of partner districts representing at least 50 percent of students enrolled in Clackamas County school districts must approve the plan, per ORS 334.175 (a) (b)

July:

LSP implemented

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- **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. Clackamas ESD submits a required 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. 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.

How the plan is funded

Oregon ESDs collectively receive less than 5% of State School Fund dollars to provide regional services. Clackamas ESD spends at least 90% of its share of the SSF allocation and its local property tax allocation for services approved by partner school districts. Shared "resolution" services are paid for/available to all districts. Districts can use remaining ESD dollars to buy contracted services and/or receive direct allocations.

90% of Clackamas ESD's State School Fund money is allocated for direct benefits to school districts, which they receive through shared "resolution" services, contracted services and/or direct payments

10% of Clackamas ESD's State School Fund money may be used to fund ESD operations

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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
Jennifer Schiele
Superintendent, Lake Oswego School District 7J

Aaron Bayer
Superintendent, Oregon Trail School District 46

Ryan Carpenter
Superintendent, Estacada School District 108

Tim Cook
President, Clackamas Community College

Aaron Downs
Superintendent, Canby School District 86

Shay James
Superintendent, North Clackamas School District 12

David Kline
Superintendent, Colton School District 53

Kathy Ludwig
Superintendent, West Linn-Wilsonville School District 3J

Tony Mann
Superintendent, Molalla River School District 35

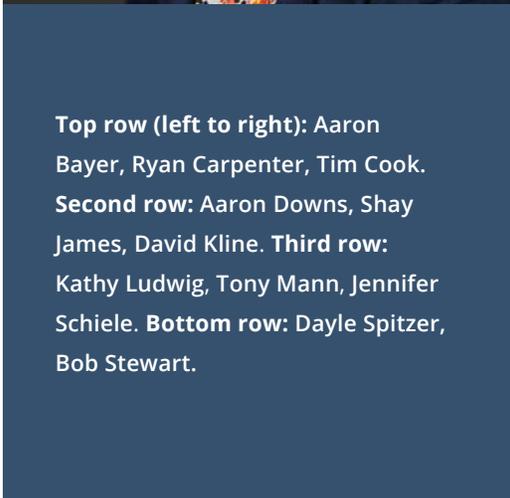**Dayle Spitzer**
Superintendent, Oregon City School District 62

Bob Stewart
Superintendent, Gladstone School District 115

District Advisory Groups

In addition to coordinating the Chief Administrators' Council, Clackamas ESD facilitates 10 job-alike advisory groups that collaborate on projects, share information and best practices, and problem-solve responses to issues and challenges.

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.

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Clackamas County Advisory Groups

	Business	Communications	Migrant Education	English Learners
Clackamas ESD	Tim Witcher Jeremy Pietzold Carey Pinto	Shirley Skidmore Amy Mintonye Paul	Angelita Miller	Leah Hinkle Dan Kimbrow
Canby School District	Denise Lapp	Kristen Wohlers	Danielle Reynolds	Danielle Reynolds
Colton School District	Chris Gibb	Katrina Raasch		David Kline
Estacada School District	Christina Irish	Maggie Kelly	Jennifer Behrman	Jennifer Behrman
Gladstone School District	Rachel Lopez Hopper	Raymond Rendleman	Petra Hoghova	Petra Hoghova
Lake Oswego School District	Stuart Ketzler	Mary Kay Larson		Scott Schinderle
Molalla River School District	Keith McClung	Allison Holstein	Tamara Jackson	Tamara Jackson
North Clackamas School District	Matt Makara Dawna Burke	Curtis Long	Laurie Meisner	Laurie Meisner
Oregon City School District	Jason Jensen Matthew Deeds	Caitlin Bergstrom Lisa Normand	Sara Deboy	Sara Deboy Kelly Gavrich Danielle Tebon
Oregon Trail School District	Tim Belanger	Garth Guibord Julia Monteith	Rachael George	Rachael George Nichole Johnston
West Linn-Wilsonville School District	Son Le Hughes	Andrew Kilstrom	Alyson McKay	Barb Soisson Yanette Ayala Elisa Lee

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Facilities	Human Resources	Safe Schools/ Emergency Mgmt	Special Education	Teaching and Learning	Technology
Tim Witcher Pam Bonner	Chelsi Reno Carrie Hoffman	Pam Bonner Mark Dodge Dan Kraus Tim Witcher	Jared Hayes	Ewan Brawley Kayla Bell Angie Kautz Schay Esparza	Jeremy Pietzold Chris Kolb Andrew Winter Matthew Threlfall Daniel Hunter
Larry Burich Shawna Grant	Andy McKean	Bret Adkins Kathy Sullivan Michelle Wilson Kristen Wohlers Larry Burich Andrew Olney	Kathy Sullivan	Danielle Reynolds Michelle Wilson	Bret Adkins
Eric Bjarnson	Katrina Raasch	Chris Gibb Katrina Raasch	Christie Dudley	David Kline	Chris Gibb
Michael Waer John Simpson	Kelly Hayes Lisa Akins	Michael Waer	Jason Hobson	Jennifer Behrman	Kristy Cheshier
Ivan Leigh	Jeremiah Patterson Tammy Tracy	Jeremiah Patterson Rachel Lopez Hopper Ivan Leigh Jennifer Zamora	Michael Shelton	Jeremiah Patterson	Aubrey Jarvis
Tony Vandenberg Brent Paul	Donna Atherton	John Parke Scott Thran	Scott Schinderle	LaKeyshua Washington	James Miller
Tony Tiano Shalin Akins	Jennifer Ellis, Co-Chair	Amy Chapin	Robin Shobe	Tamara Jackson	Gary Dix
Melinda Shumaker David Kruse Cindy Detchon Amanda Wall Rob Martinez	Michelle Riddell Alma Morales Galicia Will Ruehle Keylah Boyer	David Kruse Britta Johnson Kimmy Zubenko	Yvette Lightbourn	Tammy O'Neill	Leigh Anne Scherer
Michael Sweeten Tom Larson	Lisa Normand Bethany Bowers	Jeana Buxton Michael Sweeten Caitlin Bergstrom Liz Mogil	Melissa Berg	Sara Deboy, Co-Facilitator	David Klusmann
Chelsea Lincoln Lane Lance Brooks	Ken Bucchi Chelsea Leymaster		Katie Schweitzer	Rachael George Kim Ball	Scott Coleman
Pat McGough Jeff Chambers Steve Matthias	Shyla Waldern	Caitlin Sullivan Jeremy Nichols Steve Matthias Pat McGough	Lauren Brigsby	Barb Soisson	Curtis Nelson

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Untitled
Nina Dawson, 12th grade
Adrienne C. Nelson High School

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 bilingual programs.

Key leaders:
Ewan Brawley, Assistant Superintendent
Kayla Bell, Assistant Director, Teaching and 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 to improve student experiences and support continuous improvement
- Curriculum renewal support, with a focus on high-quality materials that support students and teachers
- Support for inclusive learning environments, including partnership with the SWIFT Education Center
- Increased capacity to meet the needs of diverse learners, with a focus on culturally responsive curriculum, practices, and data and assessment literacy
- Support for interpreting state and federal policies to implement assessments, graduation requirements and improvement plans
- Representation of and advocacy for districts in work groups and ad-hoc task forces, such as the Region One Assessment Consortium, OAESD Program Cabinet, South Metro-Salem STEM Partnership Executive Advisory Board and ODE ELA Collaborative
- Consultation services to district/building leadership 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 educator efficacy and 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 staff 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
- Increasing inclusive practices in classrooms and school buildings
- Best practices in early literacy for teachers and building leaders
- Multi-tiered systems of support (MTSS)
- Oregon Math Project and standards implementation

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

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- 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 support to preK-12 migrant students. We also provide technical support to help all districts comply with state and federal Title IC 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 D. 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 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 educators in our region 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.

Falling
Charlie Grimm, 12th grade
Lake Oswego High School

Student services

Operating across departments at Clackamas ESD but formally housed within our teaching and learning structure, the student services team promotes and supports practices that cultivate health and inclusive school communities so that children, families and educators have access to learning environments that are 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

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

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 and Learning Coordinator

Dianne Holme, Health Services Coordinator

Dawnnesha Lasuncet, Equity and Inclusion Coordinator

Alexis Burnett, Research Analyst

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. Suicide prevention is a key area of support, with regional and on-demand, district-specific training provided in QPR (Question, Persuade & Refer), ASIST (Applied Suicide Intervention Skills Training) and

YouthSAVE. The team also liaises closely between districts and key community partners such as the county suicide prevention coordinator.

In addition, they coordinate 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,

2023-2025 CESD Integrated Plan Comprehensive Support Overview	
Outcome #1	**Student Emotional Wellbeing and Mental Health** Regional implementation of systems, programs and services that promote student social emotional well-being and mental health, with particular focus on students who have been historically underserved in the education system.
Outcome #2	**Student Health and Safety** Regional implementation of systems, programs and services that promote student physical health, safety and well-being, with particular focus on students who have been historically underserved in the education system.
Outcome #3	**Student and Community Engagement** Regional implementation of systems, programs and services that create inclusive learning environments in which all students have equitable access and opportunity.
Outcome #4	**Academic Achievement and Disparities** Regional implementation of systems, programs and services that utilize targeted universalism as a strategy for increased student achievement and decreased disparities for focal students.
Strategy #1	Provide **consultation and professional services** relevant to specific topics aligned with stated outcomes in a variety of formats that include both remote and in-person opportunities.
Strategy #2	Provide **professional learning, training and resources** relevant to specific topics aligned with stated outcomes in a variety of formats that include both remote and in-person opportunities.
Strategy #3	Facilitate **collaboration opportunities** relevant to specific topics aligned with stated outcomes in a variety of formats that include both remote and in-person opportunities.
Strategy #4	Provide **systems planning and performance** support for the systematic use of data in planning and decision making aligned with stated outcomes.

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

as well as coordinate the logistics of recruiting and organizing Regional Flight Team members whenever requests are received.

To support districts with new legislation about responding to bias incidents, we have developed a new package of supports. The resources include a digital reporting tool, staff training, a bias incident response manual, communication templates and coaching/consultation.

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.

To help give students a strong, healthy start to their K-12 education, our team is developing systems to support transition from Head Start to Success to kindergarten, emphasizing physical, mental and emotional health.

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.

Clackamas ESD supports partner districts with the paraprofessional assessment required to demonstrate qualifications of educational assistants serving in Title I-A schools or programs (see OAR Division 37: 581-037-0006). We have developed a local assessment that meets this requirement for all schools across Clackamas County, measuring knowledge and skills in the areas of reading, writing and mathematics. The entire assessment is available in Spanish for staff working in Dual Language Immersion programs. We offer a variety of study resources in both English and Spanish for test-takers.

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 making 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.

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Serenity
Alexandra Smith, 11th grade
Estacada High School

Special programs

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 Programs
Stacey Sibley, Assistant Director, Heron Creek Therapeutic Program
Teresa Copeland, Assistant Director, Life Enrichment Education Program
Brandon Breeden, Supervisor, Heron Creek Therapeutic Program
Tiffany Wiencken, Coordinator, Life Enrichment Education Program
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

Ocean Marine Mug
Mattie Danforth, 12th grade
Molalla High School

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 other districts both inside and outside Clackamas County.

Other services provided through contracts and grants

Heron Creek Therapeutic Program

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; 21 students returned to their home districts in 2022-23. 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. Our ESD staff members in the Heron Creek, LEEP and early intervention and early childhood special education programs also participate. Outside our county, we began assisting Douglas ESD's EI/ECSE program

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with Medicaid billing in 2022-23. We are discussing future partnerships with the North Clackamas School District and other districts 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.

Other regional services

Parrott Creek

We bring an educational team of a teacher and instructional coach to the Parrott Creek Ranch, a residential program for youth who are stepping out of incarceration. These professionals are supervised and supported by the administrative team at Heron Creek.

Regional technical assistance provider

This is a collaborative partnership position with the Office of Enhancing Student Opportunities within the Oregon Department of Education and the Oregon Association of Education Service Districts. Each ESD provides regional professional development and targeted technical assistance to special education teachers, case managers and directors. Technical assistance and professional development are provided via in-person and/or virtual means at no cost to districts.

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.

Iron Encased Chest
Cyan Belshe, 11th grade
Gladstone High School

Superior Tree
Alexis Tull, 7th grade
Welches Middle School

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. Construction is under way, and we expect the new early learning center to open in fall 2024. We have consulted with multiple stakeholders to 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 (Head Start to Success and CCR&R)

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 their development and learning. We coordinate services, and provide specialized consultation and instruction at no cost to families. We work hard to support inclusive opportunities for young children experiencing disabilities. We provide services in their homes, local preschools and child care centers. In 2023, we served close to 1,500 children, and hired more staff to support our inclusion work and to maintain appropriate service levels.

Early childhood evaluation

Through contracts with some county school districts, Clackamas ESD conducts comprehensive evaluations of children ages birth to 5 suspected of having developmental delays or disabilities to assess eligibility for EI/ECSE 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 654 such evaluations in 2022-23.

Head Start to Success

Head Start to Success provides publicly funded, developmentally appropriate and culturally responsive preschool to 3- and 4-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 2022-23 school year. 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

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resources in their community, and support children's learning and development at home. We also provide 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 current examples:

- Staff from our early childhood special education and Head Start to Success teams are participating in "Learning Experiences: An Alternative Program for Preschoolers and Parents," a program facilitated by the University of Denver. The program focuses on implementing inclusive practices in early learning programs, and this year expanded to include multiple pilot projects — including one in our service region. We are piloting the program in an early childhood special education classroom in the North Clackamas School District.

- 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. Through our community inclusion team work, we have added community sites committed to improving quality as it relates to inclusive practices.

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,

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.

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 frequently partner with North Clackamas School District early learning staff.

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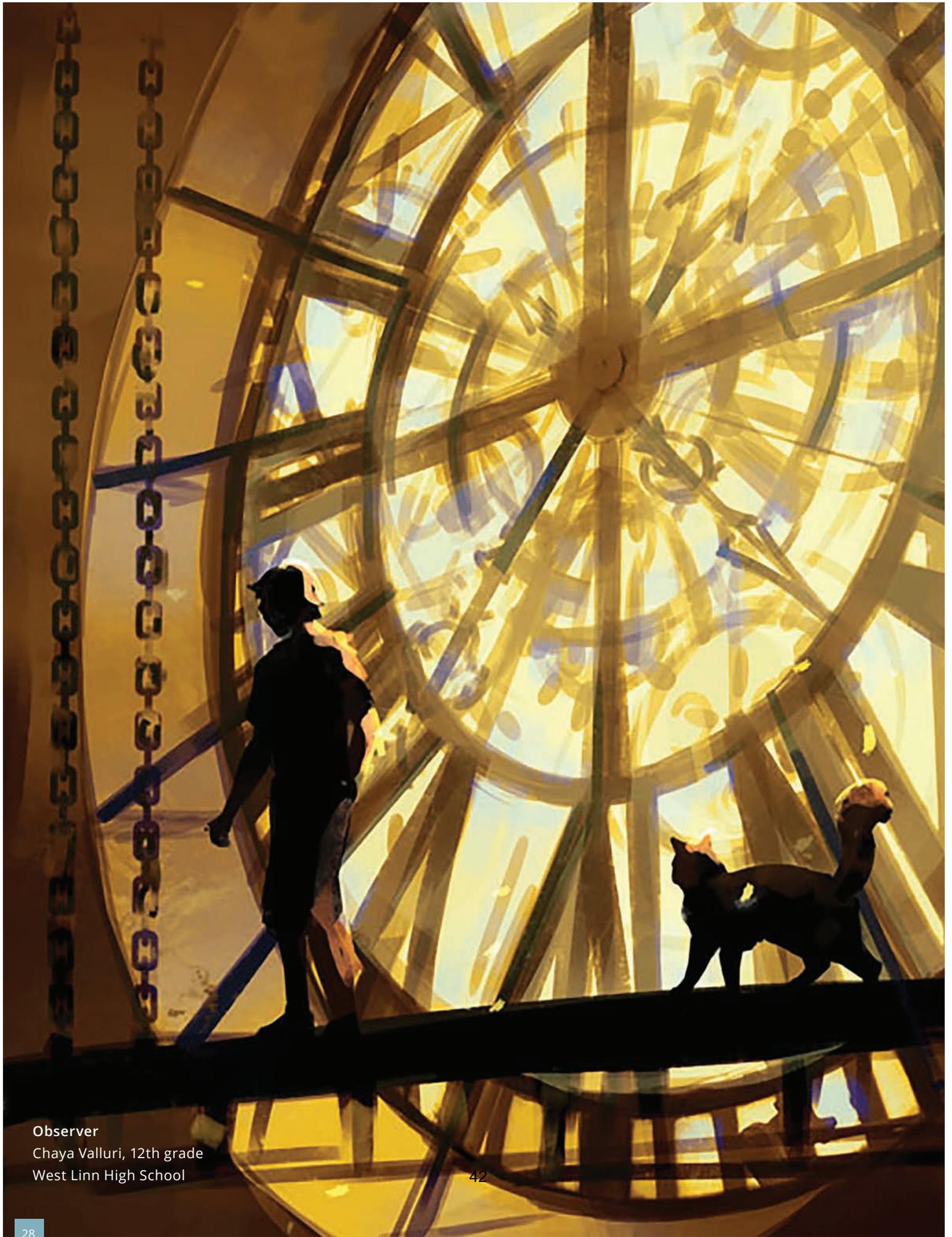
Observer
Chaya Valluri, 12th grade
West Linn High School

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 10 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 the Student Success Act and teaching and learning dollars. Clackamas ESD continues to assist our partner districts with addressing barriers to student wellness and academic success that intensified as a result of the COVID pandemic.

- **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 and gain clarity around decision making and policies that affect our regional schools.

- **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 2023, more than 200 teachers from Clackamas County were nominated – a 500 percent increase over the previous year, and by far the highest nomination total of any region in the state. In September 2023, we honored Oregon Trail School District middle school teacher Mandy Vance as our 2023-24 Regional Teacher of the Year. Two weeks later, Mandy was named Oregon Teacher of the Year, the second time in three years this statewide honor has been awarded to a Clackamas County educator.

- **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 artist reception and awards ceremony. A record 242 students from all 10 Clackamas County school districts took part in the 2023 art show, and nearly $100,000 in potential scholarship money was awarded to close to 50 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 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 background check results.

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

As required by Oregon law, 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.

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Untitled
Raiden Sandoval, 8th grade
Gardiner Middle School

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Technology

Technology plays a foundational role in school operations, and its role has been elevated over the last several years with the 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

- Telecommunication management

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
Chris Kolb, Assistant Director, Data and Information Systems
Andrew Winter, Information Security Analyst
Matthew Threlfall, Systems Infrastructure Supervisor
Daniel Hunter, Technology Supervisor

Resolution services

Network and information security services

- Internet access, with a focus on working with providers to increase delivery capacity, speed and reliability
- 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 use in 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.

Other services

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

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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
- Reynolds School District
- Riverdale School District
- State of Oregon – Department of Administrative Services
- Sunrise Water
- Yamhill-Carlton School District

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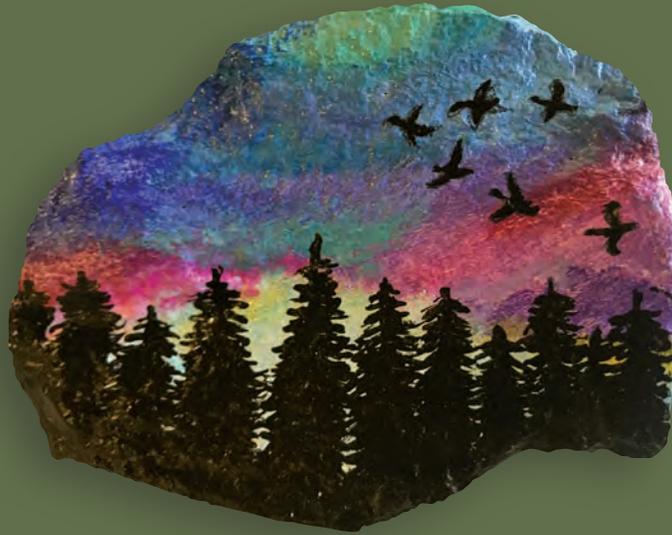
Flight Over the Firs
Rylee Beach, 10th grade
Colton High School

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CLACKAMAS COMMUNITY COLLEGE (CCC)　　　　PRESENTATION
BOND PROPOSAL　　　　　　　　　　　　　　　　　Agenda Item #4
　　　　　　　　　　　　　　　　　　　　　　　　　　February 22, 2024

SUPERINTENDENT'S RECOMMENDATION:
This item is presented for Board Information.

BACKGROUND:
The Clackamas Community College Bond would like to provide local school district boards with a presentation on their Bond coming up in November 2024.

ATTACHMENTS
- CCC Bond Slide Presentation
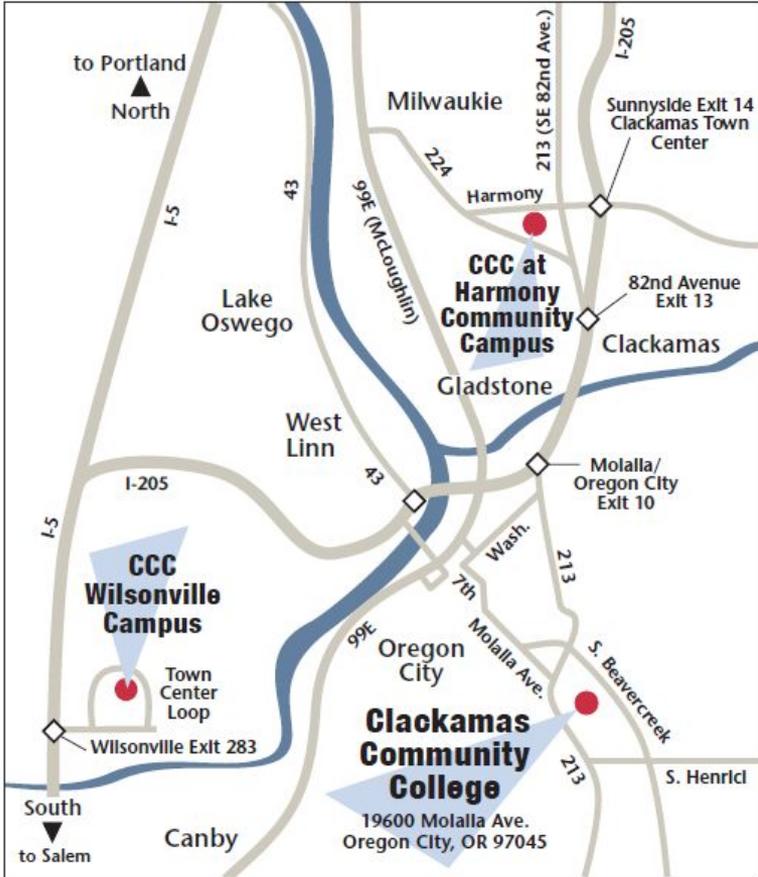
PRESENTER/STAFF CONTACT:
Shay James, Superintendent
Jeff Shaffer, CCC Vice President

PLANTING SEEDS FOR
STUDENT SUCCESS
Clackamas Community College
Bond Proposal

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Who we are

- Founded: 1966
- Service area: Clackamas County
- Campuses: Oregon City, Wilsonville, Milwaukie
- Employees: 928
- Student population: 18,842
- Student average age: 30

Programs

- 108 career technical programs
- Two-year transfer degrees
- GED, ESOL, Adult high school
- Community education
- Business training

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Our students

2022-23 BY THE NUMBERS

Student population	Type of student	Student demographics
19,857 Total	14% Academic/transfer	53.2% Known female
4,839.7 FTE	17% Career and technical	32.1% Known racial minorities
	8% General studies	15.1% Full time
	34% Community education	32 Average age - all students
	4% Dev. education	24 Average age - full-time credit seeking
	23% Other	

- Socioeconomic diversity: 15.3% are known first-generation students, 47.4% received PELL grants
- Financial aid: 2,160 students received grant or scholarship aid
- PELL grants: 1,408 students received PELL grants

Clackamas
Community College

What is a bond election?

Colleges can borrow funding to pay for the construction, expansion and renovation of grounds and buildings.

Voters must approve these funds through a bond election on the ballot.

CCC is looking to put a bond measure on the November 2024 ballot.

Photo credit: Clackamas County

History of community support

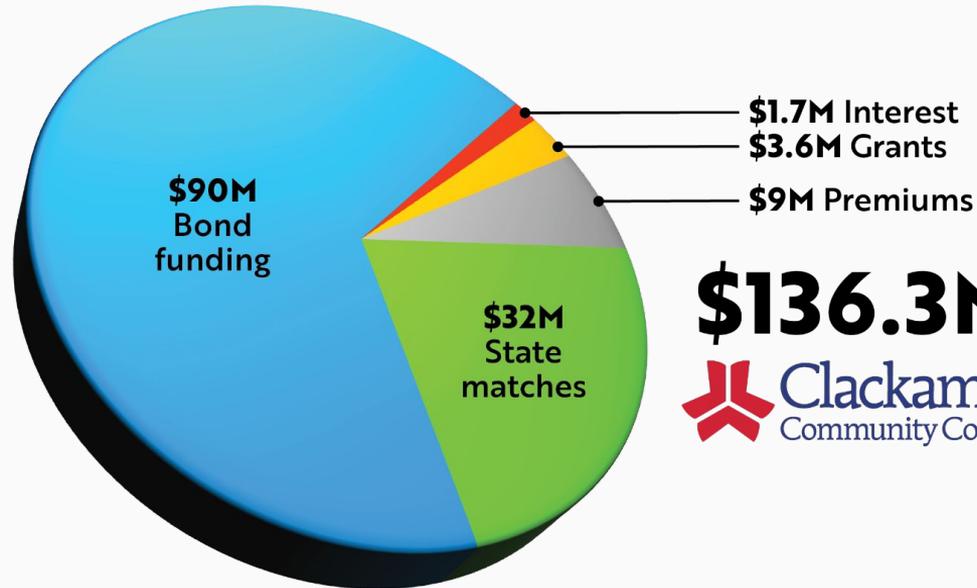Bonds passed in 2000 and 2014 - Thank you!

Phase I - 2014 bond completed

$90 million bond
$46.3 million leveraged
$136.3 million total

Projects completed:
- New student learning spaces and buildings
- Asset maintenance
- Safety and security improvements
- Wayfinding and transportation upgrades

$90M Bond funding

$32M State matches

$1.7M Interest
$3.6M Grants
$9M Premiums

$136.3M Total

Clackamas Community College

Identifying the Need - Research and Data

- Concept Master Plan
- Athletic Facilities Master Plan
- Mechanical, Electrical & Plumbing Master Plan

Total: $335 million

Bond Development Work Group

- Staff, students & board members
- Prioritized & ranked potential bond projects
- Internal survey
- External polling

Clackamas Community College

Themes and projects identified

1. Prepare students for success in modern learning spaces.
2. Enhance partner and community connections.
3. Preserve and maintain assets.

Bond measure <u>renewal</u> amount: $110-120 million

Clackamas
Community College

Prepare students for success in modern learning spaces

- Construct a center of excellence for horticulture, farming, welding, and wildland fire, partnering with the Clackamas OSU Extension Service
- Modernize learning spaces for future needs.

Photo: OSU Innovation Center

Enhance partner and community connections

- Improve access to STEM opportunities
- Create workforce partnership building on Wilsonville campus
- Upgrade athletic fields and construct a grandstand
- Complete Douglas Loop walking trail

Photo: Challenger Center

Preserve and maintain assets

- Upgrade technology and computer labs
- Improve safety and security
- Increase energy efficiency

- Update, maintain and repair aging facilities
- Increase pedestrian safety
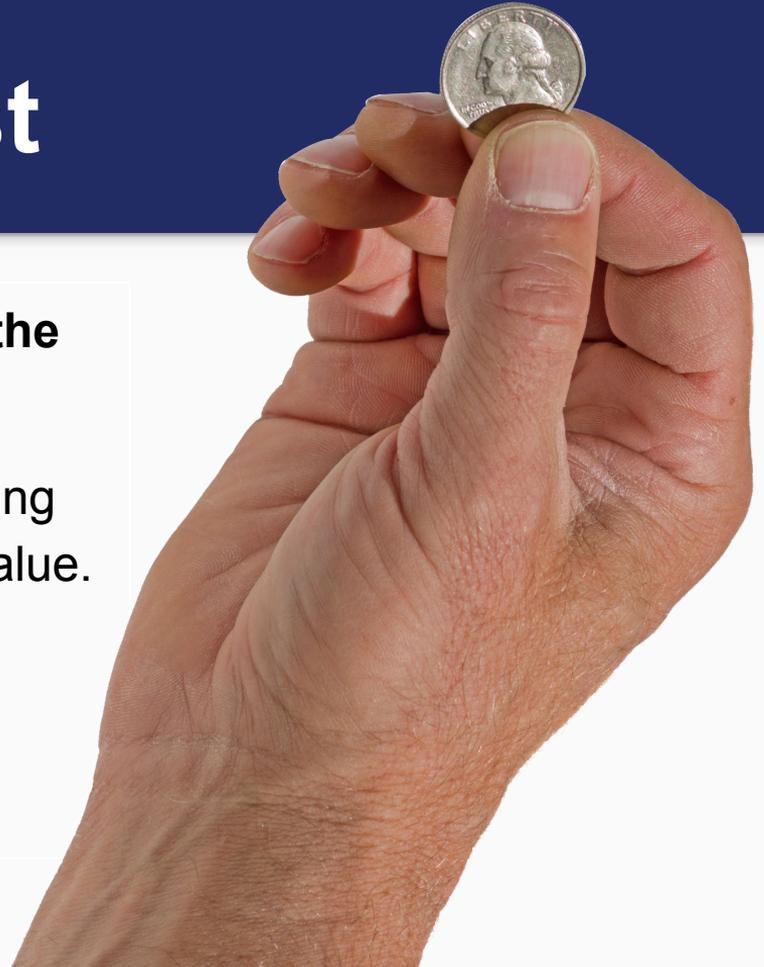- Retire outstanding debt

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Academic Computing

Bond measure cost

This proposal is estimated to maintain the current tax rate.

If passed, the bond would **renew** the existing tax rate of .25 cents/$1,000 of assessed value.

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Community College

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Feedback

www.CCCBond.org

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Community College

2024-2025 SCHOOL CALENDAR   **DISCUSSION**
                                                                   Agenda Item #5
                                                                   February 22, 2024

SUPERINTENDENT'S RECOMMENDATION:
Approval of the 2024-2025 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 2024-2025 calendars reflect a full school year, including 193 contract days for members of the North Clackamas Education Association.

BACKGROUND:
These proposed 2024-2025 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	4	8	6	193
Middle School	174	2	3	4	4	6	193
High School	174	2	4	4	3	6	193

ATTACHMENTS:
- Attachment A: 2024-2025 Proposed Certified Elementary Calendar
- Attachment B: 2024-2025 Proposed Certified 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 NCSD Equity Lens and consider perspectives of all stakeholders.

- Awareness of other school districts' and higher educational institutions' vacations.

- Consider information regarding cultural and religious holidays and observances that individual schools will use when establishing specific events and communicating.

- 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' 2024-2025 school calendars, university 2024-2025 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 2024-2025 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:
Ivonne Dibblee, Assistant Superintendent of Education
Patricia Ahrens, Executive Director of Elementary Programs
Petra Callin, Executive Director of Secondary Programs

North Clackamas Schools

2024-2025 LICENSED ELEMENTARY SCHOOL

First Day of School - September 3
Last Day of School - June 12

Holidays   6
Report Preparation Days   4
Teacher In-service/Work Days   12
Conference Days   2

Student Days   169
Contract Days   193

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	T	T	T	T	T	31

Student/Contract Days: 0/5

SEPTEMBER

S	M	T	W	T	F	S
1	H	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	28
29	30					

Student/Contract Days: 20/21

OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	SC	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	[31]		

Student/Contract Days: 22/22

NOVEMBER

S	M	T	W	T	F	S
					T	2
3	RP	5	6	7	8	9
10	H	12	13	14	15	16
17	18	19	20	21	T	23
24	CD	CD	SC	H	SC	30

Student/Contract Days: 12/19

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	18	19	20	21
22	SC	SC	SC	SC	SC	28
29	SC	SC				

Student/Contract Days: 15/15

JANUARY

S	M	T	W	T	F	S
		SC	SC	SC	4	
5	T	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28	29	[30]	RP	

Student/Contract Days: 17/20

FEBRUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	H	18	19	20	21	22
23	T	25	26	27	28	

Student/Contract Days: 18/20

MARCH

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	SC	SC	SC	SC	SC	29
30	31					

Student/Contract Days: 16/16

APRIL

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	[10]	RP	12
13	T	15	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	T	17
18	19	20	21	22	23	24
25	H	27	28	29	30	31

Student/Contract Days: 20/22

JUNE

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

Student/Contract Days: 9/11

Legend

Symbol	Meaning
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: 2/22/24

North Clackamas Schools

2024-2025 LICENSED MIDDLE/HIGH SCHOOL

First Day of School - September 3
Last Day of School - June 13

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

Student Days   174
Contract Days   193

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	T	T	T	T	T	31

Student/Contract Days: 0/5

SEPTEMBER

S	M	T	W	T	F	S
1	H	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	28
29	30					

Student/Contract Days: 20/21

OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	SC	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Student/Contract Days: 22/22

NOVEMBER

S	M	T	W	T	F	S
					[1]	2
3	RP	5	6	7	8	9
10	H	12	13	14	15	16
17	18	19	20	21	22	23
24	CD	CD	SC	H	SC	30

Student/Contract Days: 13/19

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	18	19	20	21
22	SC	SC	SC	SC	SC	28
29	SC	SC				

Student/Contract Days: 15/15

JANUARY

S	M	T	W	T	F	S
		SC	SC	SC	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	F	F	F	[F]	RP	

Student/Contract Days: 18/20

FEBRUARY

S	M	T	W	T	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	H	18	19	20	21	22
23	T	25	26	27	28	

Student/Contract Days: 18/20

MARCH

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	SC	SC	SC	SC	SC	29
30	31					

Student/Contract Days: 16/16

APRIL

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	[11]	12
13	RP	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	H	27	28	29	30	31

Student/Contract Days: 21/22

JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	RP	17*	18*	SC	20*	21
22	23*	24*	25	26	27	28
29	30					

Student/Contract Days: 10/11

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: 2/22/24

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

STUDENT CHROMEBOOK LEASE AGREEMENT

SUPERINTENDENT'S RECOMMENDATION:
Award contract in the amount of $2,665,049.60 to Insight Financial Services for 5,500 student Chromebooks on a four-year lease.

BUDGET IMPACT/SOURCE OF FUNDS:
General Fund

BACKGROUND:
In the 2020-21 and 2021-22 school years, the district acquired 14,962 touchscreen student Chromebooks with the intent of reaching the goal of having a Chromebook for every student. This was accomplished by leasing a large number of devices over a relatively short period of time utilizing one-time and/or reimbursable federal funds. Maintaining the positive instructional approaches teachers have been implementing requires ongoing access to Chromebooks for each student.

Leasing Chromebooks rather than purchasing has several advantages, including:
- Lower upfront costs
- Predictable budgeting
- Student access to newer technology and advanced features with regular upgrades
- Easier to scale up or down when there are population or programmatic changes
- Streamlined disposal and recycling services
- High school students can purchase their Chromebook, upon graduating, for a greatly reduced price

The contract is for four years, to be paid in annual increments of $666,262.40. This procurement is being made through the OETC (Organization for Educational Technology and Curriculum) cooperative contract #15R with Insight Financial Services. Pricing for the Chromebooks is based upon OETC cooperative contract #16R with PCMG, Inc. Using the OETC cooperative contracts enables the district to benefit from economies of scale and streamlines purchasing timelines. Cooperative procurement allows the district to utilize the formal procurement process conducted by another government agency and complies with Oregon public procurement law and district procurement requirements. 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 of Operations
Leigh Anne Scherer, Director of Technology & Information Services

PROCUREMENT OF MODULAR CLASSROOMS   DISCUSSION/ACTION
BEATRICE MORROW CANNADY ELEMENTARY SCHOOL   Agenda Item #7
February 22, 2024

SUPERINTENDENT'S RECOMMENDATION:
Award contract in the amount of $281,930.00 to Willscot Mobile Mini for the purchase and installation of one double-classroom unit at Beatrice Morrow Cannady Elementary.

BUDGET IMPACT/SOURCE OF FUNDS:
2016 Capital Construction Bond Fund and Capital Projects Fund

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

This procurement includes one modular classroom building. That will contain two classrooms of 885 square feet each for the school. The selected vendor will deliver and install pre-engineered modular buildings and associated decking via a cooperative procurement contract (KCDA 23-255). Utilizing cooperative procurement contracts is recommended as they have been through the solicitation process and guarantees the best value for the District.

Work may begin in the summer of 2024 and is scheduled to be completed in August 2024.

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

ATTACHMENTS:
Beatrice Morrow Cannady Elementary School site plan

PRESENTER / STAFF CONTACT:
Cindy Detchon, Assistant Superintendent of Operations

Beatrice Morrow Cannady Elementary School
Proposed Classroom Modular Location
February 6, 2024
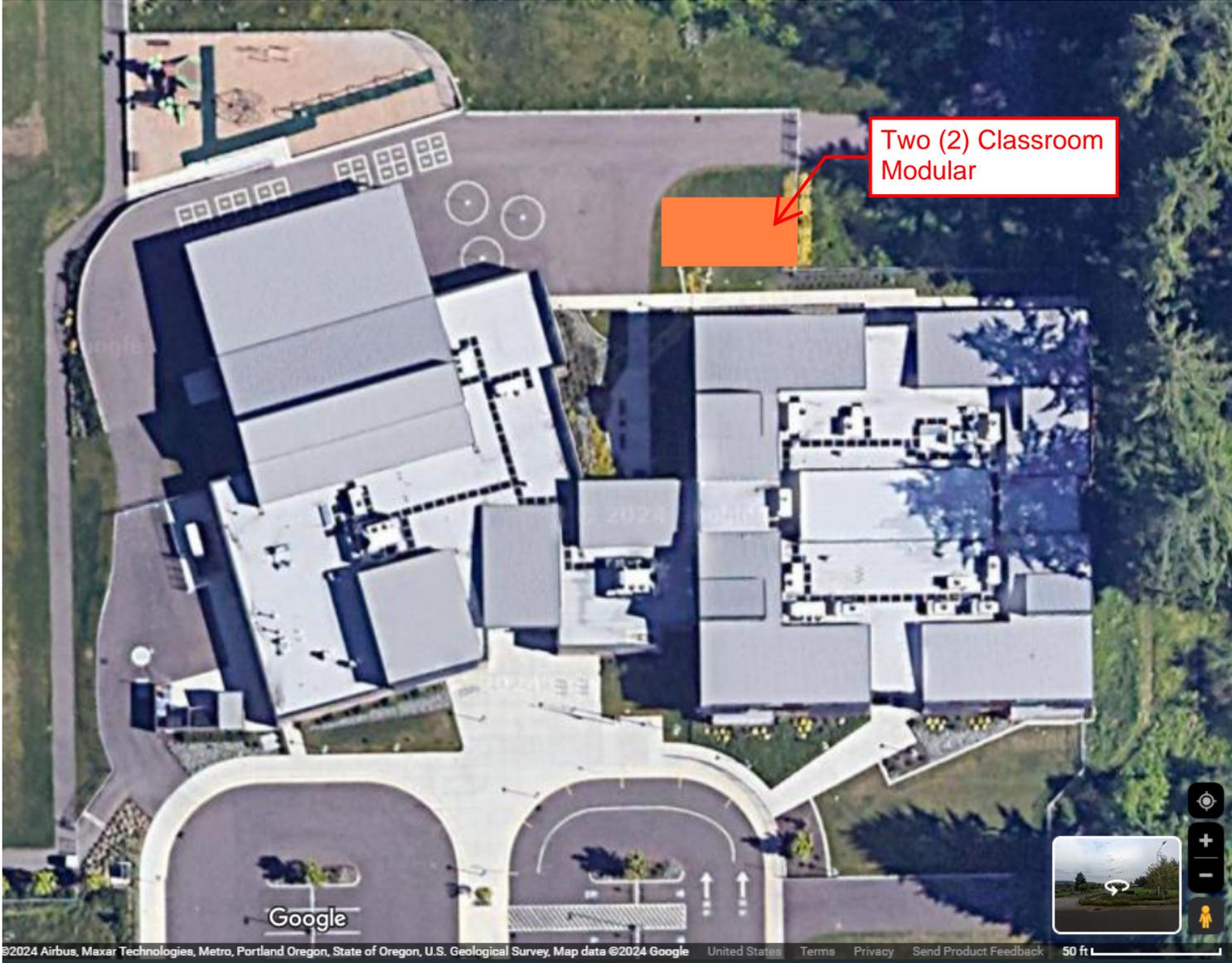
Two (2) Classroom Modular

EARLY LITERACY SUCCESS GRANT   **ACTION**

SUPERINTENDENT'S RECOMMENDATION:
Board Approval of the 2023-2027 Early Literacy Success Grant 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 Early Literacy Success 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:

First Biennium Early Literacy Success Grant Preliminary Allocations:
2023-24: $1,212,860.61
2024-25: $1,262,365.12

BACKGROUND:
The Early Literacy Success Grant is an Oregon Department of Education non-competitive grant allocating funds for the 2023-2025 biennium. This funding aims to increase student reading proficiency by supporting materials, professional learning, coaching, extended learning, and high dosage tutoring aligned with the Oregon Department Early Literacy Framework.

THE PRESENTATION WILL INCLUDE THE FOLLOWING:
- Strategic Plan Alignment
- Early Literacy Grant Opportunities and Requirements
- Design Process
- Grant Budget Overview by Allowable Expenses
  - Instructional Materials
  - Professional Development and Coaching
  - High Dosage Tutoring
  - Family Engagement
  - Extended Learning
  - Tiered Supports
- NCSD Additional Investments in Literacy

ATTACHMENTS:
- [Early Literacy Success Grant One-Page Overview](#)
- [Early Literacy Success Grant Application](#)

In summary, the Early Literacy Success grant will come alongside the district's current early literacy efforts and enhance and extend the successful efforts underway. Funds will allow NCSD

to further strengthen core literacy instruction by increasing access to embedded coaching and professional development for teachers and strategic small-group instruction for students. In addition, dedicated materials will support reading intervention, high-dosage tutoring, and extended learning. Across all schools, culturally responsive, literacy-specific family engagement opportunities will be offered in a variety of structures and formats to ensure wide representation and support.

PRESENTERS/STAFF CONTACT:
Patricia Ahrens, Executive Director of Elementary Programs

NCSD Early Literacy Success School District Grant

Plan for Community Review and Comment

The purpose of the **Early Literacy Success School District Grant** is to expand learning outcomes through increased capacity for effective teaching practices, research-aligned and culturally relevant materials, professional development, embedded coaching, high dosage tutoring, extended learning, and family engagement opportunities.

North Clackamas School District aims to utilize grant funding to increase reading proficiency for all students. Outcomes and investments differentiate support to meet the needs of students in general education as well as students identified to receive Special Education services, English Language Development, Talented and Gifted, and Dual Language Immersion.

The support and funding to achieve this goal are structured in tiers to address various levels of need.

● **All schools (18)**   ■ **Focal Schools (5)**   ▼ **Target Schools (2)**

Criteria for Focal and Target schools are determined by several factors including, but not limited to, student proficiency levels, growth targets, implementation of district framework, teaming structures at the school level, academic trends, student demographics, and school leadership.

ODE Early Literacy Success Grant Goal:
Increase students reading on grade level by 3rd grade while significantly closing the opportunity gap.

OREGON DEPARTMENT OF EDUCATION

NCSD Early Literacy Success Grant Goals:
For the first biennium, the goal is to determine baseline data. Growth is aligned to the longitudinal goals established through the Student Investment Account. More defined goals will be written for the second biennium.

This draft plan is estimated for the 1st biennium total of $2,475,225.73 for the Early Literacy Success (ELS) District Grant. The ELS grant intersects with key investments funded through both the SIA and Title I allocations, fulfilling the 25% district match requirement.

Early Literacy Success Allowable Investments

Estimated Investment

1 Materials — $807,400.00

Outcomes
- Accelerate learning for students through reading interventions
- Increase students' proficiency in foundational skills
- Elevate student reading engagement and interest through identity

Key Investments
- ● **All Schools:** Intervention materials that are aligned to research and core curriculum and instruction (K-5)
- ● **All Schools:** Online adaptive foundational skills curriculum (K-5)
- ● **All Schools:** Culturally relevant classroom library books (3rd-5th)

2 Professional Development and Coaching — $623,395

Outcomes
- Align teachers' knowledge and practices through literacy framework to strengthen universal core instructional
- Establish small group instruction to strengthen interventions at the classroom level
- Foster student-teacher relationship through actionable feedback to nourish student learning

Key Investments
- ● **All Schools:** Bridge the Science of Reading to the NCSD Literacy Framework (K-5)
- ● **All Schools:** Outline the time, type, and focus to organize cohesive systems of small group interventions and actionable feedback tied to the NCSD Hi5 Instructional Practices
- ● **All Schools:** 3rd-5th Grade Literacy Specialist
- ▼ **Target Schools:** K-3 Literacy Coaches

3 High Dosage Tutoring — $1,032,999

Outcomes
- Increase students' access to effective small group instruction and intervention support
- Accelerate student learning through immediate and intensive feedback opportunities

Key Investments
- ● **All Schools:** Paraeducator support for 1st grade students
- ■ **Focal Schools:** Paraeducator support for 2nd grade students
- ▼ **Target Schools:** Paraeducator support for 3rd grade students
- ▼ **Target Schools:** Reading Specialist
- ▼ **Target Schools:** 1:1 High dosage tutoring

4 Family Engagement — $16,000

Outcomes
- Increase family access to aligned materials and guidance supporting early literacy learning.
- Strengthen family partnerships through home-school collaborative learning experiences.

Key Investments
- ● **All Schools:** Materials and resources for families to utilize when supporting at-home literacy learning
- ● **All Schools:** Events and home-school communication avenues that support student literacy growth (K-3)
- ▼ **Target:** 1:1 literacy-specific family conferences

5 Extended Learning

For the first biennium, extended learning (summer school) opportunities will continue to be supported through Title 1 funds (~$210,000). Our summer program will align to the goals of the Early Literacy Success grant and will be offered to schools receiving Title I funds.

Braided Funding investments that support Early Literacy

Federal Title Grants ($ 3.3 million)	Student Investment Account ($1.2 million)	Emergency Relief Funds (ESSER) ($350,000)
Coaches	K-2 Emergent Literacy Specialists	Additional Para Educator Hours to support literacy
Ongoing Professional Development	Classroom Libraries	
Title 1 Summer School	Decodable Books	**General Fund $115,000**
Ongoing Parent Engagement	Professional Development	Science of Reading Aligned Adopted Curriculum Resources
Summer School	Summer Literacy Institutes	
	Summer Kindergarten Exploration	

North Clackamas Schools

Early Literacy Success School District Grant

Below, in the <mark>highlighted</mark> boxes, are the answers supplied by the NCSD to the Early Literacy Success Grant. All responses were recorded in the ODE SmartSheet for submission.

Table of Contents

Reminder - each section of the "application" is limited to 250 words or less

XYZ School District Early Literacy Success Grant Proposal

Program Review-Section 1: Student Belonging
([Framework Section 1, pg 8.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Student belonging and safety is prioritized as a foundation for learning.
- Educators approach instruction with an assets-based lens, providing high expectations with responsive and specific feedback and support (warm demanders, teaching with students' "academic prowess" at the center).
- Educators understand their role in working toward a shared vision for literacy.
- Educators are provided time and support to examine biases to ensure literacy engagement, growth and achievement for every child.
- Instruction builds awareness of various perspectives, addressing the experiences of diverse populations, while also exposing and disrupting negative stereotypes that may be present in materials.
- All staff participate in on-going diversity, equity and inclusion professional learning opportunities to both develop further learning about systemic racism and continue a journey of introspection on how our lived experience has influenced our conscious and unconscious bias.
- Curriculum and materials reflect and honor student identity, home languages, and culture.
- Social and emotional learning is provided in the classroom, allowing children to practice peer-to-peer listening and speaking, and normalizes the "risk, fail, try again" stamina that supports literacy achievement.

What evidence do you have regarding Student Belonging indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.).

The foundation of our educational environment lies in prioritizing student belonging and safety, creating an optimal space for learning. Our core, evidence based Social-Emotional Learning curriculum, *Caring School Community*, plays a pivotal role in nurturing autonomy, belonging, and competence. Educators, adopting an assets-based perspective, set high expectations and provide responsive feedback, embodying the "warm demander" role outlined by Zaretta Hammond.

Professional development reinforces the warm demander approach, focusing on accelerated learning. Teachers lead Professional Learning Communities, aligning instruction with shared literacy visions, reviewing formative assessments, and planning differentiated instruction for student growth. Ongoing diversity, equity, and inclusion training, *Taking it Up*, by the Center for Equity Education engages all staff in understanding systemic racism and biases, fostering a commitment to addressing inequities through data teams and PLC structures.

Curriculum and materials celebrate student identity, languages, and culture, promoting diversity through interactive read-alouds and classroom libraries. Writing units encourage students to explore and share their cultural backgrounds, fostering an authentic voice. Social and emotional

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learning, integrated into daily lessons, supports autonomy, belonging, and competence, essential for literacy achievement.

Our early literacy program, shaped by these indicators, cultivates inclusivity crucial for well-rounded, engaged learners. Growth intentions include expanding culturally relevant libraries in our 3rd-5th grade classrooms, focusing on acceleration rather than remediation, and explicitly connecting equity training to literacy professional development.

Program Review-Section 2: Family & Community Partnerships

([Framework Section 2, pg 13.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Families are honored as students' first teachers and are seen as important allies in advancing student learning.
- Families, caregivers, and communities are actively engaged to support literacy learning inside and outside the classroom.
- Early learning and [Kindergarten Guidelines](#) are an integral resource for planning.
- Educators understand the progressions of what children know and are able to demonstrate in early childhood, at kindergarten entry, and at the end of kindergarten.
- Caregivers are provided information on developmental milestones and support to supplement and reinforce literacy learning at home.
- Early education and care providers have a framework for planning high-quality facilitated play and individualized instruction and support services.
- Elementary schools have well-equipped libraries, staffed by full-time, certified teacher-librarians. ,

- Educators collaborate with community systems of care (e.g., community-based organizations) to provide opportunities for formal and informal learning.

What evidence do you have regarding Family and Community Partnership indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

Family involvement is pivotal in advancing student learning, considering families are students' primary educators. Conferences offer insights into student strengths and areas for growth, cultivating ongoing engagement. Empowering families is exemplified by district-created family friendly bookmarks that provide strategies for supporting readers at home.

In the preschool program, educators utilize the *Early Learning and Kindergarten Guidelines* for planning and formative assessments, ensuring a comprehensive understanding of progress from

early childhood through kindergarten. Caregivers receive information on early literacy milestones, and family-teacher conferences strengthen ongoing support.

Elementary schools have well-equipped libraries, fostering literacy through specially trained media technicians. Collaborations with community systems of care, such as *Metropolitan Family Services*, *Ready, Set, Go*, and *Start Making A Reader Today* (SMART), extend support beyond the school environment, offering culturally and linguistically specific programming, after-school learning extensions, and access to authentic texts through read-aloud experiences.

While these indicators underscore a commitment to weaving family and community partnership into the fabric of our early literacy program, intentional plans to further develop in this area are underway. First, expanding our early literacy supports to families by designing home-based and materials will support individual student literacy growth. In addition, reading coaches will begin to schedule on-going strengths-based goal setting conferences with families who have students performing well below grade level reading proficiency. District Early Literacy Specialists will engage all schools in their planning efforts with both guidance and materials to initiate on-going, culturally-specific connections through one-on-one family conferences, strategy-specific literacy events and regular communication channels.

Program Review-Section 3: Oral Language as the Root of Literacy Development

(Framework Section 3, pg 19.)

Indicators in a research-aligned, culturally responsive literacy program:

- Educators and families understand that a child's ability to read and write is predicated on oral language because of the primary role oral language plays in laying the groundwork for foundational literacy skills.
- Children are actively taught to blend sounds into words, and segment words into sounds (phonemic awareness).
- To the greatest extent possible, educators provide opportunities to practice and develop oral language in students' home languages, as well as English.
- Educators learn about the cultural and linguistic backgrounds of children in their care and value each child's linguistic strengths.
- Educators use storytelling to bring life to students' (and their ancestors') histories, cultures, and traditions.
- Educators are aware that language varieties are linguistically equal, and use strategies to support multi-dialectical students.

What evidence do you have regarding Oral Language as a Root of Literacy Development indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

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Our early literacy program places an emphasis on recognizing oral language as a foundational element of literacy development. In Kindergarten, purposeful play and the integration of English Language Development, science, and social studies creates opportunities for authentic oral language development as well as targeted formative assessment to drive oral language development. Our K-5 writing resources and professional development emphasize student voice and choice, utilizing oral rehearsal and storytelling as a foundation to the writing process. Kindergarten through 2nd grade classrooms integrate phonemic awareness with daily practice reinforcing its connection to literacy skills.

The district's emphasis on *Hi-5 Strategies, five* essential teaching practices with elevated effect size, prioritizes accountable talk structures, viewing oral language development as a thinking and processing tool. Interactive read-aloud discussions contribute to solidifying oral language as a foundation for reading comprehension, emphasizing vocabulary development.

Cultural responsiveness extends to recognizing diverse linguistic backgrounds, with educators expressing value and celebrating each child's language strengths. Educators use storytelling to reflect students' histories, cultures, and traditions, fostering a language-rich environment. This recognition supports multi-dialectical students, emphasizing that multilingualism is a celebrated strength in our holistic approach to literacy rooted in oral language. As a district that honors dual language, we value and celebrate linguistic diversity and bilingualism as a strength.

Areas for growth within this indicator include increasing awareness within family engagement interactions while supporting opportunities for oral language. Integrating strategies and structures for increasing the utilization of home languages within oracy will be a professional learning goal.

Program Review-Section 4: Reading Models Based in Research
([Framework Section 4 pg 24.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Educators understand that reading research, often termed "the science of reading," studies how reading skills develop and helps us to understand what happens in the brain when students learn to read.
- Educators are aware of- and draw from- multiple models of reading (i.e., the Five Pillars of reading, the Simple View of Reading, Scarborough's Rope, the Four-Part Processing Model, and the Active View of Reading) to inform curriculum and instruction.
- Educators understand that, generally, these reading models emphasize the interaction between word-identification and language comprehension.
- Educators understand that the above interaction results in reading comprehension through knowledge of the English writing system; linguistic knowledge; background knowledge; and the type of text, nature of the task, sociocultural context, and executive functions.

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What evidence do you have regarding Reading Models Based in Research indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

In crafting our early literacy program, we have meticulously integrated Reading Models Based in Research (RMBR) indicators, ensuring a comprehensive and evidence-based approach to literacy education. Our commitment to the Science of Reading is evident in our curriculum, drawing upon diverse models such as the Five Pillars of Reading, the Simple View of Reading, Scarborough's Rope, the Four-Part Processing Model, and the Active View of Reading.

Professional development is central to our approach. Educators are immersed in the sciences of reading, exploring how neurological science informs language and literacy development. Sessions not only incorporate diverse models but also emphasize their practical application, ensuring educators can integrate them effectively.

Our curriculum balances a core phonics curriculum and a core language comprehension curriculum, recognizing the simultaneous development of word identification and language comprehension. Instructional practices prioritize the interaction between these elements, fostering an environment where students can enhance their understanding of the English writing system and develop executive functions.

An evidence-based approach spanning curriculum, professional development, and instructional practices, reflects our commitment to nurturing proficient and confident readers. This holistic integration of Reading Models Based in Research sets the foundation for a robust early literacy program.

Areas of growth will include augmenting our current resources with reading intervention materials and an adaptive online universal intervention aligned to our current approach to literacy instruction. Third through fifth grade classroom libraries will be enhanced with high-interest and culturally

relevant texts to encourage engaged wide reading opportunities.

Program Review-Section 5: Foundational Skills

([Framework Section 5 pg 32.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Literacy instruction centers access for all children to experience and practice the full range of literacy skills: phonemic awareness, explicit systematic phonics, vocabulary and language development, comprehension and fluency.
- Foundational skills instruction is part of the core curriculum and materials and are aligned to Oregon's English Language Arts and Literacy Standards for K-5.
- Foundational skills instruction is integrated into protected daily literacy instruction, with opportunities to practice and apply these skills up to and beyond grade five as necessary.
- Educators follow a clear, intentional scope and sequence based on the learning progression for foundational skills.
- Sufficient instructional time is spent on teaching foundational skills, including related practice with decodable texts and writing.
- Educators employ explicit, systematic, diagnostic, and responsive teaching of the language and literacy skills needed to be a successful reader and writer, recognizing this approach is beneficial for all, and critical for students experiencing reading disabilities, including dyslexia.
- When working with multilingual learners, educators develop oral language, phonological awareness, and vocabulary across each language.
- Education leaders review, adopt, and support the implementation of high-quality instructional materials (i.e., materials that provide explicit and systematic instruction and diagnostic support in concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency).

What evidence do you have regarding Foundational Skills indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Our early literacy program places a strong emphasis on foundational skills, ensuring a comprehensive approach aligned with Oregon's English Language Arts and Literacy Standards for K-5. Foundational skills, including phonemic awareness, systematic phonics, vocabulary development, comprehension, and fluency, are seamlessly integrated into daily literacy instruction. *From Phonics to Reading* and *Fonética y Gramática, our* core foundational skills program, follows a clear scope and sequence and emphasizes explicit, systematic, diagnostic, and responsive teaching for all students, with a particular focus on students experiencing dyslexia.

Continued efforts to support teachers through professional development will ensure students receive targeted support. NCSD has revised our literacy frameworks to ensure sufficient

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instructional emphasis on teaching the full range of literacy skills. Supplementary resources, such as rich decodable texts, have been added to each K-2 classroom as a resource for students to apply their sound-spelling knowledge.

Equity is a central tenet, evidenced by our investment in culturally relevant professional development for teachers, focusing on instructional practices and diagnostic assessment. Our commitment to equitable access is further exemplified through investments in research aligned materials and teacher training, underscoring our dedication to cultivating proficient readers and writers in an inclusive educational environment.

Opportunities for growth include expanding 3rd-5th grade teacher knowledge and implementation of effective foundational skill teaching strategies. Discerning and aligning the nuances and intersection of dual language readers alongside Spanish language foundational skill progressions with Science of Reading instructional shifts will be an emphasis of our expanded efforts.

Program Review-Section 6: Writing, Reading, Comprehension, Vocabulary, & Background Knowledge
([Framework Section 6 pg 43.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Educators provide a text rich environment and connections across texts. Selection of complex and diverse texts purposefully supports comprehension development.
- Educators provide explicit vocabulary instruction on grade-level words including child-friendly explanations and opportunities for children to review and use new words over time (e.g., discussion of texts, discussions of content area learning, semantic maps).
- Students spend a substantial portion of their day engaged in listening to, reading, thinking, talking, and writing about texts.
- Literacy content is well-rounded and includes a broad range of topics and subject areas, including science and social sciences to build background knowledge and support comprehension across subjects
- Educators continually reflect on the question, "Whose knowledge is being privileged, and how do we ensure we are working from the background knowledge of each student and developing shared understandings?"

What evidence do you have regarding Writing, Reading, Comprehension, Vocabulary, & Background knowledge indicators being embedded in your early literacy program?

Our early literacy program includes integration of Writing, Reading, Comprehension, Vocabulary, and Background Knowledge as evidenced by our K-5 Literacy Instructional Frameworks. Curriculum includes a curated text-rich environment, establishing meaningful connections across diverse and complex texts to purposefully support comprehension development. The selection of varied texts is a deliberate strategy to enhance the depth of understanding. Vocabulary instruction is integrated

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across content areas through child-friendly explanations & explicit instruction. This multifaceted approach reflects a commitment to building comprehensive literacy skills.

Literacy content is thoughtfully designed, encompassing a wide array of genres, topics, and subject areas, including science and social sciences. This diversity is designed to not only broaden students' knowledge but also to provide a solid foundation for comprehension across various subjects.

Educators have been engaging in professional development and reflection about the role background knowledge and vocabulary play in comprehension. Learning around leveraging funds of knowledge helps to elevate and honor the knowledge students arrive in our classrooms with.

Our early literacy program stands as a testament to the incorporation of research-aligned, culturally responsive indicators as clearly defined within our K-5 Literacy Instructional Framework which guides our practitioners. Intentions for growth within this indicator include expanding culturally relevant classroom libraries in 3rd-5th grade classrooms and integrating intentional vocabulary development strategies within professional development focused on both core and intervention curriculum-based resources.

Program Review-Section 7: Core Instruction & Assessment
([Framework Section 4 pg 24.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Educators avoid "curricular chaos" by aligning instructional materials, strategies, language of instruction, and routines to create a connected literacy learning experience for students.
- All students have ample opportunities to read and/or listen to complex texts that provide an appropriate level of rigor, align with grade–level standards, and support the purpose of instruction.
- Formative assessment process is used by educators and involves students in the course of learning, to respond to, and adjust instruction for growth.
- Educators use early literacy tests, such as universal screeners, as a starting point to get curious about potential areas of growth and by looking at additional data sources to get a clearer picture of students' literacy development.
- Multiple assessment methods are used by educators for their intended purpose, to help both educators and students.

What evidence do you have regarding Core Instruction and Assessment indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

A culturally responsive literacy program forms the foundation of a dynamic learning environment, with explicit emphasis on systematic phonics and phonemic awareness instruction within our approved materials. The Oregon Department of Education's (ODE) approval of our independent

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adoption process in Spring of 2022 ensures the quality and relevance of instructional resources.

Inclusivity is paramount, catering to diverse learners, including those in special education, emergent bilinguals, and Talented and Gifted students. High-quality texts, reflecting various cultures, abilities, and family structures, enhance the learning experience.

The program prioritizes student engagement with complex, grade-aligned texts through interactive read-alouds, fostering deeper understanding. Educators maintain coherence by aligning materials, strategies, language of instruction, and routines across all grades, including intervention materials.

Crucially, our adopted materials underscore the importance of early literacy components, particularly explicit and systematic phonics and phonological awareness instruction. Our foundational skills curriculum integrates these elements with authentic reading experiences, establishing a robust basis for primary-grade reading development.

At the district level, the Reading Tiered Fidelity Inventory tool is used to evaluate the comprehensiveness of our literacy program and inform next steps for ensuring high quality core instruction. In addition, educators use universal screeners thrice yearly, supplemented by diverse data sources, for a comprehensive understanding of students' literacy development.

Throughout the 2023-2024 school year, we have embarked on intentional professional learning supporting data literacy including utilizing formative, curriculum-based assessments to drive targeted instruction. Our goal will be to expand upon these efforts by working closely with grant supported targeted and focal schools.

Program Review-Section 8: Reaching All Learners
([Framework Section 8 pg 62.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Multilingual learners are given full access to the core curriculum, and provided with comprehensive language development and explicit vocabulary instruction.
- Educators make connections between English and a child's home language so that they can leverage existing knowledge and skill, and whenever possible create opportunities for children to learn to read in their home language.
- Specific approaches are used to support language development and core curriculum access such as sheltering instruction, compacting the curriculum, and providing dual language programs.
- Formative and summative assessments are offered in the student's home language and English.
- Striving readers have access to extended learning programs that use research–aligned strategies and are provided by licensed teachers or qualified tutors.
- Striving readers have access to high–dosage tutoring programs that use qualified tutors and developmentally appropriate practices.

- Prevention of, and intervention for, early reading difficulties includes a systematic approach for providing increasingly intensified and individualized instructional support informed by multiple data sources and matched to students' areas of strength and need.
- Instructional support for students with reading and writing difficulties is provided *in addition to* high–quality core literacy instruction.
- Through the MTSS system, students that need additional support are provided qualityExplicit, systematic, evidence–based instruction is provided by qualified educators across all tiers of support.

What evidence do you have regarding Reaching All Learners indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Our commitment to multilingual learners in our early literacy program is marked by providing intentional access to the core curriculum, along with comprehensive language development and explicit vocabulary instruction. Embracing an Inclusive English Language Development (ELD) model, we utilize co-teaching and push-in support, ensuring meaningful engagement for all students.

To support language development and core curriculum access, strategies such as sheltering instruction, and offering dual language programs are employed. All NCSD teachers undergo sheltered instruction professional development, enhancing their capacity to create an inclusive learning environment.

Through the MTSS system, we focus on universal instruction first and subsequently utilize a preventative approach through increasingly intensified instructional interventions tailored to students' areas of strength and need. Assessments, including FastBridge, curriculum-based measures, Quick Phonics Screener, and formative assessments, guide our understanding of students' specific needs. Highly qualified educators provide effective teaching across all tiers of support. In addition, NCSD is currently engaged in a federal research project with the University of Kansas and NIRN to extend MTSS and better serve student needs not yet met with core instruction.

Continued goals and areas of growth include expanding access to and professional learning on research aligned and local evidence-based reading intervention materials and professional learning. In addition, increasing opportunities for targeted small groups and high-dosage tutoring learning structures will ensure more students have instruction tailored to their specific strengths and goals.

Application Questions

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Application-Section 1: Professional Development & Coaching

Describe how you will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators to improve early literacy instruction. Include how you will provide professional development to teachers and administrators on using and implementing literacy assessments, tools, curricula, and digital resources with fidelity to research-aligned literacy strategies. For each professional development and coaching strategy description, include the following details:

- the research-aligned literacy strategies that the professional development and coaching will focus on;
- the target audience (including roles) for the professional development and coaching; and
- the literacy assessments, tools, curricula or digital resource(s) the professional development will focus on (as applicable).

If you are not yet able to implement professional development and coaching, you must submit a rationale and describe how you plan to do so in the future.

Teachers in the NCSD, under the Early Literacy Success Grant, can access professional development opportunities in core and intervention literacy instruction. Over the last two years, NCSD has focused on district-wide support, and the following opportunities build on this foundation.

SoR Research Foundational Knowledge:

- Content: SoR-aligned strategies for literacy development (reading, writing, oral language).
- Who: K-3 classroom and Special Education teachers.
- Materials: *Six Shifts Science of Reading* modules (K-2).

Literacy Intervention:

- Content: Practices include alphabetic insight, phonological awareness, decoding, sight recognition, and fluency.
- Who: K-5 classroom teachers, Special Education teachers, Paraeducators.
- Materials: Benchmark Intervention.

Target Schools (2):

- Content: Data literacy, standards mapping, curriculum-based Science of Reading professional learning.
- Who: K-3 classroom and Special Education teachers, principals at Target schools.
- Materials: *From Phonics to Reading, FastBridge, Benchmark Intervention*.

Coaching:

- K-3 Early Literacy Coach (2.0 FTE):
    - Content: SoR core and intervention instructional strategies.
    - Who: Two target schools, K-3 classroom, and Special Education teachers.

- - *Materials: From Phonics to Reading, Benchmark Intervention, Core5 Phonics, FastBridge.*
- All Schools: 3rd-5th District Literacy Specialist (1.0 FTE):
  - Content: Science of Reading-aligned instructional strategies for foundational skills and application.
  - Who: All 3rd-5th classroom, Special Education teachers.
  - Materials: *From Phonics to Reading, Benchmark Intervention, FastBridge, Core5 Phonics*, writing units, culturally relevant classroom libraries.
- All DLI Schools: DLI District K-3 Literacy Specialist (.5 FTE)
  - Content: Science of Reading-aligned curriculum guidance, support, and resources for Fonética y Gramática, Imagine Learning, Intervention
  - Who: All K-3 DLI classroom, Special Education teachers.
  - Resources: Fonética y Gramática, Heggerty, Imagine Español

Application-Section 2: Extended Learning

Describe how you will provide extended learning programs that use research-aligned literacy strategies and that are made available by licensed teachers or by qualified tutors. For each extended learning program description, include the following details:
- description of how literacy is included as the focus of this program; and
- who will provide the extended learning and their qualifications.

If you are not yet able to implement extended learning programs, you must submit a rationale and describe how you plan to do so in the future.

In the summer of 2024, NCSD is committed to enhancing and diversifying its extended learning programs to better cater to the needs of our families. The current summer school literacy program, which includes 4 hours of reading and math instruction combined, will undergo augmentation. The literacy-focused component, constituting 2 hours, will align with our Structured Literacy materials, *From Phonics to Reading* and Fonética y Gramática, and incorporate materials from various aligned Intervention materials. The emphasis is on foundational skill development, encompassing reading, encoding, listening, speaking, and vocabulary.

Certified reading teachers, specializing in Structured Literacy practices, will lead these sessions at Summer School sites. Specialists will deliver whole-group explicit and systematic foundational skills instruction. Additionally, they will provide assessment-based, targeted small group instruction to ensure personalized learning experiences.

As part of the expanded offerings, we are introducing 1:1 High Dosage tutoring opportunities, both in-person and online. Highly qualified and certified teachers, trained in Structured Literacy

instruction and proficient in utilizing *Benchmark Intervention* system materials, will conduct these sessions. The focus will be on addressing individual student needs comprehensively, covering reading and writing domains.

Progress monitoring will be integral to all three extended summer learning opportunities. By evaluating the effectiveness of these programs, we aim to gather insights that will inform the design plans for the 2025-2027 biennium, ensuring continuous improvement and alignment with research-aligned literacy strategies.

Application-Section 3: High-Dosage Tutoring

Describe how you will provide **high-dosage tutoring** that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices. For each high-dosage tutoring strategy description, include the following details:

- the domains of language (reading, writing, listening, speaking) addressed (at least reading and writing);

- who will provide the high dosage tutoring and their qualifications;

- duration and frequency; and

- how the tutoring is developmentally appropriate, including how it is responsive to student need.

If you are not yet able to implement high-dosage tutoring, you must submit a rationale and describe how you plan to do so in the future.

In the 2024-2025 school year, our approach to high-dosage tutoring integrates reading and writing seamlessly, delivered by qualified tutors using developmentally appropriate practices. First, during the school day, certified teachers specializing in SoR aligned early literacy practices will conduct tutoring sessions. These sessions, occurring 2-5 days a week and lasting 20-30 minutes, will be tailored to individual student needs. Group size and duration will be determined through a Multi-Tiered System of Support, utilizing screening, diagnostic, and curriculum-based reading assessments.

Additionally, we will pilot an online 1:1 High Dosage tutoring program through the Ignite platform at two schools. Ignite tutoring sessions, taking place five days a week for 20 minutes each, will provide personalized, interactive support from online live tutors. The session goals will be based on Ignite's diagnostic tools, curriculum-embedded assessments, and routine progress monitoring.

Both tutoring strategies will comprehensively address all language domains, including reading, writing, speaking, and listening. Rooted in the Active View of Reading model, our sessions will employ strategies and explicit instruction in various elements such as phonological awareness, alphabetic principle, phonics, decoding, fluency, vocabulary, morphology, and more.

To ensure developmentally appropriate practices, we will intensify instruction through time, type

and focus as well as the incorporation of manipulatives and sensory strategies. Adjustments will cater to the diverse needs of students, aligning with age, motivation, engagement levels, and executive functioning skills. Through tailored approaches, our high-dosage tutoring model aims to foster comprehensive literacy development, meeting the unique needs of each learner.

Application-Section 4: Student Growth Assessment

If you do not have a current student growth assessment that allows for data to be disaggregated by student groups who have historically experienced academic disparities, describe how you will provide one.

N/A (NCSD does have a growth assessment - FastBridge)

Application-Section 5: Communication Plan

(Select all of the types of strategies you will use to communicate with partners. For strategies not listed, write them out.)

5.   What communication strategies will be used to communicate with other school districts?

☐Survey	☐Website	☐Quarterly Report
☒Focus Group	☐Email	☒Annual Report
☐Round Table Discussion	☐Paper Newsletter	☐Open House Night
☐Community Group Meeting	☐Social Media	
	☒School Board Meeting	☐Other (type out)

6.   What communication strategies will be used to communicate with elementary schools in the school district?

☒Survey	☐Website	☐Quarterly Report
☒Focus Group	☐Email	☐Annual Report
☐Round Table Discussion	☐Paper Newsletter	☐Open House Night
☐Community Group Meeting	☐Social Media	
	☒School Board Meeting	☐Other (type out)

7.   What communication strategies will be used to engage with families in the school district?

☐Survey	☐Website	☐Quarterly Report
☒Focus Group	☐Email	☐Annual Report
☐Round Table Discussion	☐Paper Newsletter	☐Open House Night
☐Community Group Meeting	☒Social Media	
	☒School Board Meeting	☐Other (type out)

8.   What communication strategies will be used to engage with members of the school district community?

☐Survey ☐Website ☐Quarterly Report
☑Focus Group ☐Email ☑Annual Report
☐Round Table ☐Paper Newsletter ☐Open House
Discussion ☑Social Media Night
☐Community ☑School Board ☐Other (type out)
Group Meeting Meeting

Application-Section 6: Matching Funds

9.   Name the fund source(s) for the 25% match.

10.   If applicable, a fund source is named for the 4th and/or 5th grade match. For additional detail, please see the Matching section within the Application Guidance: Early Literacy Success School District Grants.

11.   Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

☑Hiring
☐Purchasing Curricula & Materials
☐High-Dosage Tutoring
☐Extended Learning Programs
☑Professional Development & Coaching
☐Other purposes (short answer, please describe)

The 25% matching funding will come from the Student Investment Account.

Application-Section 7: Fiscal Agent

12. Name your fiscal agent for this grant agreement.Paul Southerton

North Clackamas School District

Application-Section 8: Assurances

Assurances

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Early Literacy Success School District Grant - Specific Assurances

By checking the following boxes, the applicant agrees that they:

☑ Have reviewed their early literacy program to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the <u>Early Literacy Success Initiative</u>*

☑ Have reviewed the reporting requirements in Section 6 (2) of the <u>Early Literacy Success Initiative</u> and included in the Early Literacy Success School District Grants Application Guidance. *

☑ Use literacy assessments, tools, curricula and digital resources that are reflected in the inventory and that they are based on research-aligned literacy strategies and are formative, diagnostic and culturally responsive; and if not, have indicated planned changes to ensure this requirement is met.*

☑ Will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction; and if not, have provided a rationale and description of how they will plan to do so in the future.*

☑ Will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors; and if not, have provided a rationale and description of how they will plan to do so in the future.*

☑ Will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices; and if not, have provided a rationale and description of how they will plan to do so in the future.*

☑ Have a student growth assessment (or have described that they will obtain one) that produces data that can be disaggregated by student groups who have historically experienced academic disparities (as defined in the <u>Early Literacy Success Initiative</u>).*

Overarching Assurances

☑ By checking this box, the applicant agrees to comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of

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race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.*

* – These assurances are required to be checked in the Smartsheet for submission.