



Agenda

North Clackamas School Board
Thursday, January 16, 2025 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

6:30	Call to Order	
	Community Comments	
	Native Land Acknowledgement	3
	Flag Salute	4
	Minutes - December 12, 2024	5
	Consent Agenda	
	A. Employment Changes	
	B. Middle School Schedule Adjustment to Meet Division 22	9
	Requirements for Physical Education Minutes	
	C. Policy Revisions	11
	D. Travel Request - Milwaukie High School Baseball	28
	E. Travel Request - Adrienne C. Nelson High School Band and Orchestra	35
	F. Travel Request - Rex Putnam High School A Capella and Vocal Point	44
	G. Travel Request - Clackamas High School Girls Softball	51
7:05	1. School Board Recognition Month - Presentation	58
	Presenter: Shay James	
7:15	2. Black/African American History Month - Proclamation	60
	Presenter: Kathy Wai	
7:25	3. Clackamas Education Service District Local Service Plan - Discussion	62
	Presenter: Shay James	
7:40	4. 2023-24 District Financial Audit	103
	Presenter: Matt Makara	
7:45	5. Charter School Renewal Requests - Discussion	106
	Presenter: Tiffany Shireman	

8:20 6. Clackamas Middle College Charter Renewal - Public Hearing
Presenter: Tiffany Shireman

8:25 7. Clackamas Web Academy Charter Renewal - Public Hearing
Presenter: Tiffany Shireman

8:30 Adjourn



Native Land Acknowledgment

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



Flag Salute

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

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

Executive Session With due notice having been given and a quorum present, Chair Kathy Wai convened executive session under ORS 192.660(2)(f), at 5:21 p.m. with the following members present:

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

Also present were Tiffany Shireman, Ivonne Dibblee, Khaliyah Williams-Rodriguez, Susie Brusse, and Jollee Patterson.

Proclamations Processes and Procedures - Legal Council Jollee Patterson advised the Board on considering information or records that are exempt by law from public inspection.

Executive Session adjourned at 5:55 p.m.

Governance Session Chair Kathy Wai convened governance session at 5:59 p.m.

Proclamations Processes and Procedures - The Board discussed the proclamations processes and procedures.

Governance Session adjourned at 6:20 p.m.

Open Session Chair Kathy Wai convened open session at 6:30 p.m.

Present, in addition to those in the executive session and governance session were Michelle Riddell, Tammy O'Neill, Teresa Neff-Webster, Matt Makara, Khaliyah Williams-Rodriguez, and Patricia Ahrens.

Tory McVay was not present for open session.

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

Jena Benologa read the Native Land Acknowledgement. Glenn Wachter led the Pledge of Allegiance.

R24/25-32

Minutes - Glenn Wachter moved, Jena Benologa seconded the motion to approve the minutes of the regular Board Meeting held November 14, 2024.

Motion passed unanimously, 6-0.

R24/25-33

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

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

- Administrative appointments, transfers, and terminations
- Licensed appointment, transfers, leaves, and terminations

Legislative Agenda (2025-2026 Sessions) -

- Approve the proposed legislative agenda.

Superintendent Evaluation Process -

- Adopt the evaluation process for the superintendent's evaluation.

Motion passed unanimously, 6-0.

North Clackamas Education Association (NCEA) Featured Educator –

NCEA Representative Michelle Arko recognized Alder Creek Middle School teacher Shannon Landstrom as NCEA Featured Educator for December.

School Presentation: Rowe Middle School - Assistant Superintendent of Education Ivonne Dibblee, Principal of Rowe Middle School Emily Moore, Assistant Principal of Rowe Middle School Harold Acevedo, and Instructional Coach Jennifer Martin gave a presentation on Rowe Middle School. The presentation included academic growth in reading and math, attendance growth, and the opening of their Dual Language Immersion program. Questions and comments from the Board were addressed.

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

Nutritional Services Update - Report – Chief of Operations Teresa Neff-Webster, Administrator of Nutrition and Wellness Amie Fortuna, and Director of Nutritional Services Greg Collins gave a report on Nutritional Services and Community Eligibility Provision (CEP) status.

Middle School Schedule Adjustment to Meet Division 22 Requirements for Physical Education Minutes - Discussion - Special Projects Administrator Cindy Detchon and Associate Director of Secondary Program Jeremy Cohen discussed the proposed middle school schedule integrated approach to meet Division 22 Physical Education instructional minutes requirements.

Policy Revisions - Discussion – Chief of Staff Tiffany Shireman presented revisions to the following policies:

BBF – Board Member Standards of Conduct

BBFC - Reporting of Suspected Abuse of a Child

GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements

JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements

JHFE - Suspected Abuse of a Child Reporting Requirements (DELETE)

CCG - Evaluation of Administrators

R24/25-34

Construction Bid Award: Wichita Center Re-Roof Project-

Discussion/Action - Mitzi Bauer moved, Glenn Wachter seconded the motion to approve awarding the Wichita Center Re-Roof Project to ABC Roofing, a Tecta America Roofing Company, LLC, for a sum not to exceed \$1,212,176.00.

Motion passed unanimously, 6-0.

Oregon School Boards Association Election - Action -

R24/25-35

Glenn Wachter moved, Mitzi Bauer seconded the motion to approve Resolution 1 that amends the OSBA dues schedule.

Nomination passed with a vote of 6-0.

R24/25-36

Mitzi Bauer moved, April Dobson seconded the motion to approve Resolution 2 that creates the Oregon School Board Members PRIDE Caucus and designates a seat on the Oregon School Boards Association Board of Directors and Legislative Policy Committee.

Nomination passed with a vote of 6-0.

R24/25-37

Jena Benologa moved, Mitzi Bauer seconded the motion to approve Resolution 3 that adopts the proposed amendments to the OSBA Bylaws.

Nomination passed with a vote of 6-0.

There being no further business to come before the Board, the meeting adjourned at 8:42 p.m.

Unapproved

Draft

**MIDDLE SCHOOL SCHEDULE ADJUSTMENT TO MEET
DIVISION 22 REQUIREMENTS FOR PHYSICAL EDUCATION
MINUTES**

CONSENT B
January 16, 2025

SUPERINTENDENT’S RECOMMENDATION:

Approval of the proposed middle school schedule integrated approach to meet Division 22 Physical Education instructional minutes requirements.

ORIGINATED BY:

ORS 329.496 - Division 22 Requirements for PE Minutes

REASON FOR BOARD CONSIDERATION:

NCSD must comply with Oregon’s Division 22 requirements. Board approval is required.

BACKGROUND:

The Oregon Legislature passed instructional time requirements for PE to provide equitable opportunities for all students to learn motor skills and benefit from the physical, cognitive and social benefits gained in PE. The statute provided a phase-in period, with full implementation at all grades K-8 to be achieved by the 2022-23 school year. During the 2023 legislative session [House Bill 3199](#) amended ORS 329.496 Physical Education requirements, and ORS 329.498. While NCSD has met these requirements for elementary and high school grades, the district has not been able to meet these new requirements at the middle school level, particularly for grades 7 and 8. NCSD requested and was granted an extension for a delay in implementation at the middle school level until the 2025-26 school year.

The requirements for Grades 6-8 include:

- An average of 150 minutes during each school week, calculated over the duration of the school year
- Taught by only licensed Physical Education teachers
- School districts and public charter schools shall offer instruction in physical education that meets the [academic content standards for physical education](#) adopted by the State Board of Education under ORS 329.045. The instruction shall be a sequential, developmentally appropriate curriculum that is designed, implemented and evaluated to help students develop knowledge, motor skills, attitudes and confidence needed to adopt and maintain physical activity throughout their lives.

- School districts and public charter schools shall devote at least 50 percent of physical education class time to actual physical activity in each school week, with as much class time as possible spent in moderate physical activity.

PROPOSED CHANGES:

The proposal is to maintain the current Middle School schedule, but create a Wellness course that will combine Health and PE into a yearlong course for all students in grades 6-8. Currently, students in grades 7 and 8 take one semester of PE and one semester of Health. Many of the current health and PE standards complement or overlap one another. A focused integrated approach will allow students to see the connection between health and physical movement and create a plan for lifelong wellness.

PRESENTER / STAFF CONTACT:

Ivonne Dibblee, Assistant Superintendent of Education

Cindy Detchon, Special Projects Administrator

Jeremy Cohen, Associate Director of Secondary Programs

POLICY REVISIONS

CONSENT C
January 16, 2025

REASON FOR BOARD CONSIDERATION:

A proposal of attached policy revisions and deletions.

RECOMMENDATION:

The Superintendent’s Policy Review Team, with representation of both staff and Board, reviewed and supports the following policy revisions.

BUDGET IMPACT/SOURCE OF FUNDS:

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

ATTACHMENTS:

Drafts of the following policies to review:

Policy	Title	Reason
BBF	Board Member Standards of Conduct	OSBA April 2024 Update, Senate Bill 231 (2023 Legislature) updates state law to reflect a centralized child abuse reporting system established by the Department of Human Services.
BBFC	Reporting of Suspected Abuse of a Child	
GBNAB/JHFE	Suspected Abuse of a Child Reporting Requirements	
JHFE/GBNAB	Suspected Abuse of a Child Reporting Requirements	
JHFE	Suspected Abuse of a Child Reporting Requirements (DELETE)	
CCG	Evaluation of Administrators	OSBA April 2024 Update, Revise policy language to include the purpose of evaluations and align language to OSBA model.

PRESENTER / STAFF CONTACT:

Tiffany Shireman, Chief of Staff



Code: BBF
Adopted: 1/20/11
Revised/Readopted: 1/14/16; 2/27/20

Board Member Standards of Conduct

Individual Board members and the Board as a public entity must comply with ethics laws for public officials.

Board members will treat other Board members, the superintendent, staff and the public with dignity, courtesy and civility and will provide opportunities for all parties to be heard with due respect for their opinions.

Board members will comply with the authority and responsibility of the Board chair to enforce *Robert's Rules of Order Newly Revised* (per OSBA) which governs the Board in its deliberations.

Board members will recognize the superintendent as the chief executive officer to whom the Board has delegated administrative authority to establish regulations and oversee the implementation of Board policy.

When a Board member expresses personal opinions in public, the Board member should clearly identify the opinions as personal and not representative of the Board.

A Board member will respect the privacy rights of individuals when dealing with confidential information gained through association with the district.

A Board member will keep information and documents discussed in an executive session confidential.

A Board member will utilize the district issued email account for all board and district related business and communications in accordance with district policy IIGBA - Electronic Communications System and administrative regulation, Guidelines for the Use of the District's Electronic Communication System.

A Board member will not post confidential information or documents about students, staff or district business online, including but not limited to, social media. Board members will treat fellow Board members, staff, students and the public with respect while posting and will adhere to Oregon Public Meetings Laws, including when communicating with other Board members via websites or other electronic means.

A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make a report to the Department of Human Services (DHS)¹ or to law enforcement within the county where the person making the report is located at the time of contact.

¹ How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)

END OF POLICY

Legal Reference(s):

[ORS 162.015 - 162.035](#)
[ORS 162.405 - 162.425](#)
[ORS 192.610 - 192.710](#)

[ORS 244.040](#)
[ORS Chapter 244](#)
[ORS 332.055](#)

[ORS 419B.005](#)
[ORS 419B.010](#)
[ORS 419B.015](#)

Cross Reference(s):

BBFA - Board Member Ethics and Conflicts of Interest
GBI - Staff Gifts, Fund Raising, Soliciting and Selling



Code: BBFC
Adopted: 2/27/20

Reporting of Suspected Abuse of a Child

A Board member is a mandatory reporter of child abuse¹. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately notify the Oregon Department of Human Services (DHS) or local law enforcement pursuant to Oregon Revised Statute (ORS) 419B.015.

The Board member making a report of child abuse, as required by ORS 419B.010, shall make a report through DHS² or to a law enforcement agency within the county where the Board member making the report is located at the time of the contact.

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

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 419B.005](#)

[ORS 419B.010](#)
[ORS 419B.015](#)

Cross Reference(s):

BBF - Board Member Standards of Conduct

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

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



Code: GBNAB/JHFE
Adopted:

Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that any child with whom the employee has come in contact has suffered abuse¹ shall immediately make a report to the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system² or to a law enforcement agency within the county where the person making the report is located at the time of the contact. Any district employee who has reasonable cause to believe that any person³ with whom the employee is in contact has abused a child shall immediately report in the same manner described above.

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

Abuse of a child by district employees, contractors⁴, agents⁵, volunteers⁶, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to DHS through its centralized child abuse reporting system or to a law enforcement agency, and to a designated licensed administrator.

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

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

³ "Person" could include adult, student or other child.

⁴ "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

⁵ "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁶ "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

The district will designate a licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the Chief of Human Resources and Business Services who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for making a report to law enforcement or the centralized child abuse reporting system of DHS, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)
[ORS 418.257 - 418.259](#)

[ORS 419B.005 - 419B.050](#)

[OAR 581-022-2205](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).

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



Code: JHFE/GBNAB
Adopted:

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

Abuse of a child by district employees, contractors⁴, agents⁵, volunteers⁶, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

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

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

³ "Person" could include adult, student or other child.

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If the superintendent is the alleged perpetrator the report shall be submitted to the Chief of Human Resources and Business Services who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for making a report to law enforcement or the centralized child abuse reporting system of DHS, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)
[ORS 418.257 - 418.259](#)

[ORS 419B.005 - 419B.050](#)

[OAR 581-022-2205](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).

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



Code: JHFE
Adopted: 6/25/20
Revised/Readopted: 2/10/22

Suspected Abuse of a Child Reporting Requirements**

See updated double coded version

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse¹ shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that **any person**² with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010. If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child’s care, the child’s age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors³, agents⁴, volunteers⁵, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulation.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the DHS or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator.

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

² “Person” could include adult, student or other child.

³ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

⁴ “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁵ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

The district will designate a licensed administrator and an alternate licensed administrator⁶, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the executive director of human resources who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in JHFE-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for local law enforcement and the local DHS office or its designee, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation JHFE-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a *Class A violation*.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the

⁶ Senate Bill 155 (2019) requires the district to designate a licensed administrator and an alternate licensed administrator in the event the licensed administrator is the alleged abuser for each school building to receive these reports.

obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Unapproved texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

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

END OF POLICY

Legal Reference(s):

[ORS 339.370 - 339.400](#)
[ORS 418.257 - 418.259](#)

[ORS 419B.005 - 419B.050](#)

[OAR 581-022-2205](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).

Senate Bill 51 (2021)

Cross Reference(s):

GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements

GCAB - Personal Electronic Devices and Social Media - Staff

JHFF/GBNAA - Reporting Requirements for Suspected Sexual Conduct with Students

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Code: CCG
Adopted: 3/17/11
Revised/Readopted: 5/02/13; 7/03/18

Licensed Evaluation - Administrators

The superintendent will implement and supervise an evaluation system for administrators. The purpose of administrator evaluations is to assist an administrator with developing and strengthening professional abilities, to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment.

Evaluation and support systems established by the district must evaluate administrators on a regular cycle. A formal evaluation will be conducted regularly.

The evaluation shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the superintendent and/or a qualified, licensed designee;
3. Evaluations will be in writing and discussed with the administrator by the person who conducts the evaluation; and
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation, and have the right of appeal through established grievance procedures, if applicable.

An administrator's evaluation shall use the following educational leadership-administrator standards¹ adopted by the State Board of Education.

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;
5. Ethical leadership; and
6. Socio-political context.

¹ These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.

Local evaluation and support systems established by the district for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
 - a. Classroom-based assessments including observations, lesson plans and assignments;
 - b. Portfolios of evidence;
 - c. Supervisor reports; and
 - d. Self-reflections and assessments.
3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;
5. Customized by the district, which may include individualized weighting and application of the standards.

An evaluation using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of the administrator;
2. Refine the support, assistance and professional growth opportunities offered to the administrator, based on the individual needs of the administrator and the needs of the students, the school and the district;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other teachers and administrators;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the administrator; and
6. Address ways to help all educators strengthen their culturally responsive practices.

The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\),\(8\)](#)

[ORS 332.505](#)

[ORS 342.120](#)

[ORS 342.815](#)

[ORS 342.850](#)

[ORS 342.856](#)

[OAR 581-022-022-2405](#)

[OAR 581-022-022-2410](#)

[OAR 581-022-022-2420](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

TRAVEL PERMISSION REQUEST

Milwaukie High School Baseball

CONSENT D

January 16, 2025

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the request to travel.

BACKGROUND:

Milwaukie High School is requesting permission for 14 students and 2 chaperones to travel to a baseball tournament in Phoenix, Arizona, March 24-29, 2025. This trip will cost approximately \$1,082 per student to be funded by a golf tournament, community breakfast, banner advertising, and baseball Bingo nights. The students will not miss any school due to school being out for Spring Break.

SOURCE OF FUNDS:

See attached Application for Permission to Travel

ATTACHMENTS:

Application for Permission to Travel and required attachments

STAFF CONTACT:

Petra Callin, Executive Director of Secondary Programs

Section II – Budget Information – Cost per Student

Expenses (per student)

- 1. Transportation \$ 685.00
- 2. Lodging (no home stays) \$ 54.00
- 3. Meals \$ 150.00
- 4. Fees/Event Expense \$ 100.00
- 5. Other \$ 93.00
Description of other expenses: Passenger Van Rental -
- 6. **Total cost per student (total lines 1 through 5):** \$ 1082
- 7. # of chaperones 2
- 8. # of students 14
- 9. **Total # of students + chaperones** 16
- 10. **Total cost of participation (Line 6 x Line 9):** \$ 17312
- 11. Substitute Teachers: (rates are effective 2024-2025)
 - a. # Full-Day Substitute(s) x # of Days @ \$302.95 = \$ 0
 - b. # Half-Day Substitute(s) x # of Days @ \$151.48 = \$ 0
 - c. **Total Sub Cost** \$ 0

TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.): \$ 17,312.00

Funding for Planning Purposes (estimates only)

- 1. Does your current account balance cover this trip? No
 - a. If no, please explain

Still have some fundraising to finish.

- 2. Amount of fund balance allocated for this trip: 0
- 3. Projected fundraising income*: 12,000.00
- 4. Projected contributions (donations)*: 625.00
- 5. OUT OF POCKET (per student): 350.00

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 17,312.00

*Describe projected fund-raising activities and contributions:

Golf Tournament, Community Breakfast, Banner Advertising, and Baseball Bingo nights.

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

Section III – Transportation and Lodging Information

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

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

Name of minibus Driver(s): _____

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

Number of miles round trip: _____

*Drivers of rental vehicles must be approved via the District’s driver certification process. Contact Risk Management to complete the certification process (allowing a minimum of two weeks for processing with the State DMV).

Name of rental vehicle Driver(s): Brian Grant
Jeremie Bohlman

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

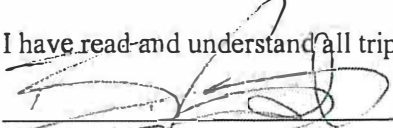
2 - 10 Passenger Vans - Sport Van Rentals

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

Green Tree Hotel - Phoenix West
1500 N 51st Ave
Phoenix AZ 85043
4 players per room
2 coaches in a room

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

I have read and understand all trip guidelines.



Trip Leader Signature

11/26/24

Date

Section IV – Required Attachments for building level approval only.

The following attachments must accompany this application:

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

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

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

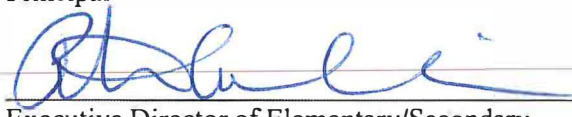
Section VI – Approval

Principal Level: Approved
 Denied



Principal 12/3/24
Date

District Level: Approved
 Denied



Executive Director of Elementary/Secondary 12/10/24
Date

Date of Board Approval: _____

Milwaukie Mustangs Baseball Spring Break Itinerary

3/25-3/29

3/25: Fly out of PDX Southwest Flight WN1940 at 5:30am and arrive in Phoenix at 8:00am
9:00am Have breakfast
11:00am Check in to Green Tree Hotel- Phoenix West
1:00pm Practice at local High School
4:00pm Visit Minor League Spring Training Site
6:00pm Team Dinner
8:00pm Site seeing around Scottsdale
10:00pm Curfew/ Room Check

3/26: Times for events TBD based on game schedule
7:00am Team Breakfast at hotel
Game 1 of tournament
Team Lunch
Back to the hotel to relax
Visit Spring Training Site
Team Dinner
Team Activity
10:00pm Curfew/ Room Check

3/27: Times for events TBD based on game schedule
7:00am Team Breakfast at hotel
Game 1 of tournament
Team Lunch
Back to the hotel to relax
Visit Spring Training Site
Team Dinner
Team Activity
10:00pm Curfew/ Room Check

3/28: Times for events TBD based on game schedule
7:00am Team Breakfast at hotel
Game 1 of tournament
Team Lunch
Back to the hotel to relax

Tour Cubs Spring Training Facility and then attend a game
11:00pm Curfew/ Room Check

3:29:

7:00am Team Breakfast

11:00am Check out of hotel

1:00pm Lunch

2:00pm Site Seeing around Phoenix

5:00pm Top Golf/ fun and dinner

7:00pm Arrive at airport

9:20pm Fly home Southwest Flight WN4171 from Phoenix to Portland

12:05am Arrive in Portland

TRAVEL PERMISSION REQUEST

Adrienne C. Nelson High School Band and Orchestra

CONSENT E

January 16, 2025

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the request to travel.

BACKGROUND:

Adrienne C. Nelson High School is requesting permission for 100 students and 10 chaperones to travel to Music Tour in Anaheim, California, April 10-14, 2025 for musical performances. The trip will cost approximately \$1,200 per person to be funded by three product fundraisers to help offset the participant's total out of pocket cost.

SOURCE OF FUNDS:

See attached Application for Permission to Travel

ATTACHMENTS:

Application for Permission to Travel and required attachments

STAFF CONTACT:

Petra Callin, Executive Director of Secondary Programs

Section II – Budget Information – Cost per Student

Expenses (per student)

- 1. Transportation \$ 600
- 2. Lodging (no home stays) \$ 400
- 3. Meals \$ 0
- 4. Fees/Event Expense \$ 200
- 5. Other \$ _____

Description of other expenses: _____

6. **Total cost per student (total lines 1 through 5):** \$ 1200

7. # of chaperones 10

8. # of students 100

9. **Total # of students + chaperones** 110

10. **Total cost of participation (Line 6 x Line 9):** \$ 132000

11. Substitute Teachers: (rates are effective 2024-2025)

a. # Full-Day Substitute(s) x # of Days @ \$302.95 = \$ 0

b. # Half-Day Substitute(s) x # of Days @ \$151.48 = \$ 0

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

TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.): \$ 132,000.00

Funding for Planning Purposes (estimates only)

- 1. Does your current account balance cover this trip? no
 - a. If no, please explain

Students will fund raise and deposit money into the account to cover the cost of the trip.

- 2. Amount of fund balance allocated for this trip: 0
- 3. Projected fundraising income*: 600x50=\$30,000
- 4. Projected contributions (donations)*: 0
- 5. OUT OF POCKET (per student): 1200 - unless fundriased

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 132,000

*Describe projected fund-raising activities and contributions:

Three selling product fundraisers will help offset cost of each participants total out of pocket price. Chaperones will be at a reduced cost. See attachment below.

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

Section III – Transportation and Lodging Information

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

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

Name of minibus Driver(s): _____

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

Number of miles round trip: _____

*Drivers of rental vehicles must be approved via the District’s driver certification process. Contact Risk Management to complete the certification process (allowing a minimum of two weeks for processing with the State DMV).

Name of rental vehicle Driver(s): Aaron Botteron
NCS D drivers for airport transportation

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

In Portland (NCS D bus) to and from airport/Adrienne C. Nelson High school
In Anaheim to and from airport/hotel. Pacific Coachways 11771 Markon Dr, Garden Grove, CA 92841 18666492550

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

Courtyard Anaheim Theme Park Entrance
1420 S Harbor Blvd, Anaheim, CA 92802

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

I have read and understand all trip guidelines.

John Donnelly

Digitally signed by John Donnelly
Date: 2024.10.02 11:06:53 -07'00'

10/2/2024

Trip Leader Signature

Date

Section IV – Required Attachments for building level approval only.



The following attachments must accompany this application:

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

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

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

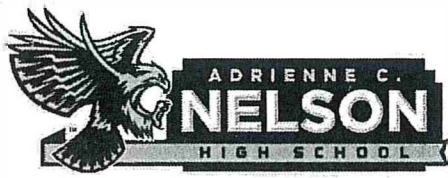
Section VI – Approval


Principal Level:	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Denied	 <hr/> Principal	10.25.2024 <hr/> Date
District Level:	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Denied	 <hr/> Executive Director of Elementary/Secondary	11/3/25 <hr/> Date

Date of Board Approval: _____

*Describe projected fund-raising activities and contributions:

Students will have the opportunity to fundraise if they choose, with an average fundraising amount of around \$600. If a student chooses not to fundraise, they can cover the entire trip cost of \$1,200 out of pocket. We will have three fundraisers specifically dedicated to supporting this trip, and typically about half of the students participate in the fundraisers. Chaperones will attend at a reduced cost of 25% off because they are signing up to perform an important job: supporting the directors by ensuring the safety and transportation of all members. They will be present at all times throughout the trip and are expected to be on call 24/7, similar to a full-time job. The reduced chaperone cost is factored into the total trip expenses.



	<p style="text-align: center;">Adrienne C. Nelson High School Thursday - Monday April 10th - 14th, 2025</p>
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Thank you so much for committing your student to the Adrienne C. Nelson High School Disneyland Trip for 2025 featuring Disneyland and Disneyland California Adventures Theme Parks in Anaheim, California. The Band and the Orchestra are pleased to be able to offer this educational trip to the "happiest place on Earth" to enrich and celebrate your student. We will be performing within the parks as well as participating in a Disney clinic featuring a recording session in a specially designed educational setting.

Details for starting the trip will be coming soon as we will be leaving the school for the airport on Thursday, April 10th (League performance day for Orchestra) and returning on Monday April 14th. This will include a grade prep day (Friday) of no school for your student so there will be the least amount of missed classes possible.

While in California, students will be staying at the Courtyard Marriott Anaheim (near the Theme Park Entrance) which will include 6 occupants to a room. All students will have a single bed and have recommended a roommate or two. Students will also travel on tour buses to and from the airport. While traveling to Disneyland, students will walk to and from the park to the hotel as a group. Parents will be chaperoning the trip at a 1 per 10 ratio and have all been background checked through the district. Please see the back of this sheet for the best itinerary we can provide at this point. Nelson High School is still awaiting our performance times and locations within the parks.

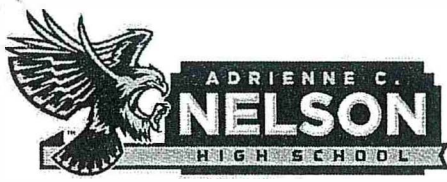
Although this trip is a big expense due to travel and lodging, students will be responsible for their food while in the park. Students are asked to bring money for lunch and dinner as well as packing snacks for between times. They will be allowed to bring some items in the park for the day.

This is a school activity, and all school rules apply as all students should conduct themselves appropriately. Behavior contracts have already been signed and students will be directed about extra rules for overnight accommodations: this includes never entering a hotel room not assigned to you and being in rooms for curfew hours. Trip medications should go through the respective directors as we are required and trained to deal in medicinal oversight.

This is a fee based trip and there are deadlines for ½ and the full amount due are listed below:

November	\$100 deposit.
January	\$500.00
Friday March 24th	\$600.00

Payment can be made over the phone to Mr. Ship in the Bookkeeping office by calling 503.353.5750 and choosing option #5. If the following payment schedule does not work for your family, please contact Mr. Donnelly or Mrs. Lorimor



2025 Musical Tour

Thank you again for assisting your students during the trip. We look forward to a rewarding performing arts experience and lifelong memories.

Estimated Itinerary April 10th 2025

Day 0 - April 9th - penske load

Day 1 - April 10th - Travel day

Morning - Arrive at school and store your gear in band/orchestra room

12pm-load yellow bus to airport

3pm - Flight to LAX

5:40pm - land at LAX

7pm - board buses -> grocery store -> hotel (hotel rooms have microwaves and mini fridges)

10pm - travel to Courtyard Anaheim hotel

12pm - lights out/room checks

Day 2 - April 11th - Park Day

7am - wake up and head to Disney (band instruments on truck)

8am - enter the park together as a group. Park hopping available.

4:40 - Band vehicle drop off

5:15pm - everybody meet at stage 12 (next to monster inc ride in california adventures)

6pm - soundtrack session

8pm - excused and returned to parks.

10pm - california adventures closes

12am- Disney closes

1am - Lights out/Room Checks tape doors

Day 3 - April 12th - Park Day

6:30 am - wakeup

7am - Load vehicle

7:25 - vehicle inspection

8am - meet for performance @ stage 12

9:30am - performance

10pm - california adventures closes

12am- Disney closes

1am - Lights out/Room Checks

Day 4 - April 13th - Park Day

6:30 am - wakeup

7am - All Load vehicle

7:25 vehicle inspection

8am - meet for performance stage 12

9:30am - performance

11:40 - vehicle drop off

12:15pm - meet at stage 12

1pm - soundtrack session

10pm - california adventures closes

12am- Disney closes

1am - Lights out/Room Checks

Day 5 - April 14th - travel/day at the beach

7am - wake up, pack up, load up bus for some time at the beach

8am - wheels up for beach

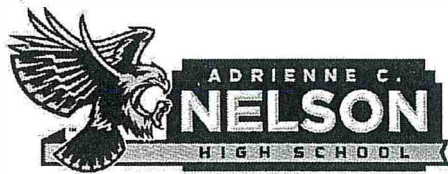
2pm - load busses and head to burbank airport

4:15 pm - Flight to PDX

9pm - Check out with chaperone and go home (Check out means signed chaperone sheet)

9:15pm - school bus available for those who need a ride back to Nelson.

Day 6 - April 15th - U-haul unload



2025 Musical Tour

Flights are on _____ airlines:

Hotel:

Courtyard Marriott Anaheim (Theme Park Entrance)
1420 South Harbor Boulevard
Anaheim, California 92802 USA
(714) 254-1442

Destinations:

Disneyland and Disney's California Adventure!
1313 S. Harbor BLVD.
Anaheim, Ca 92802
(714)781-7797

Santa Monica Pier, CA 92648

Transportation:

Pacific Coachways
11771 Markon Drive
Garden Grove, CA 92841
714-892-5000

TRAVEL PERMISSION REQUEST

Rex Putnam High School-A Capella and Vocal Point

CONSENT F

January 16, 2025

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the request to travel.

BACKGROUND:

Rex Putnam High School is requesting permission for 43 students and 5 chaperones to travel to Choir Trip in San Francisco, California, March 27-31, 2025, for a performance tour. This trip will be \$1,595 per student to be funded by the Rex Putnam Auction, fall fundraiser show, SnapRaise, student sponsorships, and choir camp. Students will only miss one day of school, since the trip is during spring break.

SOURCE OF FUNDS:

See attached Application for Permission to Travel

ATTACHMENTS:

Application for Permission to Travel and required attachments

STAFF CONTACT:

Petra Callin, Executive Director of Secondary Programs

Section II – Budget Information – Cost per Student

Expenses (per student)

- 1. Transportation \$ 506
 - 2. Lodging (no home stays) \$ 305
 - 3. Meals \$ 130
 - 4. Fees/Event Expense \$ _____
 - 5. Other \$ 654 Other includes all attractions and clinician f
nighttime security, onsite staff, chaperone c
planning services and liability insurance
- Description of other expenses: itinerary as priced through E
- 6. **Total cost per student (total lines 1 through 5):** \$1595
 - 7. # of chaperones 5
 - 8. # of students 43
 - 9. **Total # of students + chaperones** 48
 - 10. **Total cost of participation (Line 6 x Line 9):** \$76,560
 - 11. Substitute Teachers: (rates are effective 2023-2024)
 - a. # Full-Day Substitute(s) x # of Days @ \$302.95 = \$ _____
 - b. # Half-Day Substitute(s) x # of Days @ \$151.48 = \$ 151.48
 - c. **Total Sub Cost** \$151.48
- TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.):** \$76,711.48

Funding

- 1. Current school account balance: 431 7
- 2. Amount of fund balance allocated for this trip: 4000
- 3. Projected fundraising income*: 15,720
- 4. Projected contributions (donations)*: 3 8 0.48
- 5. OUT OF POCKET (per student): 1018

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 76,711.48

*Describe projected fund-raising activities and contributions:

Fall Fundraiser Show, Auction, SnapRaise, Student Sponsorships, Choir Camp

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

Section III – Transportation and Lodging Information

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

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

Name of minibus Driver(s): _____

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

Number of miles round trip: _____

*Drivers of rental vehicles must be approved via the District's driver certification process. Contact Risk Management to complete the certification process (allowing a minimum of two weeks for processing with the State DMV).

Name of rental vehicle Driver(s): _____

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

Parents will transport students to and from the airport.
MTR Charter buses, as contracted through ETS, Inc. while in San Francisco.

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

Hampton Inn
300 Gateway Blvd, South San Francisco, CA 94080

Chaperones will be in separate hotel rooms, 3-4 students per room and ETS, Inc. provides night time security in the hotel each night.

Application for Permission to Travel – IICA-AR

3-4

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

I have read and understand all trip guidelines.

Erika Lockwood
Trip Leader Signature

Sept 3, 2024

Date

EKL 12/13/24

Section IV – Required Attachments for building level approval only.

The following attachments must accompany this application:

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

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

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

Section VI – Approval

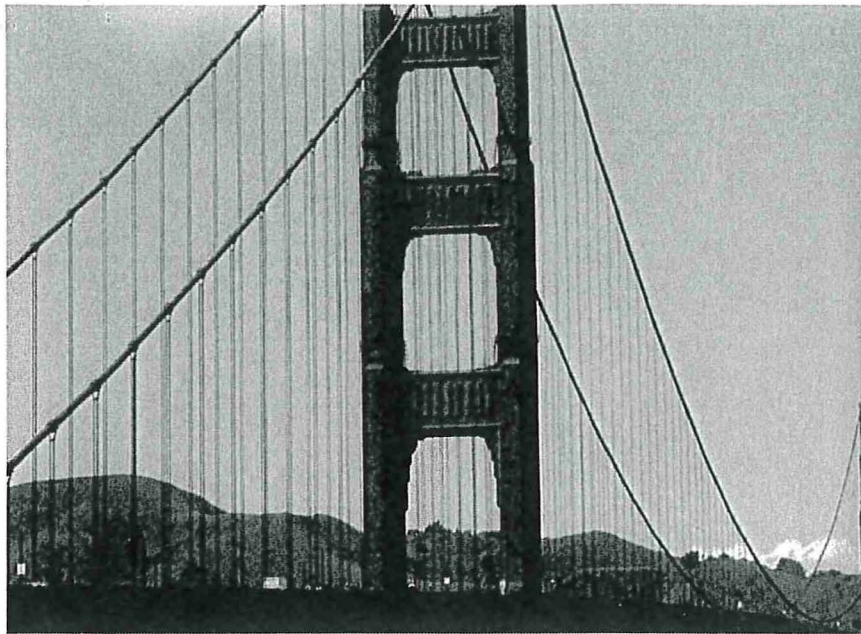
Principal Level: Approved
 Denied

[Signature] 12/13/2024
Principal Date

District Level: Approved
 Denied

[Signature] 1/9/25
Executive Director of Elementary/Secondary Date

Date of Board Approval: _____



You Are Invited!

Rex Putnam
HS Choir Trip

For more information,
please contact:

Erika Lockwood
lockwoode@nclack.k12.or.edu

Visit:

San Francisco, CA

All Inclusive Tour Package Covers:

- All ground transportation
- All local tour guide services
- All breakfasts and 1 group dinner
- All clinician fees
- All attraction tickets
- Hotel (at quad occupancy)
- Nighttime hotel security
- Dedicated tour planner
- ETSI staff assistance on-site while on tour
- Memories to last a lifetime!

All-inclusive cost:

\$1595 total
5 Days / 4 Nights

Based on 40 paying participants with quad occupancy

RECOMMENDED PAYMENT SCHEDULE:

Deposit*	With registration* \$400.00*	
Payment Due	Dec 15, 2024	\$525.00
Final Payment Due	Jan. 15, 2025	Balance

Payments can be made directly to your online account via electronic payment or with a credit card. Note: there is an additional 4% convenience fee for credit card payments.

To Register!

- ✓ Go to the ETSI website at www.etsi.ws
- ✓ Click the Registration/Payments tab at the top of the page
- ✓ Enter the trip # **3S68-ETSI** and click the button to register
- ✓ Click the green registration button at the top of the page and follow the directions to complete registration.

2025 Trip Dates:
March 27-March 31st

Trip Number:
3S68-ETSI

Presented By:



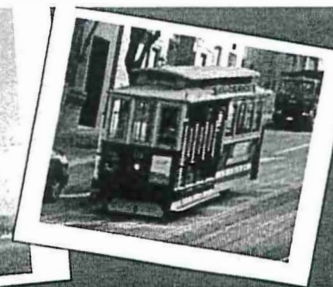
Educational
Travel Services, Inc.

P.O. Box 82605 • Portland, OR 97282 • 503-653-3988 • 800-752-1296 • www.etsi.ws

ETSI Music Tour

Rex Putnam HS Choir

San Francisco, CA



2025

Sample
Itinerary

Thursday, March 27	Friday, March 28	Saturday, March 29	Sunday, March 30	Monday, March 31
<p>Morning</p> <p>Depart early morning by motorcoach for Ashland, OR</p> <p>Afternoon</p> <p>University Clinic Attend a hands-on clinic with a university professor. Get a taste of what it is like to study music in a college environment.</p> <p>Evening</p> <p>Activity TBA: bowling, movie, etc</p> <p>Check in to Hotel</p> <p>Overnight in Ashland</p>	<p>Morning</p> <p>Continue by motorcoach to Sacramento, CA</p> <p>Afternoon</p> <p>Performance in the California State Capitol building Rotunda</p> <p>University Clinic Continue by motorcoach to San Francisco, CA</p> <p>Evening</p> <p>Dinner in Chinatown followed by a walking ghost tour This tour brings to life the tales of San Francisco Chinatown's supernatural past and present as you are lead on a ghostly tour of Chinatown's historic and mysterious streets and alleyways</p>	<p>Morning</p> <p>Alcatraz Prison See the infamous island known as "The Rock". Alcatraz is most famous for being one of the toughest federal prisons in America.</p> <p>Continue local sightseeing</p> <p>Possible performance</p> <p>Afternoon/Evening</p> <p>Attend a Major League Baseball Game (Pending schedule) or Musical or performance event</p>	<p>Morning/Afternoon</p> <p>Six Flag's Discovery Kingdom Enjoy one of the most exciting theme parks on the west coast. There's nothing as frightening as Medusa—the tallest, fastest, longest and most technologically-advanced roller coaster in Northern California.</p> <p>Evening</p> <p>Fisherman's Wharf/Pier 39 Explore the famous and festive marketplace. Enjoy one of a kind shopping and dining as well as live music and entertainment. (Possible performance)</p>	<p>Morning</p> <p>Local Sightseeing - to possibly include: Lombard Street and Golden Gate Bridge</p> <p>Afternoon</p> <p>Cathedral Performance (Choir only pending availability)</p> <p>Depart by motocoach for home, watch movies enroute. Enjoy the beautiful California and Oregon scenery en route home</p> <p>Evening</p> <p>Arrive home</p>

TRAVEL PERMISSION REQUEST

Clackamas High School Girls Softball

CONSENT G

January 16, 2025

SUPERINTENDENT'S RECOMMENDATION:

Board approval of the request to travel.

BACKGROUND:

Clackamas High School is requesting permission for 13 students and 3 chaperones to travel to Payson, Arizona for competitive softball games, March 20-23, 2025. The trip will cost approximately \$1,230 per person to be funded by bundt cake sales, casino night, and SnapRaise fundraisers.

SOURCE OF FUNDS:

See attached Application for Permission to Travel

ATTACHMENTS:

Application for Permission to Travel and required attachments

STAFF CONTACT:

Petra Callin, Executive Director of Secondary Programs

Section II – Budget Information – Cost per Student

Expenses (per student)

- | | | |
|----|-------------------------|-----------|
| 1. | Transportation | \$ 864.61 |
| 2. | Lodging (no home stays) | \$ 192.63 |
| 3. | Meals | \$ 120 |
| 4. | Fees/Event Expense | \$ 46.15 |
| 5. | Other | \$ 0 |
- Description of other expenses: _____
6. Total cost per student (total lines 1 through 5): \$ 1,223.39
7. # of chaperones 3
8. # of students 13
9. Total # of students + chaperones 16
10. Total cost of participation (Line 6 x Line 9): \$ 19,574.39
11. Substitute Teachers: (rates are effective 2023-2024)
- a. # Full-Day Substitute(s) x # of Days @ \$302.95 = \$ _____
- b. # Half-Day Substitute(s) x # of Days @ \$151.48 = \$ _____
- c. Total Sub Cost \$ _____
- TOTAL COST OF FIELD TRIP/TRAVEL (Line 10 plus line 11c.): \$ 19,574.24**

Funding

1. Current school account balance: 0
2. Amount of fund balance allocated for this trip: 0
3. Projected fundraising income*: 19,574.24
4. Projected contributions (donations)*: 0
5. OUT OF POCKET (per student): 0

Total Funding Resources – including fund raising, student out-of-pocket, contributions, school budget (totals should match): \$ 19,574.24

*Describe projected fund-raising activities and contributions:

We did many fundraisers last year and this year for the trip. Fundraisers include: Bundt Cake sales, youth camps/clinics, casino night, Jamba Juice sales, concessions, Snap raise, etc.

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

Section III – Transportation and Lodging Information

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

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

Name of minibus Driver(s): _____

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

Number of miles round trip: _____

*Drivers of rental vehicles must be approved via the District's driver certification process. Contact Risk Management to complete the certification process (allowing a minimum of two weeks for processing with the State DMV).

Name of rental vehicle Driver(s): Samantha Frost
Bill Gutwig

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

We will be flying Southwest on Thursday evening to Phoenix Arizona Airport and plan to fly back on Sunday evening via Southwest to the Portland Airport. In Arizona we will rent vans from Budget rental car company to get the girls to and from the airport, games and hotels.

Name and location of lodging and description of room arrangements (chaperones may not share rooms with students; see item #2 under Chaperone Guidelines). Students are not allowed to stay with host families without written permission from Superintendent or designee. This is in accordance with Volunteer Policy IICC-AR(1): We will be staying at the Comfort Inn in Payson Arizona. With 13 girls we will have 4 rooms, with 4 or 3 girls assigned to each room. Coaches will have their own rooms. This hotel is 4 minutes from Payson High School which is where we will be playing our tournament.

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

I have read and understand all trip guidelines.

[Signature]
Trip Leader Signature

12/12/24
Date

Section IV – Required Attachments for building level approval only.

The following attachments must accompany this application:

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

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

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

Section VI – Approval

Principal Level: Approved
 Denied

[Signature] 1/7/25
Principal Date

District Level: Approved
 Denied

[Signature] 1/7/25
Executive Director of Elementary/Secondary Date

Date of Board Approval: _____

Clackamas Softball Spring Break trip 2025 Itinerary

Thursday 3/20

- 4pm- Meet girls at Portland Airport to board plane together.
- 4:10pm- check bags and gear, receive boarding pass.
- 4:30pm- Security check with team.
- 5:30pm- Find gate as a team.
- 6:15pm- Board flight and take off to Phoenix as a team.
- 8:45pm- Land in Phoenix Airport
- 9pm- get rental vans from Budget Rental company.
- 9:10pm- leave airport for takeout food
- 9:30pm- Leave takeout food of girl's choice to Comfort Inn Hotel
- 10:45pm- Arrive at Comfort Inn Hotel in Payson Arizona.
- 11pm- get girls checked into rooms and go to bed.

Friday 3/21

- 7am-9am Hotel Breakfast as a team
- 10am- get ready for games
- 11am-4pm Softball tournament at Payson High school (we will have sandwiches delivered by boosters in between games for lunch)
- 5pm- get cleaned up at the hotel
- 6pm- team dinner at a nearby restaurant
- 9pm- Head back to the hotel
- 10pm- room checks and bedtime.

Saturday 3/22

- 7am-9am Hotel Breakfast as a team
- 10am- get ready for games

11am-4pm Softball tournament at Payson High school (we will have sandwiches delivered by boosters in between games for lunch)

5pm- get cleaned up at the hotel

6pm- team dinner at a nearby restaurant

8pm- Head back to the hotel

9pm- Play games in the common room with the team

10pm- room checks and bedtime.

Sunday 3/23

8am-10am complimentary hotel breakfast as a team

11am- pack up and check out of hotel.

11:30am- Drive to airport

12:30pm- arrive at Phoenix Airport, return Vans to budget rental company

1pm- check bags and gear, receive boarding pass.

1:30pm- get team through airport security

2:30pm- wait for flight

3:10pm- board and take off from Phoenix airport to PDX.

5:55pm- Land at Portland Airport

6pm- get bags and make sure kids find their families to head home.

SCHOOL BOARD RECOGNITION MONTH

PRESENTATION
Agenda Item #1
January 16, 2025

SUPERINTENDENT’S RECOMMENDATION:

This time is set aside on the agenda to honor and appreciate “School Board Recognition Month” by recognizing the North Clackamas School Board.

BACKGROUND:

The Oregon School Boards Association (OSBA) has set aside the month of January to honor the unpaid elected volunteers who serve on Oregon’s 197 local school boards, our 19 education service district boards, and our 17 community college boards. These dedicated local leaders give their personal time and energy to handling the critical tasks of budgeting and overseeing the management of Oregon’s public education structure.

OSBA encourages school districts, education service districts, community colleges, mayors and other local officials to join them in celebrating “School Board Recognition Month” in January. By doing so, you can help educate the community about the importance of public schools and the people who ensure that Oregon’s children receive the education they need to prosper in today’s global economy.

ATTACHMENTS:

School Board Recognition Proclamation

PRESENTER / STAFF CONTACT:

Shay James, Superintendent



School Board Recognition Month

in

North Clackamas School District

WHEREAS, school boards create a vision for what students should know and be able to do;

WHEREAS, school boards establish clear standards for student performance;

WHEREAS, school boards ensure that student assessments are tied to established standards;

WHEREAS, school boards are accountable to the community for operating schools that support student achievement;

WHEREAS, school boards align school district resources to ensure that students meet standards;

WHEREAS, school boards create a climate that supports the philosophy that all children can learn at high levels;

WHEREAS, school boards build collaborative relationships based on trust, teamwork and shared accountability; and

WHEREAS, school boards are committed to continuous education and training on issues related to student achievement;

NOW, THEREFORE, I hereby declare my appreciation to the members of the North Clackamas School Board and proclaim the month of January to be School Board Recognition Month.

I urge our community to join me in recognizing the dedication and hard work of local school board members in preparing today's students for tomorrow's world.

Signed:

Dr. Shay James, Superintendent

PROCLAMATION:
BLACK/AFRICAN AMERICAN HISTORY MONTH

ACTION
Agenda Item #2
January 16, 2025

BOARD CONSIDERATION:

Adopt the proclamation recognizing February 2025 as Black/African American History Month in North Clackamas School District.

BACKGROUND:

National Black/African American History Month in February celebrates the contributions that Black/African Americans have made to American history in their struggles for freedom and equality and deepens our understanding of our Nation's history. Since 1996, Presidents have issued annual proclamations for National Black/African American History Month.

The Association for the Study of African American Life and History has identified this year's Annual Black History Theme: *African Americans and Labor*.

ATTACHMENTS:

Proclamation

PRESENTER:

Kathy Wai, Board Chair



Black/African American History Month

in

North Clackamas School District

WHEREAS, each year, the United States observes Black/African American History Month by celebrating the culture, heritage and countless contributions of Black/African Americans to our Nation's history and identity; and

WHEREAS, Black/African American History Month grew out of the establishment, in 1926, of Negro History Week by Carter G. Woodson and the Association for the Study of African American Life and History; and

WHEREAS, the 2025 national theme for the observance is "African Americans and Labor;" and

WHEREAS, the North Clackamas School District is deeply committed to equity and inclusion. This stance includes the cultural and racial affirmation of our students, staff, parents, and community members who identify as Black/African American; and

WHEREAS, our community is better because of the diversity of our population; and

WHEREAS, the North Clackamas School District strives to close the equity and outcome gaps for Black/African American students through policies and practices that reflect the experiences of Black/African American students, ensure greater access and opportunity and honor history, heritage, and contributions; and

NOW, THEREFORE, BE IT RESOLVED that the North Clackamas School District hereby proclaims the Month of February 2025 as Black/African American History Month in the North Clackamas School District and encourages all residents to honor Black/African American history and culture.

Adopted this 16th day of January 2025.

Signed:

Chair, Kathy Wai, School District Board of Directors

CLACKAMAS EDUCATION SERVICE DISTRICT
LOCAL SERVICE PLAN

DISCUSSION
Agenda Item #3
January 16, 2025

SUPERINTENDENT'S RECOMMENDATION:

Review the Clackamas Education Service District Local Service Plan, authorizing services for 2025-2026.

ORIGINATED BY:

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

BUDGET IMPACT/SOURCE OF FUNDS:

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

BACKGROUND:

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

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

ATTACHMENTS:

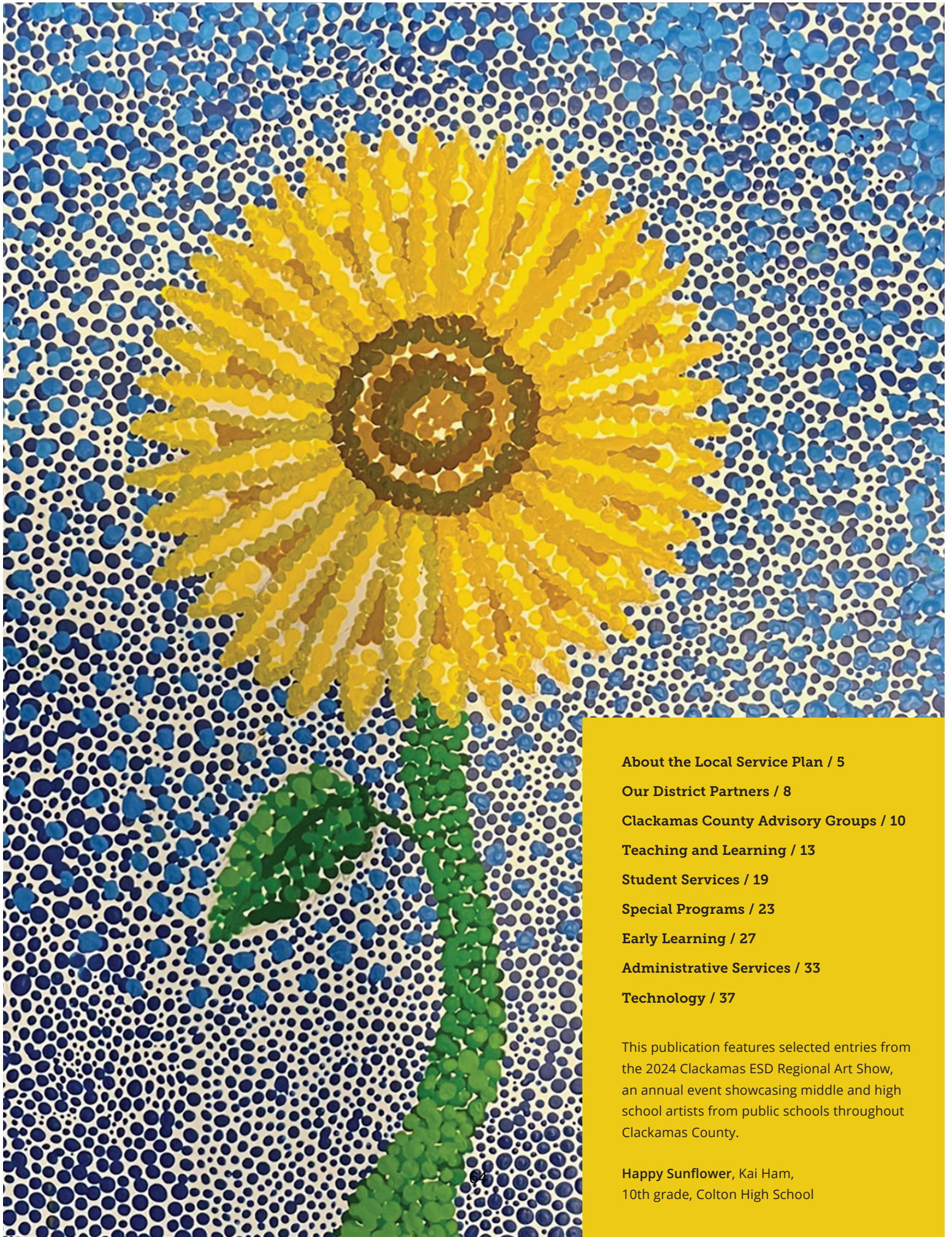
Local Service Plan for 2025-2026

STAFF CONTACT/ PRESENTERS:

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

Local Service Plan | 2025-26





About the Local Service Plan / 5

Our District Partners / 8

Clackamas County Advisory Groups / 10

Teaching and Learning / 13

Student Services / 19

Special Programs / 23

Early Learning / 27

Administrative Services / 33

Technology / 37

This publication features selected entries from the 2024 Clackamas ESD Regional Art Show, an annual event showcasing middle and high school artists from public schools throughout Clackamas County.

Happy Sunflower, Kai Ham,
10th grade, Colton High School



A Message from Clackamas ESD: All In for Kids

Clackamas Education Service District exists because of our children. As one of 19 ESDs across Oregon, our clear mission is to partner with 10 Clackamas County school districts, and many other regional and state organizations, to ensure all children have access to equitable educational opportunities.

We create a local service plan each year to highlight how we’re moving forward with that mission. This document is extensive, because our services are diverse. Our supports fit into four primary categories:

- **Direct special education screening and services** to children and youth ages birth to 21, specializing in highly individualized support for students with complex learning challenges
- **Training, coaching and other professional development opportunities** for K-12 educators, administrators and other staff, all focused on district academic priorities
- Multiple supports to school districts that help keep students engaged in school, and **create physically and emotionally safe learning environments**
- **A range of technology services** centered on providing secure, reliable networks and data management and analysis services to dozens of customers

We use a mix of funding sources to provide these services. The “resolution services” you see in this report are those offered to and paid for by all 10 of our partner school districts using State School Fund dollars. All of those services are reviewed, adjusted as needed and approved annually by district superintendents and school boards.

Because a majority of our services are funded by state and federal grants and contracts with users, we review those services in our LSP as well. For example, this year we opened the Clackamas Early Learning Center, which hosts several preschool classrooms for traditionally underserved children, as well as our program that screens children birth to 5 for learning delays. While the center is funded completely through grants, contracts and partnerships, its valuable services are preparing more children to become successful learners as they move into the K-12 system.

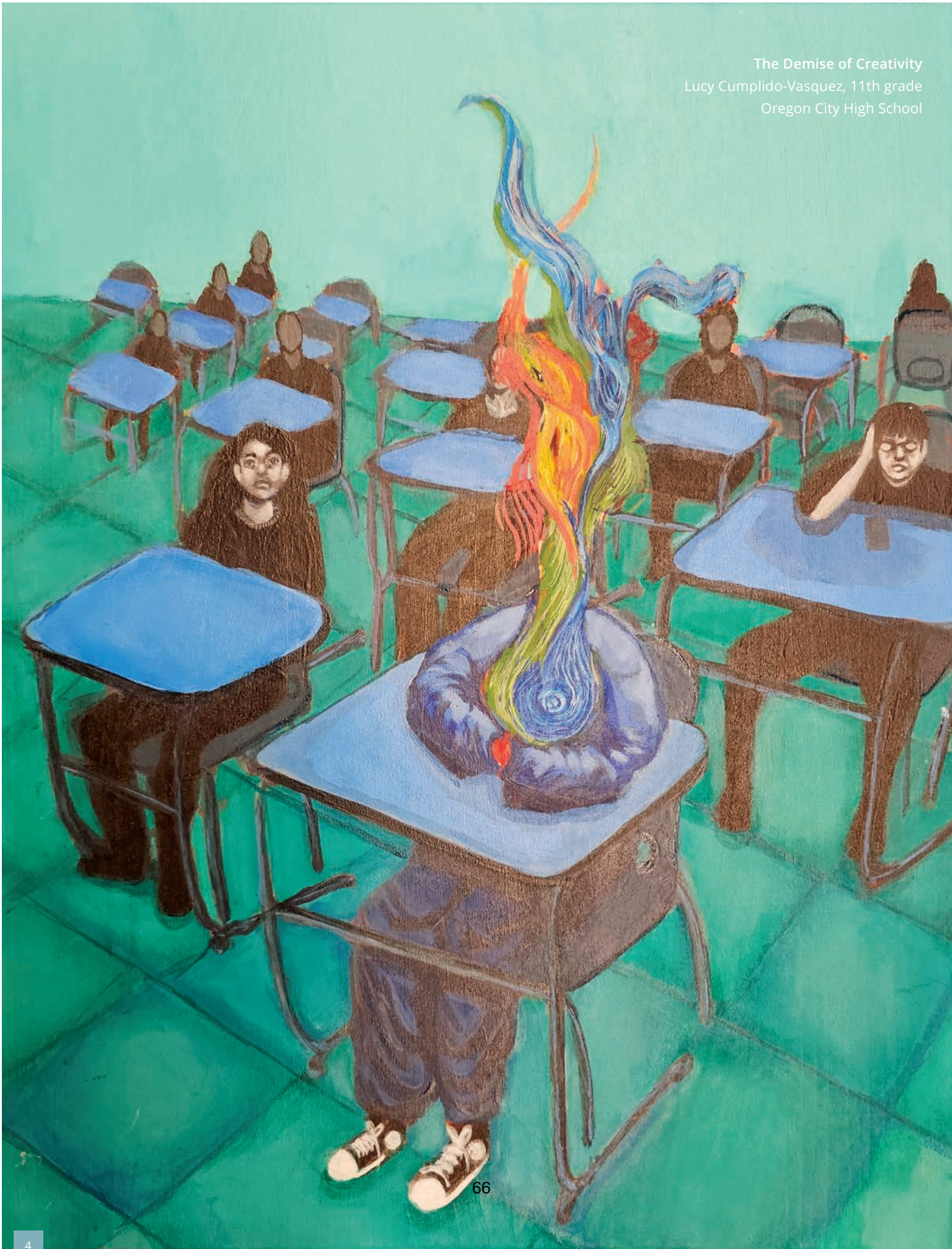
Our local service plan is a road map for the coming year, but we stay nimble, always prepared to respond to changing needs in our region. We encourage you to read through this report to explore the many ways we are working with our school districts and other partners to advance our community’s educational landscape. Our deep appreciation for your continued partnership and commitment to our shared mission of “all in” service to the tens of thousands of children in Clackamas County.

In service,

Larry Didway
Superintendent

Linda Brown
Chair, Board of Directors

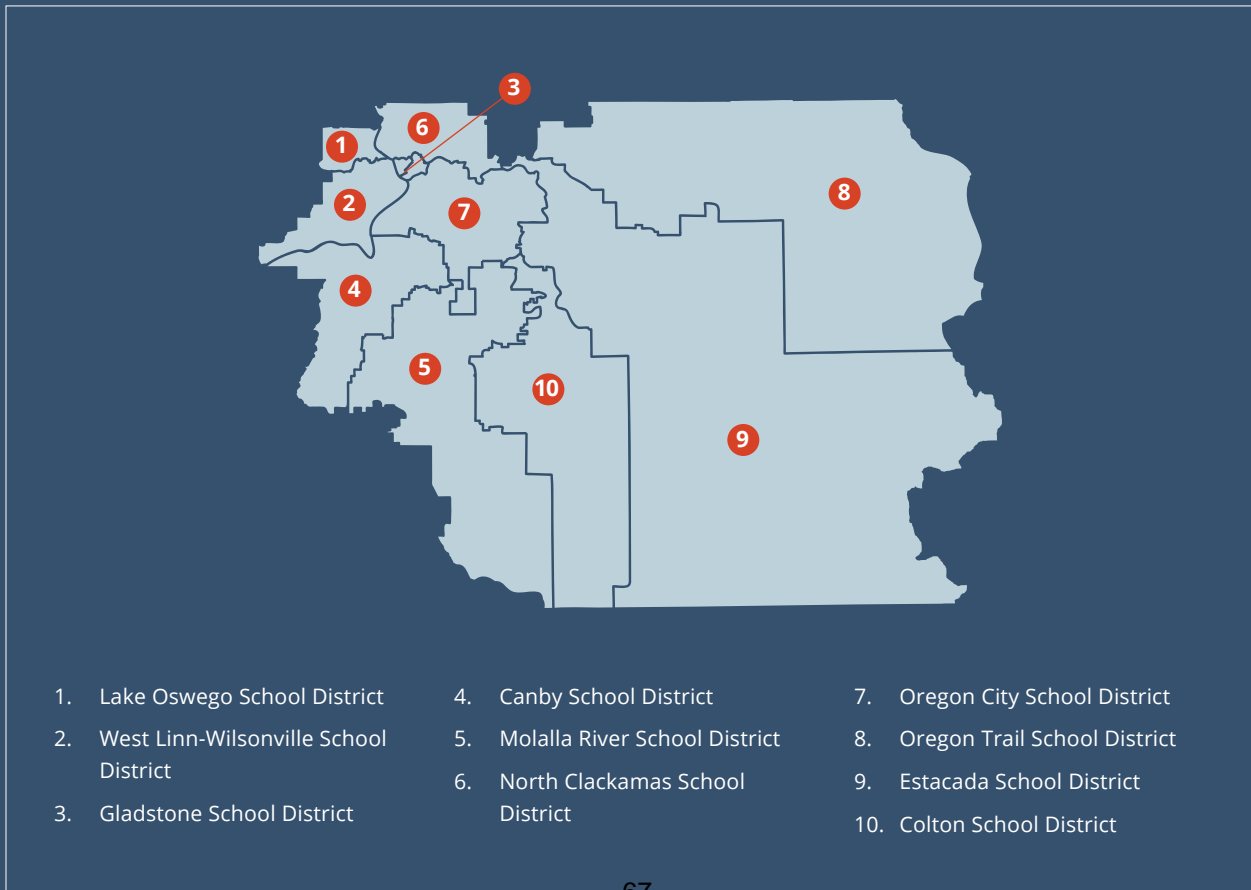
The Demise of Creativity
Lucy Cumplido-Vasquez, 11th grade
Oregon City High School



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 serve our 10 partner school districts in Clackamas County. The plan includes services required by state statute, services to all districts adopted by local school board resolutions, and explanations of services provided by contracts, grants and other partnerships.

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



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, including standards to provide a quality education
 - Services designed to address curriculum and school improvement issues
 - Professional learning for employees who provide teaching and learning services
 - Services designed to assist with data analysis and program evaluation

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

- **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

early childhood special education report card. We conduct periodic surveys and interviews of ESD advisory groups to gauge satisfaction with programs and services as part of our continuous improvement efforts. 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.

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/

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 percent of State School Fund dollars to provide regional services. Clackamas ESD spends at least 90 percent 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

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 and Clackamas ESD, 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.

2024-25 Chief Administrators' Council Chair

Tony Mann

Superintendent, Molalla River School District 35

Aaron Bayer

Superintendent, Oregon Trail School District 46

Kathy Ludwig

Superintendent, West Linn-Wilsonville School District 3J

Ryan Carpenter

Superintendent, Estacada School District 108

Jennifer Patterson

Superintendent, Canby School District 86

Tim Cook

President, Clackamas Community College

Jeremiah Patterson

Superintendent, Gladstone School District 115

Larry Didway

Superintendent, Clackamas Education Service District

Jennifer Schiele

Superintendent, Lake Oswego School District 7J

Shay James

Superintendent, North Clackamas School District 12

Dayle Spitzer

Superintendent, Oregon City School District 62

David Kline

Superintendent, Colton School District 53

District Advisory Groups

In addition to coordinating the Chief Administrators' Council, Clackamas ESD facilitates 10 job-alike advisory groups that meet regularly to collaborate on projects, share information and best practices, and problem-solve responses to issues and challenges. See pages 10-11 for advisory group members.

Opposite page, top row (left to right): Aaron Bayer, Ryan Carpenter, Tim Cook. **Second row:** Larry Didway, Shay James, David Kline. **Third row:** Kathy Ludwig, Tony Mann, Jennifer Patterson. **Bottom row:** Jeremiah Patterson, Jennifer Schiele, Dayle Spitzer



Clackamas County Advisory Groups

	Business	Communications	Migrant Education	English Learners
Clackamas ESD	Carey Pinto Jeremy Pietzold	Shirley Skidmore Amy Mintonye Paul	Angelita Miller	Dan Kimbrow
Canby School District	Denise Lapp	Kristen Wohlers	Danielle Reynolds Fatima Lopez Ramirez Karent Robles	Danielle Reynolds
Colton School District	Chris Gibb	Katrina Raasch		David Kline
Estacada School District	Michael Waer	Maggie Kelly	Jennifer Behrman Leticia Gonzalez	Jennifer Behrman Karen Greene
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	Andy Campbell	Andrea Watson	Tamara Jackson	Tamara Jackson
North Clackamas School District	Matt Makara Dawna Burke	Curtis Long	Laurie Meisner	Laurie Meisner
Oregon City School District	Jason Jensen	Caitlin Bergstrom Lisa Normand	Sarah Crane Eva Franco	Sarah Crane Kelly Gavrich
Oregon Trail School District	Tim Belanger	Garth Guibord Julia Monteith	Rachael George	Rachael George Danielle Carey Erin Barton
West Linn-Wilsonville School District	Son Le Hughes	Andrew Kilstrom 72	Barb Soisson Yanette Ayala	Barb Soisson Yanette Ayala Elisa Lee

Facilities	Human Resources	Safe Schools/ Emergency Mgmt	Special Education	Teaching and Learning	Technology
Tim Witcher Pam Bonner Mark Dodge Marvin Hill	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
Bret Adkins Shawna Grant	Andy McKean	Bret Adkins Shawna Grant Andrew Olney	Kathy Sullivan	Danielle Reynolds	Bret Adkins
Eric Bjarnson	Katrina Raasch	Chris Gibb	Christie Dudley	David Kline	Chris Gibb
Michael Waer John Simpson	Kelly Hayes Lisa Akins	Michael Waer	Jason Hobson	Jennifer Behrman	Kristy Cheshier
Rachel Lopez Hopper Ivan Leigh	Tammy Tracy	Jeremiah Patterson	Michael Shelton	Scott Sullivan	Scott Sullivan
Tony Vandenberg Brent Paul	Donna Watson	John Parke Kellie Snaadt	Scott Schinderle	LaKeyshua Washington	James Miller
Tony Tiano Shalin Akins	Jennifer Ellis, Co-Chair	Amy Chapin Jefferey Hillhouse	Robin Shobe	Tamara Jackson	Chris Shaw
David Kruse Rob Martinez Teresa Neff- Webster Leif Palmer Amanda Wall	Michelle Riddell Alma Morales Galicia Will Ruehle Keylah Boyer Joe Bridgeman	David Kruse Kimmy Boone	Fiorella Kassab	Tammy O'Neill Dianna Ngai	Leigh Anne Scherer
Michael Sweeten Tom Larson	Lisa Normand Bethany Bowers	Jeana Buxton Michael Sweeten	Melissa Berg	Sarah Crane	David Klusmann
Chelsea Lincoln Lane Bill Wetherbee	Ken Bucchi Chelsea Leymaster		Katie Schweitzer	Rachael George Kim Ball	Scott Coleman
Pat McGough Jeff Chambers Steve Matthias	Shyla Waldern	Jeremy Nichols Pat McGough	Lauren Briggsby 73	Barb Soisson	Khanh Duong

Personal Still Life
Tara Yeh, 8th grade
Rosemont Ridge Middle School



Teaching and Learning

The Clackamas ESD teaching and learning team collaborates with regional school districts to enhance teacher and administrator professional learning opportunities. We offer a range of high-value opportunities through our in-house content specialists and contracted partnerships.

Our team is responsive to the evolving needs of districts. In addition to ongoing support in STEM, math, early literacy and multilingual learner programs, we are prepared to assist with curriculum adoptions and help districts navigate the emerging role of artificial intelligence in education.

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

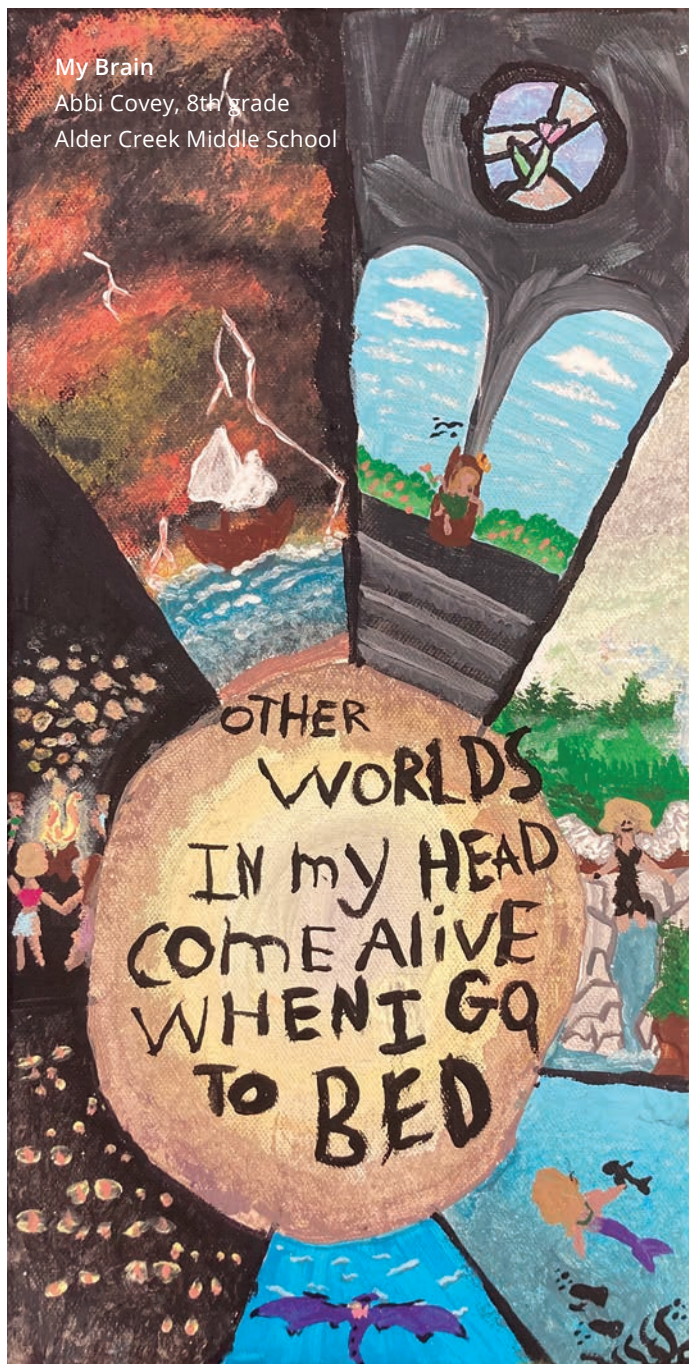
Dawnnesha Lasuncet, Equity and Inclusion Coordinator

Resolution services

Curriculum, instruction and assessment

Our services, shaped by active collaboration with the teaching and learning advisory, include:

- Professional development that promotes best and emerging practices, enabling teachers to effectively use data for



improving student experiences and fostering continuous improvement

- Guidance for curriculum adoptions, focusing on selecting high-quality materials aligned with state standards
- Assistance in interpreting state and federal policies related to assessments, graduation requirements and improvement plans
- Representation and advocacy for districts in key work groups and task forces, such as the Region One Assessment Consortium, Oregon Association of Education Service Districts/Oregon Department of Education program cabinet, South Metro STEM Partnership executive advisory board, Statewide Literacy Excellence Network, and Oregon Department of Education English language acquisition and artificial intelligence collaboratives
- Consultation with district and school leaders in areas including early literacy, second language acquisition (including dual language immersion), math, STEM, health and educator mentor development

Professional learning opportunities and networks

Our high-quality professional development is aligned with adult learning principles and best practices. It fosters educator efficacy, equity, assessment literacy, data-driven decision-making and personalized learning experiences. Serving as a liaison with districts, we collaborate to prioritize and plan professional development opportunities, whether tailored to classroom and school staff or delivered at a countywide level.

Professional learning includes:

- Support and training to enhance the capacity to meet the needs of diverse learners, with a focus on culturally responsive curriculum, practices, and data and assessment literacy
- Equity-centered, culturally responsive instruction and assessment
- Instructional practices to support English learners and emergent bilinguals
- Mentor support for classroom teachers and building leaders
- Curriculum development assistance
- Best practices for literacy instruction and assessment,

including sequential, multi-sensory approaches to teaching literacy

- Best practices for math instruction and assessment
- Strategies to increase inclusive practices in classrooms and school buildings
- Support for building effective secondary school schedules
- Guidance on leveraging artificial intelligence tools and practices

Networks include:

- South Metro-Salem STEM Partnership
- Oregon Math Project and standards implementation
- Oregon Science Leaders
- Oregon Ambitious Science teaching community
- Oregon OpenSciEd community
- Building an Equitable NGSS-Aligned K-12 Science Program
- New teacher community of practice
- Literacy communities of practice for coaches and administrators
- EdTech Cadre and AI Innovators Forum

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 multiple languages and interpretation of results
- Evaluation of curriculum adoption and implementation
- Support in developing longitudinal growth targets and Student Investment Account progress markers
- Training and consultation on best practices in culturally responsive data collection and analysis

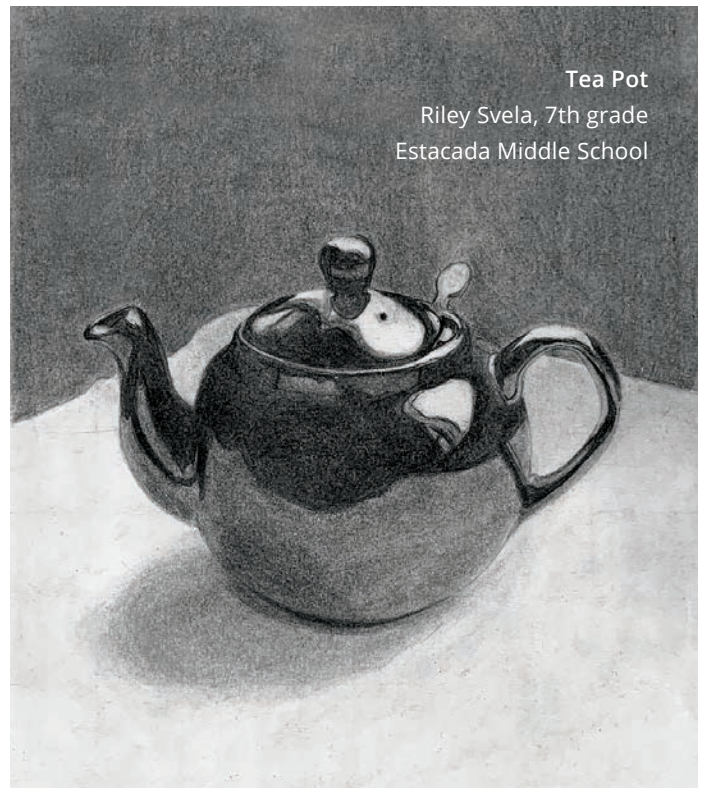
- Applied research studies to support continuous improvement efforts
- Access to the Hanover Research Library, which provides insights into curricular, teaching, technology and operational topics

Multilingual and English learners network

Clackamas ESD supports services for emergent bilingual learners in programs for both multilingual and English learners. We share resources on all aspects of serving multilingual and English learners, including instruction, assessment, compliance and family involvement, with our component districts.

Clackamas ESD's supports include:

- Support with Title III district plans
- Maintaining compliance with state and federal law
- English language proficiency assessments
- Training on use of the Sheltered Instruction Observation Protocol (administrators, teams)
- Teacher training on instructional best practices
- Training on best practices in interpretation and translation



Tea Pot
Riley Sveta, 7th grade
Estacada Middle School

- Dual Language Immersion Cadre
- Guidance on building academic language
- Supporting newcomers and recent arrivals, including registration processes, transcripts evaluation and course placements, welcoming environments, and sample policies and procedures

Lending library leadership team

This leadership team is composed of exceptional science, technology, engineering and mathematics teachers, along with teachers on special assignment from Clackamas County. They meet monthly to develop, test and provide guidance on the creation of the lending library — a curated collection of lessons, kits and devices designed to expand culturally relevant

Commitment to continuous progress

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.

and engaging STEAM learning experiences for traditionally underserved student populations and beyond.

Statewide 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.



Untitled
Ani Shambaugh, 8th grade
Kraxberger Middle School

The Teenage Dream
Noel Hildenbrand, 7th grade
Rosemont Ridge Middle 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 healthy 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 through Oregon Department of Education Integrated Programs Technical Assistance funds. The integrated programs include: High School Success, Student Success Act, Continuous Improvement Planning, Career and Technical Education, Every Day Matters and Early Indicator Intervention Systems.

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: Highlights from four main areas of focus

Student mental and emotional health

- **Counselor support:** 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:** This is a key area of support, with regional and on-demand, district-specific training provided in QPR (Question, Persuade and 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.

2025-2027 CESD Integrated Comprehensive Support Overview

Outcome #1	<p>Student Emotional Well-being 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.</p>
Outcome #2	<p>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.</p>
Outcome #3	<p>Safe and Inclusive Learning Environments Regional implementation of psychologically and physically safe and inclusive learning environments with a particular focus on students who have been historically underserved in the education system.</p>
Outcome #4	<p>Systemic and Sustainable Improvement Regional implementation of grant management and investment practices that create sustainable, systemic improvements, with particular focus on students who have been historically underserved in the education system.</p>
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 2025-2027 Comprehensive Plan at www.clackesd.org/SSAplan

- **Regional Flight Team:** A flight team provides mental health after-care for students and staff following a crisis or tragedy. We worked with a design team of representatives from all districts to develop a calibrated flight team response that can be utilized when districts request additional support from the Regional Flight Team. We provide the training on these calibrated processes and procedures, as well as coordinate the logistics of recruiting and organizing Regional Flight Team members whenever requests are received.

Physical health and safety

- **School nurse support:** 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.
- **School nurse lending library:** 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.
- **Behavior safety assessment:** Our team collaborates closely with the Clackamas County Department of Juvenile Justice to provide support to districts on Level 1 and Level 2 behavioral safety assessment.

Safe and inclusive learning environments

- **Bias incident response:** We have developed a suite of supports focused on the implementation of Every Student Belongs, a State Board of Education policy that confirms all students, employees and visitors in public schools are entitled to learn, work and participate in an environment that is safe and free from discrimination, harassment and intimidation. Resources include a digital reporting tool, staff training, a bias incident response manual, communication templates and coaching/consultation.

- **Trauma-informed practices:** We provide professional learning, consultation and coaching to support district professional learning/training plans for education assistants, front office staff, bus drivers and others who play a key role in creating safe and inclusive learning environments for students. The training and resources focus heavily on trauma-informed practices. 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.
- **Culturally responsive practices:** We support our district partners in strengthening student and community engagement by providing professional learning, consultation and coaching for districts related to culturally responsive practices. This support includes a training series for front office staff and coaching for attendance teams focused on the root causes of absenteeism.

Systemic and sustainable improvement

- **Evidence-based planning and decision making:** The team has capacity 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.

NOTE TO SELF

Today will be
a good day



You Don't Have to be Different to Like New Things
Thomas Smith, 10th grade
Heron Creek - West Linn-Wilsonville School District

Special Programs

Some students in our region experience complex 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 assist older students in transitioning to the next stages of their lives by building employable skills and independent living capacity.

We provide educational support for students who are in short- and longer-term residential facilities. We work 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.

In addition, we provide other specific services throughout the region and state, including staff support, training and assistance with federal and state programs in areas such as occupational/physical therapy.

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

Kriss Rita, Transition Network Facilitator

Resolution services

Life Enrichment Education Program

Our Life Enrichment Education Program provides a comprehensive education for students grades kindergarten through high school transition experiencing complex disabilities and communication needs. Through Individualized Education Programs, LEEP supports students in accessing academic, social-emotional, communication and life skills curriculum and instruction. Multidisciplinary classroom teams include special education teachers, educational assistants, speech-language pathologists, occupational therapists, physical therapists, behavior specialists, nurses, adaptive physical education teachers and others as needed. The program focuses on academics, communication, personal management, decision

making, independence, self-advocacy, practical living skills, vocational skills, leisure/recreation activities, social skills and access to a full life.

Services provided through contracts

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. 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.

Parrott Creek

We bring an educational team of teacher and coach to the Parrott Creek Ranch, a residential program for youth who are stepping out of incarceration or who are returning from residential placements outside of Oregon. These professionals are supervised and supported by an administrative team in the department.

Local educational agency motor team

We provide occupational and physical therapy staff support upon request from our school district partners. These staff members provide consultation, assessments and direct services, including ongoing support for students with Individualized Education Programs where these services are required.

Medicaid and school-based health services

Medicaid's fee-for-service process allows districts to recover the costs of providing health supports to eligible students attending schools and programs in their respective districts. Clackamas ESD assists school districts throughout



Prey
Kaylin Son, 11th grade
Adrienne C. Nelson High School



Untitled
Vilia Crivellone, 7th grade
Molalla River Middle School

Services provided through grants

Transition network facilitation

Our transition network facilitation program supports high school and post-high school personnel in Clackamas, Hood River, Wasco, Gilliam and Sherman counties in helping 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.

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 administrators. Technical assistance and professional development are provided via in-person and/or virtual means at no cost to districts.

the state in identifying and accounting 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/reports.

Clackamas ESD also assists school districts throughout the state with the process of **Medicaid administrative claiming**, a three-times-a-year survey to collect federal dollars for connecting eligible students with community health supports. We use a "train the trainer" model to build district capacity to handle the surveys and serve as a liaison to the Oregon Health Authority to develop cost pools, process match payments and resolve questions.

Clackamas ESD serves as an educational agency and participates in Medicaid fee-for-service as a billing provider. We obtain parent consent for students enrolled and attending Clackamas ESD school-age programs. We provide covered health services, documentation support and training to staff working in these programs. The ESD receives all billing reimbursement and reinvests into the ESD's budget to offset costs and develop equitable program services.

Clackamas ESD also participates in Medicaid administrative claiming to help offset costs and develop equitable program services.

Commitment to continuous progress

We gather data through surveys and direct interviews with district directors every summer to identify areas of strength and growth to inform plans for the coming year.

We consistently work to diversify our services to support a continuum of district requests and needs, adjusting our direct services in LEEP and Heron Creek and facilitating positive transitions for 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.

Early Learning

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

We offer services in the following 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
- **Preschool Promise** free preschool program for young children whose families have an income up to 200 percent of the federal poverty level
- **Child care resource and referral**, providing coaching and technical assistance 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. Our Clackamas Early Learning Center opened in fall of 2024. The center hosts our evaluation center, two Head Start to Success classrooms, a PEER (positive engagement, empathy and relationship-building) classroom, a Preschool Promise classroom, and a partnership with ClackCoKids for two Early Head Start classrooms. We will serve approximately 100 children ages 3-5 and 16 children ages 1-3 in these classrooms during the 2024-25 school year.

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, Preschool Promise and CCR&R)



Diverskitty
Hailey Steinkamp, 8th grade
Inza R. Wood Middle School

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 2024, we served more than 1,500 children across Clackamas County.

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 632 such evaluations in 2024.

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 2023-24 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 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.

Preschool Promise

Our new Preschool Promise classroom, located in the Clackamas Early Learning Center, provides free, high-quality preschool to 20 children ages 3-5. We are operating this classroom in partnership with the Future Generations

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, a robust training calendar that is designed to the professional learning needs of child care providers, and 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

Collaborative to provide a culturally responsive educational program for children in Clackamas County whose families identify as Native American. This includes incorporating Native language, cultural norms and values into the learning environment.

Infant early childhood mental health consultation planning grant

In collaboration with the Clackamas County Children’s Commission, Clackamas ESD’s early learning department co-convenes a stakeholder workgroup that is tasked with planning for the implementation of mental health consultation services for child care providers starting in 2025. Supporting young children’s mental health through a consultation model has been identified as a key strategy for preventing suspensions and expulsions in early childhood settings.

Community partnerships

The early intervention/early childhood special education team continues multiple partnerships — including with Head Start to Success and the Clackamas County Children’s Commission Head Start program — 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 participated 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. We are hosting a pilot project in our service region in two classrooms — one in an early childhood special education classroom, and one in a Head Start classroom in the North Clackamas School District.

At Peace

Alexis Hibbert, 9th grade
Estacada High School



- 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.

The opening of the Clackamas Early Learning Center has created opportunities for new partnerships. For example, we are partnering with the Future Generations Collaborative to build capacity around culturally responsive services for children and families in Clackamas County who identify as Native American. Additionally, we are partnering with the Clackamas County Children’s Commission to provide healthy meals to students and to provide care for infants and toddlers in two classrooms.

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

In addition, our early learning team has continued partnerships with several school districts, including Estacada, Gladstone and West Linn-Wilsonville. We’re a founding partner of the Gladstone Center for Children and Families, an innovative early learning center that operates a Teaching Preschool model classroom, and offers professional development and parent education. We also frequently partner with North Clackamas School District early learning staff.

Commitment to continuous progress

Student outcomes/state report card

Our annual state EI/ECSE report card reflects the 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. Additionally, staff in our early learning programs participate in pre-service and ongoing professional learning opportunities focused on the implementation of the *Pyramid Model for Promoting Social-Emotional Competence in Infants and Young Children*, along with other topics that support high-quality classroom practices. This year, we are partnering with the University of Denver’s Positive Early Learning Experiences Center to provide staff training on inclusive practices. We also are participating in the Children’s Institute’s Early School Success Academy to focus on our instructional approaches across programs, with a specific emphasis on early language and literacy development.



The Race Against Time
Una O'Hare, 11th grade
Lake Oswego 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. We are a statewide leader in generating accolades for great teachers: In 2024, 40 percent of all nominations and applications for Oregon Teacher of the Year came from Clackamas County. In September 2024, we honored Robert Parker, an architecture and design teacher at the Sabin-Schellenberg Professional Technical Center in the North Clackamas School District, as our 2024-25 Regional Teacher of the Year.

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. Nearly 200 students from nine Clackamas County school districts took part in the 2024 art show, and nearly \$135,000 in potential scholarship money and other prizes were awarded to more than 40 student artists.

Key leaders:

Carey Pinto, Chief Financial Officer

Chelsi Reno, Chief of Human Resources

Shirley Skidmore, Director, Strategic Communications

Dawnnesha Lasuncet, Equity and Inclusion Coordinator

Resolution services

Substitute teacher registration

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

Government relations

Clackamas ESD contracts with a registered lobbyist to provide support to Clackamas County school districts.

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
- General communications and outreach support
- Crisis communications and management support

Commitment to continuous progress

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.

Memories
Ava Katz, 12th grade
Wilsonville High School





Howl's Moving Castle
Riley Carrier, 7th grade
Welches Middle School

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
- 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.

Cybersecurity penetration testing

We conduct internal and external penetration testing to identify vulnerabilities in district networks, servers and user accounts. This service simulates internal and external threats, allowing us to identify and address potential risks.

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 nine 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 management

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

Commitment to continuous progress

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 service contracts with the following local, regional and state partners. These strong partnerships reduce data center and equipment replacement costs, benefiting all clients.

- Cascade Heights Charter School
- 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 Children's Commission
- Clackamas County Library System
- Clackamas Fire District #1
- Clackamas River Water
- Clackamas Water & Soil Conservation District
- Good Shepherd Community School
- Gresham-Barlow School District
- Harmony Academy
- Hermiston School District
- Hoodland Fire District
- LaSalle Preparatory High School
- LINK Oregon
- Marylhurst Commons
- Multnomah Education Service District
- Newberg School District
- Northwest Regional Education Service District
- Oregon Health & Science University
- Oregon Institute of Technology
- Park Academy
- Portland Public Schools
- Reynolds School District
- St. John the Apostle Catholic School
- State of Oregon – Department of Administrative Services
- Summit Learning Charter
- Sunrise Water
- Yamhill-Carlton School District

Untitled
Ruby Peay, 8th grade
Happy Valley Middle School



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2023-24 DISTRICT FINANCIAL AUDIT

REPORT

Agenda Item #4
January 16, 2025

SUPERINTENDENT'S RECOMMENDATION:

Information presented for review and discussion.

REASON FOR BOARD CONSIDERATION:

An annual audit of the District's financial statements is required by State law and by Board Policy DIE – Audits.

BUDGET IMPACT/SOURCE OF FUNDS:

The cost of the audit preparation for the 2023-24 fiscal year is \$93,500 and is within the Board adopted budgeted amount.

BACKGROUND:

Board Policy DIE - Audits, in accordance with Oregon law, requires an audit of all financial accounts of the District be made annually by an independent certified public accountant selected by the Board. The audit has been completed for the 2023-24 fiscal year by the firm Pauly, Rogers and Co. Copies of the audit have been provided to the members of the Board and the information will be posted to the District website.

The Annual Comprehensive Financial Report (ACFR) is presented in eight sections. These sections and their components are as follows:

The **Introductory Section** includes the Letter of Transmittal. This letter provides information on the district, the economic environment, major initiatives, budgetary controls, and a summary of the various funds utilized by the district.

The **Financial Section** includes the independent auditors' report, Management's Discussion and Analysis, basic financial statements for the entity as a whole, fund financial statements, notes to the basic financial statements, required supplementary information and other supplementary information.

The **Required Supplementary Information** section contains tables with additional information on matters such as post-employment benefits and PERS that are required as part of the ACFR.

The **Supplementary Information** section contains tables with additional information that are relevant and informative but not required as part of the ACFR.

The **Other Financial Schedules** section contains additional revenue and expenditure information presented in different ways than those in the Financial Section.

The **Statistical Section** contains additional statistical information that provides additional context to the other financial information presented in the ACFR .

The **Audit Comments and Disclosures Required by State Regulations** section contains the Independent Auditors' Report Required by Oregon State Regulations.

Finally, the **Grant Compliance Section** contains reports required by the Single Audit Act.

A recap of the district-wide audit results is as follows:

1. Compliance in accordance with Governmental Auditing Standards as required by State Regulation – during testing no instances of noncompliance or other matters that are required to be reported were noted. This is described in the annual financial report.
2. Compliance as required by OMB Compliance Supplement for Federal Programs – the District complied, in all material respects, with the types of compliance requirements that could have a material effect on federal programs.
3. Audit opinion issued – an unmodified opinion as outlined in the financial statements, has been issued. This means the auditors have given a “clean” opinion with no reservations.
4. Report to the Board of Directors for the Year Ended June 30, 2024 – this report contains required communications between the audit firm and the Board. It also contains recently issued accountant standards and copies of written communications between management and the audit firm.
5. Management letter – no separate management letter was issued.

ATTACHMENTS:

- A. [NCS D Board Policy DIE: Audits](#)
- B. [North Clackamas School District Annual Comprehensive Financial Report for the Year Ended June 30, 2024](#)

PRESENTER / STAFF CONTACT:

Matthew J. Makara, Executive Director of Finance & Business Services
Conor Delany, on behalf of Pauly, Rogers, and Co.



Code: DIE
Adopted: 5/07/87
Readopted: 3/17/11
Orig. Code: DIE

Audits

An audit of all accounts of the district will be made annually by an independent certified public accountant selected by the Board in accordance with Oregon law. The audit examination will be conducted in accordance with minimum auditing standards established by the Oregon Secretary of State.

The cost of the audit will be a charge against the funds of the district.

A copy of the audit report will be presented to the Board, and the superintendent or designee will submit a copy of the audit report to the Oregon Department of Education and to the Oregon Secretary of State, Audit Division.

END OF POLICY

Legal Reference(s):

[ORS 294.155](#)

[ORS Chapter 297](#)

[ORS 327.137](#)

[ORS 328.465](#)

[OAR 581-023-0037](#)

Cross Reference(s):

DIC - Financial Reports and Statements

EH - Electronic Data Management

CHARTER SCHOOL RENEWAL REQUESTS:

Clackamas Middle College and Clackamas Web Academy

DISCUSSION

Agenda Item #5
January 16, 2025

SUPERINTENDENT’S RECOMMENDATION:

- Recommend approval of the request for renewal of charter school sponsorship from Clackamas Middle College.
- Recommend approval of the request for renewal of charter school sponsorship from Clackamas Web Academy.

REASON FOR BOARD CONSIDERATION:

Pursuant to ORS 338.065, charter schools must request renewal from the sponsor prior to the expiration of the current charter. The renewal process is addressed in NCSD LBE and LBE-AR (Attachment 1) and requires NCSD Board approval of the request for renewal by charter schools.

BACKGROUND:

North Clackamas School District serves as the sponsor for Clackamas Middle College (CMC), grades 9-12, and Clackamas Web Academy (CWA), grades K-12. The current charter for each school expires on June 30, 2025. The two schools share a single Board of Directors, the Clackamas Charter Alliance.

On December 17, 2024, the Clackamas Charter Alliance provided North Clackamas School District with a request for charter renewal for CMC and for CWA (Attachment 2).

This request for charter renewal begins a two-phase timeline (Attachment 3), during which the NCSD Board first considers whether or not to renew the schools’ charter sponsorships (January 2025). If the NCSD Board renews the charter sponsorships, NCSD will work together with CMC and CWA to develop a mutually acceptable contract for the duration of the renewal, and the contract will be presented to the NCSD Board for approval or non-approval (March-April 2025).

North Clackamas School District has conducted a thorough program review of each school. These reviews included site visitations, classroom observations, a charter board meeting observation, campus-wide observations, and interviews of students, parents, teachers, counselors, support staff, and school administrators.

Additionally, publicly available student assessment data and other school-related documents were reviewed to assess the following:

- Academic Performance
- Organizational Performance
- Financial Performance

A summary of findings for each school is provided as Attachment 4 and Attachment 5.

During this presentation, each school will provide current information about their educational programs, and NCS D staff will provide the Superintendent's recommendation to approve the renewal of sponsorship for each charter school.

Following the presentation, a public hearing will be held on the charter renewal request for each school.

ATTACHMENTS:

- Attachment 1: NCS D [LBE](#) and [LBE-AR](#)
- Attachment 2: Charter Renewal Requests, [CMC](#) and [CWA](#)
- Attachment 3: NCS D Charter Renewal [Timeline](#)
- Attachment 4: Program Review, [Summary of Findings, CMC](#)
- Attachment 5: Program Review, [Summary of Findings, CWA](#)
- Attachment 6: [Presentation Slides](#)

PRESENTER / STAFF CONTACT:

Tiffany Shireman, NCS D Chief of Staff
Brian Sien, Clackamas Middle College Principal
Brad Linn, Clackamas Web Academy Principal



Code: LBE
Adopted: 12/07/06
Revised/Readopted: 7/03/13; 1/08/15; 5/14/15;
6/25/20
Orig. Code: LBE

Public Charter Schools**

The Board recognizes that public charter schools can offer an opportunity to create new, innovative and flexible ways of educating students. Public charter schools shall demonstrate a commitment to the mission and diversity of the district while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

A public charter school may be established (1) as a totally new public school, or (2) from an existing public school or a portion of the school, or (3) from an existing alternative education program. A public charter school may not (1) be established by converting an existing tuition-based private school into a charter school, (2) be affiliated with a nonpublic sectarian school or religious institution, or (3) encompass all the schools in the district unless the district is composed of only one school.

The Board will not approve any public charter school proposal when it is deemed that the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the district. To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon law, Board policy and administrative regulations and must show evidence of direct involvement by resident parents of the district. Upon request of the Board, the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the charter school proposal.

The district may determine if it has any unused or underutilized buildings and may make such buildings available for public charter school use as the Board deems appropriate.

Approved use may be limited to instructional purposes only. Appropriate use fees will be determined by the Board. Public charter school use outside the district's instructional day will be subject to Board policy KG - Community Use of District Facilities.

Students in grades 9-12 enrolled at Clackamas Web Academy or Clackamas Middle College may be allowed to participate in courses at Sabin-Schellenberg Professional Technical Center if space and materials are available immediately following the add/drop enrollment window each semester.

Public charter school students in grades K-8 may participate in their resident district's activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in activities that are sanctioned by the Oregon School Activities Association (OSAA) as described in Board policy IGDJ - Interscholastic Athletics/Activities.

The district may make instructional materials, lesson plans or curriculum guides available for use in a public charter school.

The public charter school employer will be determined with each proposal. If the district is the employer, the terms of current collective bargaining agreements will be reviewed to determine which parts of the agreement apply. If the district is not the sponsor of the public charter school, the district shall not be the employer and will not bargain with public charter school employees, nor will it consider them subject to the terms of the collective bargaining agreements.

The superintendent will develop guidelines for public charter schools to include the proposal process, review and appeal procedure and charter agreement provisions.

By December 1 of each year, the district will calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is more than three percent, the district may choose not to approve additional students for enrollment in any virtual public charter school, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305(2).

The district is only required to use data that is reasonably available to the district including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a school district not to approve a student for enrollment to a virtual public charter school to the State Board of Education.

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

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)

[ORS 327.109](#)

[ORS 332.107](#)

[ORS Chapter 338](#)

[ORS 339.141](#)

[ORS 339.147](#)

[ORS 339.460](#)

[OAR 581-026-0005 - 0515](#)

[OAR 581-026-0700](#)

[OAR 581-026-0710](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2012).



Code: LBE-AR
Revised/Reviewed: 12/07/06; 7/03/13; 2/13/14;
8/14/14; 12/11/14; 12/10/15;
11/16/17; 6/04/20
Orig. Code: SP LBE

Public Charter Schools**

1. Definitions

- a. “Applicant” means any person or group that develops and submits a written proposal for a public charter school to the district.
- b. “Public charter school” means an elementary or secondary school offering a comprehensive instructional program operating under a written agreement entered into between the district and an applicant.
- c. “Virtual public charter school” means a public charter school that provides online courses, but does not primarily serve students in a physical location.
 - (1) For the purpose of this definition, an online course is a course in which instruction and content are delivered on a computer using the internet, other electronic network or other technology such as CDs or DVDs; the student and teacher are in different physical locations for the majority of instructional time; the student is not required to be in a physical location of a school while participating in the course; and the online instruction is integral to the academic program of the charter school.
 - (2) For the purpose of this definition, primarily serving students in a physical location means that more than 50 percent of the core courses offered are not online courses; more than 50 percent of the total number of students attending the school are not receiving instructional services in an online course; and more than 50 percent of the school’s required instructional hours are not through an online course.
- d. “Sponsor” means the district Board, sponsoring university or college board or the State Board of Education, in case of appeal.

2. Proposal Process

- a. A public charter school may open initially only at the beginning of the regular school year for the district.
- b. The public charter school applicant shall have submitted a completed proposal to the district no later than November 1 for a September starting date.
- c. The completed proposal for a public charter school shall include the following:
 - (1) The identification of the applicant;
 - (2) The name of the proposed public charter school;
 - (3) A description of the philosophy and mission of the public charter school;

- (4) A description of any distinctive learning or teaching techniques to be used;
- (5) A description of the curriculum of the public charter school;
- (6) A description of the expected results of the curriculum and the verified methods of measuring and reporting results that will allow comparisons with district schools;
- (7) The names and addresses of the public charter school board, their duties and responsibilities and the procedures for board selection;
- (8) The names and addresses of the resident parents who are involved in the design and governance;
- (9) The projected enrollment including the ages or grades to be served;
- (10) The target population of students the public charter school is designed to serve;
- (11) The marketing and outreach strategies the public charter will use to attract a student population reflective of the student population of the district;
- (12) The legal address, facilities and physical location of the public charter school (applicable occupancy permits and health and safety approvals must be available prior to final agreement approval and no later than 90 days before the date of opening);
- (13) A description of admission policies and application procedures;
- (14) The statutes and rules that shall apply to the public charter school;
- (15) The proposed budget and financial plan including evidence that the proposed budget and financial plan are financially sound;
- (16) A financial management system that includes:
 - (a) A description of a financial management system for the public charter school. The financial management system must include a budget and accounting system that:
 - (i) Is compatible with the budget and accounting system of the sponsor of the school; and
 - (ii) Complies with the requirements of the uniform budget and accounting system adopted by the State Board of Education, Oregon Administrative Rule (OAR) 581-023-0035.
 - (b) A plan for having the financial management system in place at the time the school begins operating.
- (17) The standards for behavior and the procedures for the discipline, suspension or expulsions of students;
- (18) The proposed school calendar, including the length of the school day and length of the school year;
- (19) A description of the proposed school staff and qualifications of teachers, including a breakdown of professional staff who will hold a valid teaching license issued by Teacher Standards and Practices Commission (TSPC) and those who will not hold a license but are registered with TSPC. (At least one-half of the full-time equivalent teaching and administrative staff of the public charter school shall be licensed.);
- (20) The date upon which the public charter school would begin operating;
- (21) The arrangements for any necessary special education and related services for students with disabilities who qualify under IDEA and special education or regular education and related services for students who qualify under Section 504 of the Rehabilitation Act of 1973 who may attend the public charter school;
- (22) Information on the manner in which community groups are involved in the planning and development process of the public charter school;

- (23) The term of the charter;
- (24) The plan for performance bonding or insuring the public charter school, including buildings and liabilities;
- (25) The proposed plan for the placement of public charter school teachers, other employees and students upon termination or non renewal of a charter;
- (26) The manner in which the public charter school program review and fiscal audit will be conducted;
- (27) In the case of a district school's conversion to charter status, the following additional criteria must be addressed:
 - (a) The alternate arrangements for students who choose not to attend the public charter school and for teachers and other school employees who choose not to participate in the public charter school; and
 - (b) The relationship that will exist between the public charter school and its employees including terms and conditions of employment.
- (28) The district will not complete the review required under Oregon Revised Statute (ORS) 338.055 of an application that does not contain the required components listed in ORS 338.045(2)(a)-(y). A good faith determination of incompleteness is not a denial for purposes of requesting state board review under ORS 338.075;
- (29) In addition to the minimum requirements enumerated in ORS 338.045(2)(a)-(y), the district, under ORS 338.045(3), requires the applicant to submit the following information as part of the application:
 - (a) Curriculum, Instruction and Assessment
 - (i) Description of the innovative curriculum and/or instructional practices that the district does not offer or is substantially different than what the district offers;
 - (ii) Description of a curriculum for each grade of students, which demonstrates in detail alignment with Oregon's academic content standards;
 - (iii) Description of instructional goals in relationship to Oregon's academic content standards and benchmarks;
 - (iv) A planned course statement for all classes taught in the program, including related content standards, course criteria, assessment practices and state required work samples that will be collected;
 - (v) Documentation that reflects consideration of credits for public charter school course work a student may perform at any other public school;
 - (vi) Explanation of all elements of the proposed curriculum program;
 - (vii) Explanation of grading practices for all classes and how student performance is documented;
 - (viii) Explanation of how the proposed academic program will be aligned with that of the district. (If an applicant is proposing an elementary level public charter school, please describe how the curriculum is aligned at each grade level with the district's curriculum, including an explanation of how a student in the public charter school will be adequately prepared to re-enter the district's public school system after completing the charter school's program.);

- (ix) Description of the student assessment system, including how student academic progress will be measured at each grade level and any specific assessment instruments that will be used;
- (x) Description of the plan for reporting student progress and proficiency to parents, students and the community;
- (xi) Description of how the public charter school will make adjustments and improve student performance;
- (xii) Description of policies and procedures regarding diplomas and graduation;
- (xiii) Description of policies and practices for meeting the needs of students who are not successful in the regular program;
- (xiv) Identification of primary instructional materials by publisher, copyright date, version and edition for each academic content area in each grade;
- (xv) Identification of major supplementary material in core academic content areas and the criteria for use with students;
- (xvi) Identification of instructional methodology used, including educational strategies teachers will use to design instruction around Oregon’s academic content standards;
- (xvii) Description of how the public charter school will meet the unique learning needs of students working above and below grade level, including but not limited to talented and gifted students;
- (xviii) Description of how the public charter school staff will identify and address students’ rates and levels of learning;
- (xix) Description of strategies the public charter school staff will use to create a climate conducive to learning and positive student engagement;
- (xx) Documentation that demonstrates improvements in student academic performance over time (both individual and program/grade level) from any private alternative school operated by the public charter school applicant, if applicable;
- (xxi) Description of how teachers will utilize current student knowledge and skills to assist in the design of appropriate instruction;
- (xxii) Identification of how the public charter school will provide access to national assessments such as PSAT, SAT and ACT, if applicable;
- (xxiii) Description of a testing schedule for all state-mandated assessments, including a description of how testing will occur;
- (xxiv) Description of parental involvement, content of planned meetings and how the school will adjust any meeting to meet the needs of working parents;
- (xxv) Description of distance learning options available to students, including the grade levels and amount of instruction offered to students, if applicable.

(b) State and Federal Mandates/Special Education

- (i) Description of how the public charter school will meet any and all requirements of Every Student Succeeds Act of 2015 (ESSA), which also specifically addresses adequate yearly progress (AYP) and the safe schools aspects of the law.
- (ii) Description of how the public charter school will collect AYP information on all subgroups populations in the school.
- (iii) Description of specific program information regarding curriculum and how specially designed instruction is delivered for special education students.

(Include methodologies, data collection systems and service delivery models used.).

- (iv) Description of how the public charter school will serve the needs of talented and gifted students, including screening, identification and services.
- (v) Description of how the public charter school will deliver services and instruction to English Language Learners (ELL), including descriptions of curriculum, methodology and program accommodations.
- (vi) Description of how the public charter school will comply with Section 504 accessibility requirements and nondiscrimination requirements in admissions and staff hiring.
- (vii) Explanation of how the public charter school will implement IDEA Child Find requirements.
- (viii) Explanation of how the public charter school will manage IDEA 2004 mandates regarding eligibility, IEP and placement meetings.
- (ix) Explanation of how the public charter school will work with the district in which the public charter school is located to implement accommodations and modifications contained in the IEP or Section 504 plan.
- (x) Explanation of the role of parents in implementing IEPs.
- (xi) Explanation of how the public charter school intends to work with the district in which the public charter school is located to provide special education services for eligible students.

(c) Teacher Certification

- (i) Identification regarding the training and/or certification of staff, including areas of industry training, endorsements and Teacher Standards and Practices Commission (TSPC) licensure.
- (ii) Documentation of how the public charter school will comply with TSPC requirements for all staff, including all TSPC Oregon Administrative Rules pertaining to its staff.

(d) Professional Development

- (i) Provide the public charter school's plan for comprehensive professional development for all staff, specifically as it aligns with the requirements for the evaluation of all licensed and administrative staff members in compliance with OAR 581-022-2415.
- (ii) Identification of how the public charter school's licensed staff will obtain their required Continuing Professional Development units for licensure renewal.

(e) Budget

- (i) Explanation of projected budget item for all employee benefits including PERS contributions that would be required of the public charter school;
- (ii) Description of computer and technology support.
- (iii) Description of transportation costs, if applicable.
- (iv) Explanation of projected budget items for teaching salaries and other personnel contracts.

- (v) Explanation on facilities costs, including utilities, repairs and rent.
 - (vi) Copies of municipal audits for any other public charter school operated by the public charter school applicant, if applicable.
- (f) Policy
- (i) Copies of any policy that the public charter school intends to adopt which address expectations of academic standards for students and transcribing of credits.
 - (ii) Copies of any policy that the public charter school intends to adopt on student behavior, classroom management, suspensions and expulsions, which must contain an explanation of how the charter school will handle a student expelled from another district for reasons other than a weapons violation.
 - (iii) Descriptions and copies of any policy that the public charter school intends to adopt regarding the prohibition of corporal punishment.
 - (iv) Copies of any policy that the public charter school intends to adopt regarding dispensing of medication to students who are in need of regular medication during school hours.
 - (v) Description of procedures on how the public charter school will handle disciplinary referrals and how they will impact student promotion and advancement.
 - (vi) Copies of any policy that the public charter school intends to adopt regarding reviewing and selecting instructional materials.
 - (vii) Copies of any policy that the public charter school intends to adopt regarding solicitation/advertising/fund-raising by nonschool groups.
 - (viii) Copies of any policy that the public charter school intends to adopt regarding field trips.
 - (ix) Copies of any policy that the public charter school intends to adopt regarding student promotion and retention.
 - (x) Copies of any policy that the public charter school intends to adopt regarding student publications.
 - (xi) Copies of any policy that the public charter school intends to adopt regarding staff/student vehicle parking and use.
 - (xii) Copies of any policy that the public charter school intends to adopt regarding diplomas and graduation, and also participation in graduation exercises.
 - (xiii) Copies of any policy that the public charter school intends to adopt regarding student/parent/public complaints.
 - (xiv) Copies of any policy that the public charter school intends to adopt regarding visitors.
 - (xv) Copies of any policy that the public charter school intends to adopt regarding staff discipline, suspension or dismissal.
- (g) Other Information
- (i) Plans and procedures for use of any unique district facilities including, but not limited to, gymnasiums, auditoriums, athletic fields, libraries, cafeterias, computer labs and music facilities.
 - (ii) Plans and procedures for child nutrition program(s).

- (iii) Plans and procedures for student participation in extracurricular activities pursuant to Oregon School Activities Association and Board policy, regulations and rules.
- (iv) Plans and procedures for counseling services.
- (v) Explanation of contingency plans for the hiring of substitute professional and classified staff.
- (vi) Description of how the public charter school will address the rights and responsibilities of students.
- (vii) Description of how the public charter school will handle situations involving student possession, use or distribution of illegal drugs, weapons, flammable devices and other items that may be used to injure others.
- (viii) Copies of program reviews conducted by other school districts that may have referred students to another public charter school operated by the public charter school applicant, if applicable.
- (ix) Description of the typical school day for a student, including a master schedule, related activities, breaks and extracurricular options.
- (x) Description of how student membership will be calculated, including a description of the type of instruction and location of instruction that contributes to Average Daily Membership (ADM).
- (xi) Documentation and description of how long most students remain in the program, and documentation of students' improvement in academic performance, disciplinary referrals, juvenile interventions or any other disciplinary action while in the program.
- (xii) Explanation of the legal relationship between the public charter school and any other public charter school, if applicable. (Please provide any contracts or legal documents that will create the basis of the relationship between the entities. Please also provide all financial audits and auditor's reports.)
- (xiii) If a public charter school applicant is operating any other public charter school, documentation that the public charter school applicant has established a separate Oregon nonprofit corporation, legally independent of any other public charter school in operation.
- (xiv) If a public charter school applicant has not secured a facility at the time of submitting a public charter school proposal, a written and signed declaration of intent that states:

If given any type of approval (conditional or unconditional), the public charter school applicant promises to provide to the school district liaison, at least 120 days before the intended date to begin operation of the public charter school, proof that it will be able to secure, at least 90 days before the intended date to begin operation of the public charter school, a suitable facility, occupancy and safety permits and insurance policies with minimum coverages required by the district in Board policy LBE - Public Charter Schools and its administrative regulation that sets forth the requirements and process for the school board in reviewing, evaluating and approving a public charter school.

If the public charter school applicant fails to provide proof of an ability to secure a facility and all necessary occupancy and safety permits and

insurance that is required by the school district as a condition of approval by the due date, it will withdrawal its application to begin operation of a public charter school for the upcoming school year.

By signing this document, I affirm that I am authorized to make the promises stated above on behalf of the public charter school applicant. I understand that failure to fulfill the conditions listed above will result in an approval becoming void, and will automatically revoke any type of approval that the school board previously granted to the public charter school applicant.

Name	Date
On behalf of the [ADD APPLICANT'S NAME]	

The public charter school applicant will organize and label all information required in section 29 of the proposal process to correspond to the requested numbers.

- (30) Each member of the proposed public charter school's governing body must provide an acknowledgment of understand of the standards of conduct and the liabilities of a director of a nonprofit organization in ORS 65.

3. Proposal Review Process

- a. Within 30 business days of receipt of a proposal, the district will notify the applicant as to the completeness of the proposal and identify the specific elements of the proposal that are not complete. The district shall provide the applicant with a reasonable opportunity to complete the proposal.
- b. Within 60 calendar days after the receipt of a completed proposal that meets the requirements of law and the district, or by March 1 of the initial year the public charter school is to begin, whichever is later, the Board shall hold a public hearing on the provisions of the public charter school proposal.
- c. The superintendent may appoint an advisory committee to review public charter school proposals and submit a recommendation to the Board. The committee will consist of district representatives, community members and others as deemed appropriate.
- d. The Board shall evaluate a proposal in good faith using the following criteria:
 - (1) The demonstrated curriculum and/or instructional program that is unique to the district;
 - (2) The demonstrated sustainable support for the proposal by teachers, parents, students and other community members, including comments received at the public hearing;
 - (3) The demonstrated financial stability of the proposed public charter school including the demonstrated ability of the school to have a sound financial management system that:
 - (a) Is in place at the time the school begins operating;
 - (b) Is compatible with the budget and accounting system of the sponsor of the school; and
 - (c) Complies with the requirements of the uniform budget and accounting system adopted by the State Board of Education, OAR 581-023-0035.

- (4) The capability of the applicant in terms of support and planning to provide comprehensive instructional programs;
 - (5) The capability of the applicant in terms of support and planning to provide comprehensive instructional programs to students identified by the applicant as academically low achieving;
 - (6) The adequacy of the information provided as required in the proposal criteria;
 - (7) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the district. A “directly identifiable, significant and adverse impact” is defined as an adverse loss or reduction in staff, student, program or funds that may reduce the quality of existing district educational programs. This may include, but not be limited to, the following current data as compared to similar data from preceding years:
 - (a) Student enrollment;
 - (b) Student teacher ratio;
 - (c) Staffing with appropriately licensed or endorsed personnel;
 - (d) Student learning and performance;
 - (e) Specialty programs or activities such as music, physical education, foreign language, talented and gifted and English as a second language;
 - (f) Revenue;
 - (g) Expenditure for maintenance and upkeep of facilities.
 - (8) Whether there are arrangements for any necessary special education, English as second language (ESL) and other related services;
 - (9) Whether there are alternative arrangements for students, teachers and other school employees who choose not to attend or be employed by the public charter school if the public charter school is converting an existing district school;
 - (10) The prior history, if any, of the applicant in operating a public charter school or in providing educational services.
- e. The Board shall either approve or deny the proposal within 30 calendar days of the public hearing.
 - f. Written notice of the Board’s action shall be sent to the applicant. If denied, the notice will include the reasons for the denial with suggested remedial measures. The applicant may then resubmit the proposal. The Board shall either approve or deny the resubmitted proposal within 30 calendar days. The Board may, with good cause, request an extension in the approval process time lines from the State Board of Education.

4. Terms of the Charter Agreement

- a. Upon Board approval of the proposal, the Board will become the sponsor of the public charter school. The district and the applicant shall develop a written charter agreement, subject to Board approval, which shall act as the legal authorization for the establishment of the public charter school.
- b. The charter agreement shall be legally binding and shall be in effect for a period of not more than five years but may be renewed by the district.
- c. The district and the public charter school may amend a charter agreement through joint agreement.

d. It is the intent of the Board that the charter agreement be detailed and specific to protect the mutual interests of the public charter school and the district. The agreement shall incorporate the elements of the approved proposal, including but not limited to, the marketing and outreach strategies the public charter school will use to attract a student population reflective of the student population of the district and will address additional matters, statutes and rules not fully covered by law or the proposal that shall apply to the public charter school including, but not limited to, the following:

- (1) Reporting of suspected child abuse (ORS 419.045);
- (2) Sexual harassment (ORS 342.700, 342.704);
- (3) Pregnant and parenting students (ORS 336.640);
- (4) English language learners (ORS 336.079);
- (5) Student conduct (ORS 339.250);
- (6) Alcohol and drug abuse policy and plan (ORS 336.222);
- (7) Corporal punishment (ORS 339.250);
- (8) Student records (ORS 326.565);
- (9) Oregon Report Card (ORS 329.115);
- (10) Recovery of costs associated with property damage (ORS 339.270);
- (11) Use of school facilities (ORS 332.172);
- (12) Employment status of public charter school employees:

(a) Public charter school law requires the following:

- (i) Employee assignment to a public charter school shall be voluntary except in certain budgetary situations necessitating a district Reduction in Force that could impact district-sponsored charters employing district staff.
- (ii) A public charter school or the sponsor of the public charter school may be considered the employer of any employees of the public charter school.
- (iii) If the Board is not the sponsor of the public charter school, it shall not be the employer and shall not collectively bargain with the employees.
- (iv) A public charter school employee may be a member of a labor organization or organize with other employees to bargain collectively. The bargaining unit may be separate from other bargaining units of the district.
- (v) The public charter school governing body shall control the selection of employees at the public charter school.
- (vi) The Board shall grant a leave of absence to any employee who chooses to work in the public charter school. The length and terms of the leave of absence shall be set by collective bargaining agreement or by Board policy. However, the length of leave of absence may not be less than two years unless: the charter of the public school is terminated or the public charter school is dissolved or closed during the leave of absence; or the employee and the Board have mutually agreed to a different length of time.
- (vii) An employee of a public charter school operating within the district who is granted a leave of absence and returns to employment with the district shall retain seniority and benefits as an employee, pursuant to the terms of the leave of absence.

(b) The terms and conditions of employment addressed in the agreement may include, but need not be limited to:

- (i) A proposed plan for the placement of teachers and other school employees upon termination or nonrenewal of the charter.
 - (ii) Arrangements for employees who choose not to be employed or participate in the public charter school, if a district school has been converted to a public charter school.
- (13) Student enrollment, application procedures and whether the public charter school will admit nonresident students and on what basis:
- (a) Public charter school law requires the following:
 - (i) Student enrollment shall be voluntary. If the number of applicants exceeds the capacity, students shall be selected through a lottery process. An equitable lottery may incorporate a weighted lottery for historically underserved students. However, if the public charter school has been in operation one or more years, priority enrollment may be given to those students who:
 - 1) Were enrolled in the public charter school the prior year;
 - 2) Have siblings who are presently enrolled in the public charter school and who were enrolled the prior year;
 - 3) Reside in the public charter school's sponsoring district or a district which is party to a cooperative agreement with the sponsoring district.
 - (ii) A public charter school may not limit student admission based on ethnicity, national origin, race, religion, disability, sex, sexual orientation, income level, proficiency in the English language or athletic ability, but may limit admission within a given age group or grade level, and may implement a weighted lottery for historically underserved students. Historically underserved students are at risk because of any combination of two or more factors including their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, disability and geographic location.

(14) Transportation of Students

Public charter school law requires the following:

- (a) The public charter school shall be responsible for providing transportation for its students and may negotiate with the district for the provision of transportation services.
- (b) The district shall provide transportation for public charter school students pursuant to ORS 327.043. Resident public charter school students will be transported under the same conditions as students attending private or parochial schools located along or near established district bus routes. The district shall not be required to add or extend existing bus routes.
- (c) Public charter school students who reside outside the district may use existing bus routes and transportation services of the district in which the public charter school is located.

- (d) Any transportation costs incurred by the district shall be considered approved transportation costs for state reimbursement.
- (15) The plan shall provide for performance bonding or insuring the public charter school sufficient to protect the district. Documentation shall be submitted prior to final agreement approval and no later than 90 days before the opening of the public charter school.
- (a) The district shall be additionally insured on commercial general and automobile liability insurance. The policies shall provide for a 90-day written notice of cancellation or material change. A certificate evidencing all of the above insurance shall be furnished to the district.
 - (b) The public charter school shall also hold harmless and defend the district from any and all liability, injury, damages, fees or claims arising out of the operations of the public charter school operations or activities.
 - (c) The district shall be loss payee on the property insurance if the public charter school leases any real or personal district property.
 - (d) The coverage provided and the insurance carriers must be acceptable to the district.
- (16) If the district and the public charter school enter a cooperative agreement with other school districts for the purpose of forming a partnership to provide educational services, then the agreement must be incorporated into the charter of the public charter school.
- (17) In addition to any other terms required to be in the charter agreement, a virtual public charter school must have in the charter of the school, a requirement that the school:
- (a) Monitor and track student progress and attendance; and
 - (b) Provide student assessments in a manner that ensures that an individual student is being assessed and that the assessment is valid as per state assessment standards.

5. Public Charter School Operation

- a. The public charter school shall operate at all times in accordance with the public charter school law, the terms of the approved proposal and the charter agreement.
- b. Statutes and rules that apply to the district shall not apply to the public charter school except the following, as required by law:
 - (1) Federal law, including applicable provisions of the ESSA;
 - (2) Public records law (ORS 192.311 to 192.478);
 - (3) Public meetings law (ORS 192.610 to 192.690);
 - (4) ORS Chapters 279A, 279B and 279C (Public Contracting Code);
 - (5) ORS 326.565, 326.575 and 326.580 (student records);
 - (6) Municipal audit law (ORS 297.405 to 297.555 and 297.990);
 - (7) Criminal records check (ORS 181.534, 326.603, 326.607 and 342.223);
 - (8) Textbooks (ORS 337.150);
 - (9) ORS 339.119 (considerations for educational services);
 - (10) ORS 336.840 (use of personal electronic devices);
 - (11) Tuition and fees (ORS 339.141, 339.147 and 339.155);
 - (12) Discrimination (ORS 659.850, 659.855 and 659.860);

- (13) Core teaching standards (ORS 342.856);
 - (14) Tort claims (ORS 30.260 to 30.300);
 - (15) ORS Chapter 657 (Employment Department law);
 - (16) Health and safety statutes and rules;
 - (17) Any statute or rule listed in the charter;
 - (18) The statewide assessment system developed by the Oregon Department of Education (ODE) for mathematics, science and English under (ORS 329.485(2));
 - (19) The academic content standards and instruction (ORS 329.045(~~4~~));
 - (20) Physical education (ORS 329.496;
 - (21) Any statute or rule that establishes requirements for instructional time;
 - (22) Prohibition of infliction of corporal punishment (ORS 339.250(12));
 - (23) Notice concerning students subject to juvenile court petitions (ORS 339.326);
 - (24) Reporting of suspected abuse of a child and sexual conduct, and training on prevention and identification of abuse and suspected sexual conduct (ORS 339.370, 339.273, 339.388 and 339.400);
 - (25) Diploma, modified diploma, extended diploma and alternative certificate standards (ORS 329.451);
 - (26) Statutes and rules that expressly apply to public charter schools;
 - (27) Statutes and rules that apply to special government body ORS 174.117, or public body ORS 174.109; and
 - (28) ORS Chapter 338.
- c. The public charter school may employ as a teacher or administrator a person who is not licensed by the TSPC. However, at least one-half of the total full-time equivalent teaching and administrative staff at the public charter school shall be licensed by the commission, pursuant to ORS 342.135, 342.136 or 342.138.
 - d. A board member of the school district in which the public charter school is located may not serve as a voting member of the public charter school's board, yet may serve in an advisory capacity.
 - e. The public charter school shall participate in the Public Employees Retirement System.
 - f. The public charter school shall not violate the Establishment Clause of the First Amendment to the United States Constitution or Section 5, Article I of the Oregon Constitution or be religion based.
 - g. The public charter school shall maintain an active enrollment of at least 25 students unless the public charter school is providing educational services under a cooperative agreement entered into for the purpose of forming a partnership to provide educational services.
 - h. The public charter school may sue or be sued as a separate legal entity.
 - i. The public charter school may enter into contracts and may lease facilities and services from the district, education service district, state institution of higher education, other governmental unit or any person or legal entity.
 - j. The public charter school may not levy taxes or issue bonds under which the public incurs liability.
 - k. The public charter school shall act as its own fiscal agent.
 - l. The public charter school may receive and accept gifts, grants and donations from any source for expenditure to carry out the lawful functions of the school.
 - m. The district shall offer a high school diploma, modified diploma, extended diploma, alternative certificate to any public charter school student located in the district who meets the district's

and state's standards for a high school diploma, modified diploma, extended diploma, alternative certificate.

- n. A high school diploma, modified diploma, extended diploma, alternative certificate issued by a public charter school shall grant to the holder the same rights and privileges as a high school diploma, modified diploma, extended diploma, alternative certificate issued by a nonchartered public school.
- o. Upon application by the public charter school, the State Board of Education may grant a waiver of certain public charter school law provisions if the waiver promotes the development of programs by providers, enhances the equitable access by under-served families to the public education of their choice, extends the equitable access to public support by all students, or permits high quality programs of unusual cost.

6. Virtual Public Charter School Operation

- a. In addition to the other requirements for a public charter school, a virtual public charter school must have:
 - (1) A plan for academic achievement that addresses how the school will improve student learning and meet academic content standards required by ORS 329.045;
 - (2) Performance criteria the school will use to measure the progress of the school in meeting the academic performance goals set by the school for its first five years of operation;
 - (3) A plan for implementing the proposed education program of the school by directly and significantly involving parents of students enrolled in the school and involving the professional employees of the school;
 - (4) A budget, business plan and governance plan for the operation of the school;
 - (5) An agreement that the school will operate using an interactive, Internet-based technology platform that monitors and tracks student progress and attendance in conjunction with performing other student assessment functions;
 - (6) A plan that ensures:
 - (a) All superintendents, assistant superintendents and principals of the schools are licensed by the TSPC to administrate; and
 - (b) Teachers who are licensed to teach by the TSPC, teach at least 95 percent of the school's instructional hours.
 - (7) A plan for maintaining student records and school records, including financial records, at a designated central office of operations;
 - (8) A plan to provide equitable access to the education program of the school by ensuring that each student enrolled in the school:
 - (a) Has access to and use of a computer and printer equipment as needed;
 - (b) Is offered an Internet service cost reimbursement arrangement under which the school reimburses the parent of the student, at a rate set by the school, for the costs of obtaining Internet service at the minimum connection speed required to effectively access the education program provided by the school; or
 - (c) Has access to and use of computer and printer equipment and is offered Internet service cost reimbursement.

- (9) A plan to provide access to a computer and printer equipment and the Internet service cost reimbursement as described in (8) above by students enrolled in the school who are from families that qualify as low-income under Title I of the ESSA;
 - (10) A plan to conduct school-sponsored optional educational events at least six times each school year at locations selected to provide convenient access to all students in the school who want to participate;
 - (11) A plan to conduct biweekly meetings between teachers and students enrolled in the school, either in person or through the use of conference calls or other technology;
 - (12) A plan to provide opportunities for face-to-face meetings between teachers and students enrolled in the school at least six times each school year;
 - (13) A plan to provide written notice to both the sponsoring district and the district in which the student resides upon enrollment or withdrawal for a reason other than graduation from high school:
 - (a) If notice is provided due to enrollment, then the notice must include the student's name, age, address and school at which the student was formerly enrolled;
 - (b) If notice is provided due to withdrawal for a reason other than graduation from high school, then notice must include the student's name, age, address, reason for withdrawal (if applicable) and the name of the school in which the student intends to enroll (if known).
- b. An agreement to provide a student's education records to the student's resident school district or to the sponsor upon request of the resident school district or sponsor.
 - c. The sponsor of a virtual public charter school or a member of the public may request access to any of the documents described (in 6..a., 1-13) above.
 - d. If a virtual public charter school or the sponsor of a virtual public charter school contracts with a for-profit entity to provide educational services through the virtual public charter school, the for-profit entity may not be the employer of any employees of the virtual public charter school.
- (1) The following limitations apply:
 - (a) School board members of the virtual public charter school's sponsoring district may not be:
 - (i) An employee of the virtual public charter school;
 - (ii) A member of the governing body of the virtual public charter school;
 - (iii) An employee or other representative of any third-party entity with which the virtual public charter school has entered into a contract to provide educational services.
 - (2) Members of the governing body of the virtual public charter school may not be an employee of a third-party entity with which the virtual public charter school intends to enter or has entered into a contract to provide educational services;
 - (3) If a third-party entity contracts with a virtual public charter school to provide educational services to the school, then:
 - (a) No third-party entity's employee or governing board member may attend an executive session of the sponsoring district's school board;

- (b) No virtual public charter school employee may promote the sale or benefits of private supplemental services or classes offered by the third-party entity;
- (c) The educational services must be consistent with state standards and requirements;
- (d) The virtual public charter school must have on file the third-party entity's budget for the provision of educational services, including itemization of:
 - (i) The salaries of supervisory and management personnel and consultants who are providing educational or related services for a virtual public charter school in this state; and
 - (ii) The annual operating expenses and profit margin of the third-party entity for providing educational services to a virtual public charter school in this state.

7. Charter Agreement Review

- a. The public charter school shall report at least annually on the performance of the school and its students to the State Board of Education and the district.
- b. The superintendent of the sponsoring district, or designee, shall visit the public charter school at least annually to assure compliance with the terms and provisions of the charter.
- c. The public charter school shall be audited annually in accordance with the Municipal Audit Law and shall forward a copy of the audit to the Oregon Department of Education and the following to the sponsoring district:
 - (1) A copy of the annual audit;
 - (2) Any statements from the public charter school that show the results of operations and transactions affecting the financial status of the charter school during the preceding annual audit period for the school; and
 - (3) Any balance sheet containing a summary of the assets and liabilities of the public charter school and related operating budget documents as of the closing date of the preceding annual audit period for the school.
- d. The sponsoring district may request at any time an acknowledgment from each member of the public charter school governing body that the member understands the standards of conduct and liabilities of a director of a nonprofit organization.
- e. The public charter school shall submit to the superintendent of the sponsoring district, or designee, quarterly financial statements that reflect the school's financial operations. The report shall be forwarded to the Board by the superintendent or designee and will include, but not be limited to, revenues, expenditures, loans and investments.

8. Charter School Renewal

- a. The first renewal of a charter shall be for the same time period as the initial charter. Subsequent renewals of a charter shall be for a minimum of five years but may not exceed 10 years.
- b. The Board and the public charter school shall follow the following timeline unless a different timeline has been agreed upon by the Board and the public charter school:
 - (1) The public charter school shall submit a written renewal request to the Board for consideration at least 180 calendar days prior to the expiration of the charter.

- (2) Within 45 calendar days after receiving a written renewal request from a public charter school, the Board shall hold a public hearing regarding the renewal request.
- (3) Within 30 days after the public hearing, the Board shall approve the charter renewal or state in writing the reasons for denying charter renewal.
- (4) If the Board approves the charter renewal, the Board and the public charter school shall negotiate a new charter within 90 calendar days unless the Board and the public charter school agree to an extension of the time period. Notwithstanding the time period specified in the charter, an expiring charter shall remain in effect until a new charter is negotiated.
- (5) If the Board does not renew the charter, the public charter school may address the reasons stated for denial of the renewal and any remedial measures suggested by the Board and submit a revised request for renewal to the Board.
- (6) If the Board does not renew the charter based on the revised request for renewal or the parties do not negotiate a charter contract within the timeline established in this policy, the public charter school may submit the proposal to an institution of higher education or appeal the Board's decision to the State Board of Education for a review of whether the Board used the process required by Oregon law in denying the charter renewal.
 - (a) If the State Board of Education finds that the Board used the appropriate process in denying the request for renewal, it shall affirm the decision of the Board. A public charter may seek judicial review of this order.
 - (b) If the State Board of Education finds that the Board did not use the appropriate process in denying the request for renewal, it shall order the Board to reconsider the request for renewal. If after reconsideration the Board does not renew the charter, the public charter school may seek judicial review of the Board's decision.
- (7) The Board shall base the charter renewal decision on a good faith evaluation of whether the public charter school:
 - (a) Is in compliance with all applicable state and federal laws;
 - (b) Is in compliance with the charter of the public charter school and is operating within the specific parameters in the current charter;
 - (c) Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the Board and the public charter school;
 - (d) Is fiscally stable and used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter agreement;
 - (e) Is in compliance with any renewal criteria specified in the charter of the public charter school; and
 - (f) How well the student population of the public charter school reflects the student population of the district.
- (8) The Board shall base the renewal evaluation described above primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review and any other information mutually agreed upon by the public charter school and the Board.

- (9) For purposes of this section, the phrase “good faith evaluation” means an evaluation of all criteria required by this section resulting in a conclusion that a reasonable person would come to who is informed of the law and the facts before that person.

9. Charter School Termination

- a. The public charter school may be terminated by the Board for any of the following reasons:
 - (1) Failure to meet the terms of an approved charter agreement or any requirement of ORS Chapter 338 unless waived by the State Board of Education;
 - (2) Failure to meet the requirements for student performance as outlined in the charter agreement;
 - (3) Failure to correct a violation of federal or state law;
 - (4) Failure to maintain insurance;
 - (5) Failure to maintain financial stability;
 - (6) Failure to maintain, for two or more consecutive years, on or after July 1, 2011, a sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under ORS 338.065;
 - (7) Failure to maintain safety of the students.
- b. If a charter school is terminated by the Board, for any of the reasons listed in sections 9.a.(1) through 9.a.(7) above, the following shall occur:
 - (1) The district shall give the public charter school a 60 calendar day written notification of its decision;
 - (2) If the grounds for termination include failure to maintain financial stability or failure to maintain a sound financial management system, the sponsor and the public charter school may agree to develop a plan to correct deficiencies. The plan to correct deficiencies will follow the process as per ORS 338.105;
 - (3) The district shall state the grounds for termination and deliver notification to the business office of the public charter school;
 - (4) The public charter school may request a hearing by the district. The request must be made in writing and delivered to the business address of the sponsor;
 - (5) Within 30 calendar days of receiving the request for a hearing, the sponsor must provide the public charter school with the opportunity for a hearing on the proposed termination;
 - (6) The public charter school may appeal the decision to terminate to the State Board of Education;
 - (7) If the public charter school appeals the decision to terminate to the State Board of Education, the public charter school will remain open until the State Board issues its final order;
 - (8) If the State Board’s final order upholds the decision to terminate and at least 60 calendar days have passed since the notice of intent to terminate was received by the public charter school, the district’s sponsorship of the public charter school will terminate;
 - (9) The final order of the State Board may be appealed under the provision of ORS 183.484;
 - (10) Throughout the ORS 183.484 judicial appeals process the public charter school shall remain closed;
 - (11) If terminated or dissolved, assets of the public charter school purchased by the public charter school with public funds, shall be given to the State Board of Education. Student

records shall be transferred to the administrative office of the district in which the public charter school is located.

- c. If the public charter school is terminated by the Board for any reason related to student health or safety as provided in section 9.a.(7) above, the following shall occur:
 - (1) If the district reasonably believes that a public charter school is endangering the health or safety of the students enrolled in the public charter school, the district may act to immediately terminate the approved charter and close the public charter school without providing the notice required in section 9.b.(1) above;
 - (2) A public charter school closed due to health or safety concerns may request a hearing by the sponsor. Such a request must be made in writing and delivered to the business address of the district;
 - (3) Within 10 business days of receiving the request for a hearing, the district must provide the public charter school with the opportunity for a hearing on the termination;
 - (4) If the district acts to terminate the charter following the hearing, the public charter school may appeal the decision to the State Board of Education;
 - (5) The State Board will hold a hearing on the appeal within 10 business days of receiving the request;
 - (6) The public charter school will remain closed during the appeal process unless the State Board orders the district not to terminate and to reopen the public charter school; and
 - (7) The final order of the State Board may be appealed under the provisions of ORS 183.484.

- d. If the public charter school is terminated by the governing body of the public charter school, it shall be done only at the end of a term and with 180 calendar days' notice to the district, unless the health and safety of the students are in jeopardy. Such notice must be made in writing and be delivered to the business address of the sponsor.
 - (1) Assets of a terminated, closed or dissolved public charter school that were obtained with grant funds will be dispersed according to the terms of the grant. If the grant is absent any reference to ownership or distribution of assets of a terminated, closed or dissolved public charter school, all assets will be given to the State Board of Education for disposal.

10. District Immunity

The district, members of the Board and employees of the district are immune from civil liability with respect to the public charter school's activities.

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



Clackamas Charter Alliance



Clackamas Web Academy
8740 SE Sunnybrook Blvd. Ste 350
Clackamas, Oregon 97015

Phone: 503.659.4664
Fax: 503.659.4994

Clackamas Middle College
12021 SE 82nd Ave.
Happy Valley, Oregon 97086

Phone: 503.518.5925

December 13, 2024

North Clackamas School District:

Pursuant to its obligations under ORS 338.065(5)(b), the Board of Directors for the Clackamas Charter Alliance submits to the North Clackamas School District this written request for renewal of Clackamas Middle College (CMC), which has been under the sponsorship of North Clackamas School District since its inception in 2003.

This request for consideration will start a thorough process of inspection and reflection with all parties involved which will hopefully lead to the renewal of CMC.

The Clackamas Charter Alliance understands that the collaboration and reflection between CMC and NCSD has led to unique and innovative ways to educate students. CCA has also seen academic excellence from CMC and its innovative programs over the last five years because of its collaboration and partnership with the District.

The CCA believes strongly in the mission and vision of Clackamas Middle College and appreciates the North Clackamas School District and its sponsorship of its academic programs.

Respectfully,

CCA Board Chair
Clackamas Charter Alliance, a 501(c)(3) corporation



Clackamas Charter Alliance



Clackamas Web Academy
8740 SE Sunnybrook Blvd. Ste 350
Clackamas, Oregon 97015

Phone: 503.659.4664
Fax: 503.659.4994

Clackamas Middle College
12021 SE 82nd Ave.
Happy Valley, Oregon 97086

Phone: 503.518.5925

December 13, 2024

North Clackamas School District:

Pursuant to its obligations under ORS 338.065(5)(b), the Board of Directors for the Clackamas Charter Alliance submits to the North Clackamas School District this written request for renewal of Clackamas Web Academy (CWA), a grade K-12 Secondary Charter School, which has been under the sponsorship of North Clackamas School District since its inception in 2004.

This request for consideration will start a thorough process of inspection and reflection with all parties involved which will hopefully lead to the renewal of CWA.

The Clackamas Charter Alliance understands that the collaboration and reflection between CWA and NCSD has led to unique and innovative ways to educate students. CCA has also seen academic improvement from CWA over the last five years because of its collaboration and partnership with the District.

The CCA believes strongly in the mission and vision of Clackamas Web Academy and appreciates the North Clackamas School District and its sponsorship of its academic program.

Respectfully,

CCA Board Chair
Clackamas Charter Alliance, a 501(c)(3) corporation

**2024-2025 Charter Renewal Timeline:
Clackamas Web Academy & Clackamas Middle College**

	Policy Driven Timeline	Action	Policy/Charter Citation	Anticipated Timeline
Phase 1: Charter Renewal Process	(By January 2, 2025)	Charter Schools each provide the NCSD School Board a written request for a renewal of their charter.	Per NCSD LBE-AR 8b1	<ul style="list-style-type: none"> • Receive Dec. 17, 2024 • Acknowledgement of Receipt sent • Dec. 17, 2024
	Within 45 calendar days of receiving renewal request	NCSD Board holds a hearing regarding each charter renewal request.	Per NCSD LBE-AR 8b2	January 16, 2025: NCSD Board Meeting <ul style="list-style-type: none"> • CMC makes school presentation and superintendent's recommendation for renewal/non-renewal is presented • CWA makes school presentation and superintendent's recommendation for renewal/non-renewal is presented • Board holds hearing on renewal requests
	Within 30 (calendar) days of NCSD Board hearing	NCSD Board approves/denies renewal request. If denied, charter school may resubmit renewal request to the NCSD Board. Specific guidelines in NCSD LBE-AR b8b5-6 for process if renewal request is denied with timelines and appeals processes.	Per NCSD LBE-AR 8b3	February 13, 2025: NCSD Board Meeting NCSD Board takes action to deny or renew charter request
Phase 2: Charter Contract Development	Within 90 calendar days of NCSD Board approval of renewal request	NCSD/Charter school complete negotiation of new charter contract. Can be extended with mutual agreement to extension.	Per NCSD LBE-AR 8b4	April 10, 2025: NCSD Board Meeting (day #56) to approve proposed contracts <p style="text-align: center;">or</p> May 8, 2025: NCSD Board Meeting (day #84) to approve proposed contracts

Appendix A: Summary of Ratings

Exceeds	
2a	Economically Disadvantaged students' achievement on state assessments in English language arts compared to Economically Disadvantaged students in the sponsoring district.
2b	Economically Disadvantaged students' achievement on state assessments in math compared to Economically Disadvantaged students in the sponsoring district.
2c	English Learner students' achievement on state assessments in English language arts compared to English Learner students in the sponsoring district.
2d	English Learner students' achievement on state assessments in Math compared to English Learner students in the sponsoring district.
2g	Hispanic/Latino students' achievement on state assessments in English language arts compared to Hispanic/Latino students in the sponsoring district.
2h	Hispanic/Latino students' achievement on state assessments in Math compared to Hispanic/Latino students in the sponsoring district.
3a	Percentage of 9 th grade students on-track to graduate as compared to the district average.
3b	Percentage of students graduating within four years of entering high school as compared to the average graduation rate in the district.
3c	Percentage of students receiving a regular, modified, extended or adult high school diploma or complete a GED within five years of entering high school as compared to the average district completion rate
3d	Extent that the school promotes a college going culture and provides opportunities for students to access college courses.
4a	Extent that the school executes its mission and implements the key design elements outlined in the charter agreement.
5a	Extent that the school provides the educational program and implements the distinctive instructional practices as described in the current charter agreement.
5b	Adequate assessment system in place to evaluate instructional effectiveness and student learning.
5d	Extent that the school protects the rights of students with disabilities.
Meets	
4b	School promotes parental involvement/gains feedback regarding satisfaction with the educational program and their child's academic progress
6b	School holds its administrator accountable.
9a	School's board provides appropriate financial oversight
9b	School maintains appropriate internal controls and procedures.

10a	School maintains adequate financial resources to ensure stable operations.
10b	School demonstrates short and long-term fiscal viability.
10c	School operates pursuant to a financial plan in which it creates realistic budgets that it monitors and adjust when appropriate.
Meets [Meets or Does Not Meet are the rating options for these measures]	
1a	Meeting annual Measure of interim Progress (MIP) target of 68% of all students Meeting or Exceeding on state ELA assessments.
1c	At least 86% of all students attended for more than 90 percent of their enrolled school days.
5c	School complies with applicable laws, rules, regulations and provisions of the charter contract relating to educational requirements.
5e	Extent that the school protects the rights of English Learners.
6a	School complies with applicable governance requirements.
6c	School complies with reporting requirements.
7a	School protects the rights of all students.
7b	School meets teacher and other staff credentialing requirements.
7c	School employs generally acceptable employee relations practices.
7d	School complies with statutory requirements for reporting child abuse or sexual conduct and for providing annual training for all stakeholders about reporting requirements.
7e	School complies with statutory guidelines and district policy regarding teacher performance evaluation and professional growth, including the requirements of SB290.
8a	School complies with facilities and transportation requirements.
8b	School complies with health and safety requirements.
8c	School handles information appropriately.
Does Not Meet [Meets or Does Not Meet are the rating options for these measures]	
1b	Meeting annual Measure of interim Progress (MIP) target of 64% of all students Meeting or Exceeding on state Math assessments?
Not Rated	
2e	Academic achievement in ELA for students with disabilities
2f	Academic achievement in Math for students with disabilities

Appendix B: Summary of Commendations & Recommendations

Commendations	
1	Outstanding academic performance results for all student groups
2	Specific attention to the human community of students and all student population groups
3	Deep integration of higher education <i>systems</i> to facilitate the achievement of the CMC mission with every student

Recommendations	
1	Site Security
2	Program Identity
3	Communicating and Advertising with all Communities
4	Science innovation based on the needs of all levels and locations of CMC students

Appendix A: Summary of Ratings

Exceeds	
2a	Economically Disadvantaged students' achievement on state assessments in English language arts compared to Economically Disadvantaged students in the sponsoring district.
2b	Economically Disadvantaged students' achievement on state assessments in math compared to Economically Disadvantaged students in the sponsoring district.
2c	English Learner students' achievement on state assessments in English language arts compared to English Learner students in the sponsoring district.
2d	English Learner students' achievement on state assessments in Math compared to English Learner students in the sponsoring district.
2e	Academic achievement in ELA for students with disabilities
2f	Academic achievement in Math for students with disabilities
2g	Hispanic/Latino students' achievement on state assessments in English language arts compared to Hispanic/Latino students in the sponsoring district.
2h	Hispanic/Latino students' achievement on state assessments in Math compared to Hispanic/Latino students in the sponsoring district.
3a	Percentage of 9 th grade students on-track to graduate as compared to the district average.
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3c	Percentage of students receiving a regular, modified, extended or adult high school diploma or complete a GED within five years of entering high school as compared to the average district completion rate
3d	Extent that the school promotes a college going culture and provides opportunities for students to access college courses.
4a	Extent that the school executes its mission and implements the key design elements outlined in the charter agreement.
5a	Extent that the school provides the educational program and implements the distinctive instructional practices as described in the current charter agreement.
Meets	
4b	School promotes parental involvement/gains feedback regarding satisfaction with the educational program and their child's academic progress
5b	Adequate assessment system in place to evaluate instructional effectiveness and student learning.
5d	Extent that the school protects the rights of students with disabilities.
5e	Extent that the school protects the rights of English Learners.
6b	School holds its administrator accountable.

9a	School's board provides appropriate financial oversight
9b	School maintains appropriate internal controls and procedures.
10a	School maintains adequate financial resources to ensure stable operations.
10b	School demonstrates short and long-term fiscal viability.
10c	School operates pursuant to a financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate.
Meets [Meets or Does Not Meet are the rating options for these measures]	
1c	At least 86% of all students attended for more than 90 percent of their enrolled school days.
5c	School complies with applicable laws, rules, regulations and provisions of the charter contract relating to educational requirements.
6a	School complies with applicable governance requirements.
6c	School complies with reporting requirements.
7a	School protects the rights of all students.
7b	School meets teacher and other staff credentialing requirements.
7c	School employs generally acceptable employee relations practices.
7d	School complies with statutory requirements for reporting child abuse or sexual conduct and for providing annual training for all stakeholders about reporting requirements.
7e	School complies with statutory guidelines and district policy regarding teacher performance evaluation and professional growth, including the requirements of SB290.
8a	School complies with facilities and transportation requirements.
8b	School complies with health and safety requirements.
8c	School handles information appropriately.
Does Not Meet [Meets or Does Not Meet are the rating options for these measures]	
1a	Meeting annual Measure of Interim Progress (MIP) target of 68% of all students Meeting or Exceeding on state ELA assessments.
1b	Meeting annual Measure of Interim Progress (MIP) target of 64% of all students Meeting or Exceeding on state Math assessments?

Appendix B: Summary of Commendations & Recommendations

Commendations	
1	Program: Using multiple and flexible tools in a “hybrid” construction to serve the diverse needs of students and families
2	People: Prioritizing relationships, connections and community as core features on an <i>online/virtual</i> program
3	Place: Creating a flexible, hybrid <i>space</i> to facilitate a flexible, hybrid <i>program</i>

Recommendations	
1	Collaboratively review and determine sustainable program expectations and staff responsibilities in a Post-COVID environment
2	Collaboratively develop effective systems for 2-way communication with all stakeholders
3	Communicate and Advertise with all communities

Charter Renewal Requests:

Clackamas Middle College
Clackamas Web Academy



NCSD Board Presentation: January 16, 2025

Scheduled NCSD Board Action: February 13, 2025

Tiffany Shireman, Chief of Staff, North Clackamas School District
Brian Sien, Principal, Clackamas Middle College
Brad Linn, Principal, Clackamas Web Academy

139

North  Clackamas Schools

Strategic Plan

2022-2027

Student Experience & Success



We prepare each student through engagement, effective instruction, empowerment, and skill development in order to succeed in life and career

People & Culture



We foster a welcoming and affirming environment through intentional, culturally inclusive practices where each student and employee is equipped to perform at their highest level

Resources & Service



We maximize resources and services through strategic investment, innovative practices, and continuous improvement processes to strengthen the school community and advance student outcomes

Family & Community Collaboration



We elevate student achievement and well-being through collaboration and active partnership with families and community

CHARTER RENEWAL PROCESS



	Policy Driven Timeline	Action	Policy/Charter Citation	Anticipated Timeline
Phase 1: Charter Renewal Process	(By January 2, 2025)	Charter Schools each provide the NCS D School Board a written request for a renewal of their charter.	Per NCS D LBE-AR 8b1	<ul style="list-style-type: none"> • Receive Dec. 17, 2024 • Acknowledgement of Receipt sent • Dec. 17, 2024
	Within 45 calendar days of receiving renewal request	NCS D Board holds a hearing regarding each charter renewal request.	Per NCS D LBE-AR 8b2	January 16, 2025: NCS D Board Meeting <ul style="list-style-type: none"> • CMC makes school presentation and superintendent's recommendation for renewal/non-renewal is presented • CWA makes school presentation and superintendent's recommendation for renewal/non-renewal is presented • Board holds hearing on renewal requests
	Within 30 (calendar) days of NCS D Board hearing	NCS D Board approves/denies renewal request. If denied, charter school may resubmit renewal request to the NCS D Board. Specific guidelines in NCS D LBE-AR b8b5-6 for process if renewal request is denied with timelines and appeals processes.	Per NCS D LBE-AR 8b3	February 13, 2025: NCS D Board Meeting NCS D Board takes action to deny or renew charter request
Phase 2: Charter Contract Development	Within 90 calendar days of NCS D Board approval of renewal request	NCS D/Charter school complete negotiation of new charter contract. Can be extended with mutual agreement to extension.	Per NCS D LBE-AR 8b4	April 10, 2025: NCS D Board Meeting (day #56) to approve proposed contracts or May 8, 2025: NCS D Board Meeting (day #84) to approve proposed contracts

PHASE 1:

External School Reviews:

January-May, 2024

Superintendent's Recommendation:

January 16, 2025

School Presentations:

January 16, 2025

Public Hearings:

January 16, 2025

Scheduled Action on Renewal Requests:

February 13, 2025

SUPERINTENDENT'S RECOMMENDATION

- *Recommend approval of the request for renewal of charter school sponsorship from Clackamas Middle College.*
- *Recommend approval of the request for renewal of charter school sponsorship from Clackamas Web Academy.*

Recommendation to renew made in accordance with NCSD LBE-AR and supported by a comprehensive Program Review that included site visitations, classroom observations, a charter board meeting observation, campus-wide observations, and interviews of students, parents, teachers, counselors, support staff and school administrators. Areas assessed included:

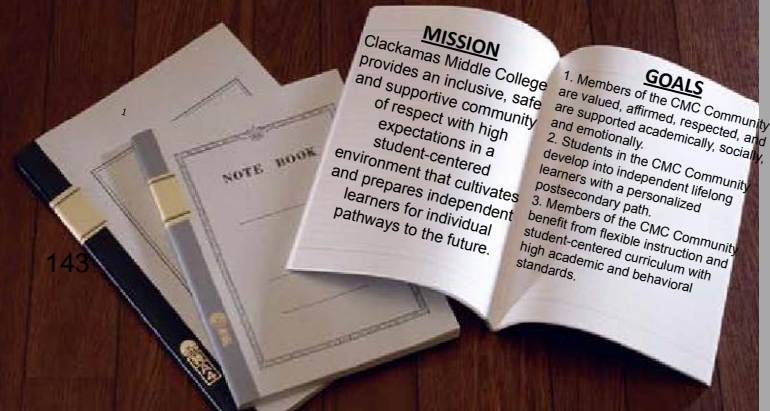
- Academic Performance
- Organizational Performance
- Financial Performance

142

Bridging the Future: The Transition from High School to College

Clackamas Middle College

...I am College...



Quick Facts about CMC

- A public charter high school in the North Clackamas School District
- Enrollment is 300 students
- Grades enrolled in grades 9-12
- Accredited by Cognia
- Students may participate in extracurricular activities at their boundary high school
- College credits will transfer to in-state colleges and universities and most out-of-state college and universities
- CMC pays a college tuition and book award to students in college programs

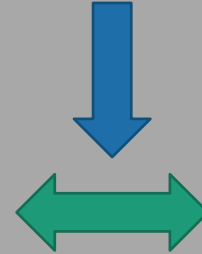
...I am College...

144





North
Clackamas Schools

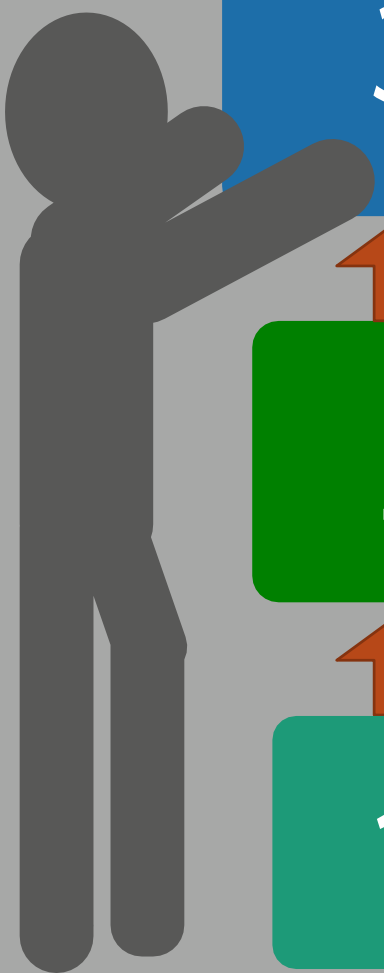


Mission

Clackamas Middle College provides an inclusive, safe and supportive community of respect with high expectations in a student-centered environment that cultivates and prepares independent learners for individual pathways to the future.

Goals

- Members of the CMC Community are valued, affirmed, respected, and are supported academically, socially, and emotionally.
- Students in the CMC Community develop into independent lifelong learners with a personalized postsecondary path.
- Members of the CMC Community benefit from flexible instruction and student-centered curriculum with high academic and behavioral standards.



College Extended Options (CEO)

- College ready students
- Tuition and books
- Education and career planning



Pathways to College

- Transfer
 - College or University
- Career Technical
 - Community College
 - Career college
 - Apprenticeship



College Prep

- Core high school classes¹⁴⁶
- College Readiness Seminar (Advisory)

Steps to College Readiness Programs to College Readiness

Clackamas Middle College has created a supportive learning experience for each student so that they will transition to college and career programs to earn a college credit, a certificate from a career technical program, or a college degree.





1

College Prep

- *Consists of core high school classes to assess college readiness skills*
- *College Readiness Seminar serves as a grade level advisory to build college readiness skills*
- *Students self-nominate for the Pathways to College Program (PTC) based on level of college readiness, and are selected by teacher majority into the PTC Program*

Steps to College Readiness Programs to College Readiness

Clackamas Middle College has created a supportive learning experience for each student so that they will transition to college and career programs to earn a college credit, a certificate from a career technical program, or a college degree.



College Readiness Seminar (CRS) is the Key

Prepares **independent learners** to enroll and succeed-without remediation- in college courses. The course focuses on college and career readiness, along with learning skills and techniques such as: **time management, persistence, engagement, organization and respect**. CRS advisors identify, and build these skills for college success. In addition, each CRS advisor takes into account:

Grades



- A grade of a “D” or “F” in any class indicates independent learning hasn’t been reached yet, and there is a need for growth.
- Students need to be on track to graduate to be considered for the Pathways to College Program.

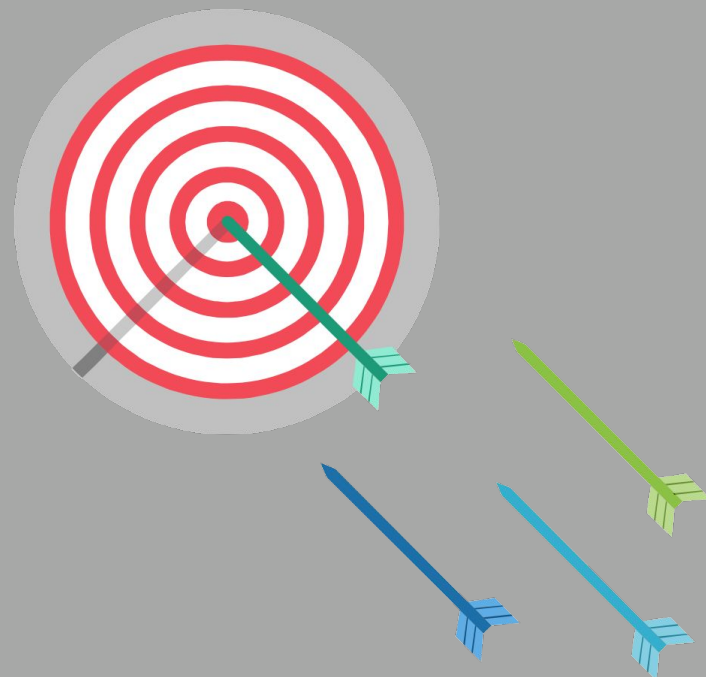


Engagement



A student is not eligible for nomination if he or she doesn't engage in synchronous or asynchronous learning for 6 or more days (3 or more in CRS) per term. Extenuating circumstances will be taken into consideration (i.e. illness, loss, etc.).

Eligibility



** The Pathways to College Program is highly competitive and the Clackamas Middle College staff have to take a myriad of factors into consideration when trying to select the candidates.*

GPA, Engagement, Time Management, Organization, Persistence, Engagement, and Classroom Behaviors are the main criteria for selection. Each advisor reserves the right to

College Readiness Skills

Engagement (Cognitive, Behaviorally, Emotionally)

I attend/engage daily and ask pertinent questions during class.

I stay engaged by participating actively and using electronics responsibly for the task at hand.

I proactively communicate any tardiness, early departure, or absence with the teacher in a timely manner and I am responsible for any missed content.

Organization

I have a system for organizing my digital and physical space to keep track of my work and due dates. Any materials/resources are organized by class in a folder/binder (digital or physical).

I come prepared to every class with a fully charged computer, assignments done, and relevant materials open and ready for use (websites, Google Docs, Google Calendar, notebook, etc.).

I read, check, and respond to school emails and google classroom daily. My email inbox is organized.

Time Management

I complete and turn in assignments to prepare me for each assessment.

I am prepared for each assessment on time.

I stay on task, do not require individual prompting to use class time productively, and do my best to avoid distractions.

Persistence

I strive for excellence by producing high quality work that demonstrates critical thinking and thorough evidence of depth of knowledge.

I continue to work despite challenges (personal and/or academic) and proactively seek assistance/resources when necessary for success.

I value learning and utilize the learning process with maximum effort and use of revision/retake opportunities.

Respect

I exhibit respect for myself, others, the coursework, and the school environment (Commons, Classrooms, Restrooms, Community etc.) through my language, behaviors, and interactions.

I learn from my mistakes and listen to the opinions and input of others, including those with diverse perspectives.



Pathways to College (Transfer or Career Tech)



I am College



150

Pathways to College - Transfer

- Year-long program to prepare students academically and socially for college culture
- Entry level college classes of only CMC students; taught at the CCC Harmony Campus by CCC instructors
- Dual high school and college credit offered for all Pathway classes
- Books and tuition are paid for by CMC
- Prerequisite for the CCC Harmony Campus



Pathways to College - Career Tech (CTE)

- Open to juniors and seniors interested in certificate programs
- Consists of career foundation and elective courses
- Builds employability skills, from job-related training to industry recognized credentials
- Prerequisite for the CEO Program

College Prep



Steps to College Readiness Programs to College Readiness

Clackamas Middle College has created a supportive learning experience for each student so that they will transition to college and career programs to earn a college credit, a certificate from a career technical program, or a college degree.

5 Goals to CMC's Pathways to College Program



Mission

Clackamas Middle College provides an inclusive, safe and supportive community of respect with high expectations in a student-centered environment that cultivates and prepares independent learners for individual pathways to the future.



Vision

CMC is an inclusive and welcoming community. CMC community members share an excitement for learning and are empowered to advocate for themselves and others in a culture of respect and empathy.

CMC's culturally responsive, standards-based, and student-centered curriculum/instruction values academic integrity while building independent learning skills through high expectations.

Collaborative feedback and authentic assessments provide multiple opportunities to problem solve, inquire, and create new knowledge to help students become independent learners.



Dual High School and College Credit

To provide students the opportunity to earn dual high school and college credits toward a high school diploma and a college/ transfer degree or certificate



Guidance and Support

To provide academic and social support services to help students succeed in college courses



Course Offerings

To expand course offerings for CMC students



College Readiness

To increase college readiness, and postsecondary success



Equity

To remove barriers to college access



College Extended Options (CEO)

- Consists of college-ready students working toward college degree
- Students awarded tuition and books for each trimester
- Students meet with counselor for planning, support and guidance



Pathways to College



College Prep

Steps to College Readiness

Programs to College Readiness

Clackamas Middle College has created a supportive learning experience for each student so that they will transition to college and career programs to earn a college credit, a certificate from a career technical program, or a college degree.



WHAT'S HAPPENING AT CLACKAMAS MIDDLE COLLEGE?

Areas for Improvement



Safety

SECURITY/ROOFING/
VENTILATION/
LIGHTING/EXPANSION



Culture

SHARED CORE
VALUES/BELIEFS



Belonging & Peer Collaboration and Relationships

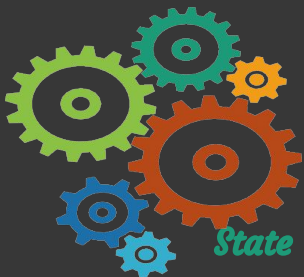
CARE
TEAM/COLLABORATION/FEEDBACK



Personalized Programs

XELLO/CAREER
TECHNICAL/TRANSFER

...I am College...



State Testing

Accomplishments Student Data

YouthTruth

Graduation

2018-2019

- ELA
 - 79% Meeting State ELA Standard
- Math
 - 33%-Meeting State Math Standard

2019-2020/2020-2021

- ELA-N/A
- Math-N/A

2021-2022

- ELA
 - 74% Meeting State ELA Standard
- Math
 - 27%-Meeting State Math Standard

2022-2023

- ELA
 - 80% Meeting State ELA Standard
- Math
 - 40%-Meeting State Math Standard

2023-2024

- ELA
 - 78% Meeting State ELA Standard
- Math
 - 37%-Meeting State Math Standard

(Scores 1-5)

1-Strongly Disagree; 5-Strongly Agree
All Percentages Are National

2018-2019

- **Culture**
 - 3.66-81% Nationally

2019-2020

- **College and Career Readiness**
 - 3.75-86%

2020-2021

- **Culture**
 - 4.02-94%

2021-2022

- **Culture**
 - 3.84-87%

2022-2023

- **Academic Rigor/Challenge**
 - 4.00-86% 155

2023-2024

- **College and Career Readiness**
 - 3.73-91%

2018-2019

- 96% On-Time Graduation
- 96%-Five-Year Completion
- 92%-On-Track to Graduate

2019-2020

- >95% On-Time Graduation
- >95%-Five-Year Completion
- N/A-On-Track to Graduate

2020-2021

- 96% On-Time Graduation
- 100%-Five-Year Completion
- 82%-On-Track to Graduate

2021-2022

- 97% On-Time Graduation
- 99%-Five-Year Completion
- 95%-On-Track to Graduate

2022-2023

- 97% On-Time Graduation
- 99%-Five-Year Completion
- 90%-On-Track to Graduate

2023-2024

- 96% On-Time Graduation
- 98%-Five-Year Completion
- >95%-On-Track to Graduate



Accomplishments

Community Data

(Scores 1-5)

1-Strongly Disagree; 5-Strongly Agree

All Percentages Are National

CMC Staff

- Students are getting a high quality education at this school (4.44-96%)-Academic Challenge
- How often do you work with other students for your classes because your teachers ask or tell you to (3.95-95%)-Academic Challenge
- My school sets high expectations for students (4.22-95%)-Mission and Vision
- I understand my school's goals (4.44-91%)-College and Career Readiness
- I feel that my work contributes to the goals of the school (4.39-78%)-College and Career Readiness

CMC Families

- My school has the resources necessary to prepare my child for the future (4.41-97%)-College and Career Readiness
- My school provides the guidance necessary to help my child succeed (4.3-92%)-College and Career Readiness
- I believe in my school's mission (4.38-90%)-Mission and Vision
- My child is getting a high quality education at this school (4.21-90%)-Academic Challenge

Clackamas Middle College Graduate Accomplishments

2009-2024 CMC Graduates (n-1231)

earned: **79,128** college credits

Average = 64 college credits per graduate

School Year	Graduates Passing One College Math Course	Graduates Passing One College ELA Course	Graduates Passing One College Science Course	Graduates Passing One College Social Science Course	Graduates
2023-2024	72% (47)	91% (59)	66% (43)	77% (50)	65

School Year	Biliteracy Metals	90+ College Credit	OR Promise	PSU 4 year / Viking Scholarship	Other Scholarships
2023-2024	11% (7)	34% (22)	21	9	12



241 Graduates

1-29 College Credits

301 Graduates

30-59 College Credits

255 Graduates

60-89 College Credits

I AM COLLEGE!!!

434 Graduates

90+ College Credits

157

Clackamas Web Academy



Who are we?



Grade Level Enrollment

Elementary

Grade	2021-22	2022-23	2023-24	2024-25
K	17	16	10	16
1	23	14	15	13
2	14	19	18	15
3	20	15	23	16
4	20	16	13	22
5	22	18	15	11
Total	116	98	94	93

Middle School

Grade	2021-22	2022-23	2023-24	2024-25
6	37	35	31	33
7	48	55	41	45
8	61	57	67	61
Total	146	147	139	139

High School

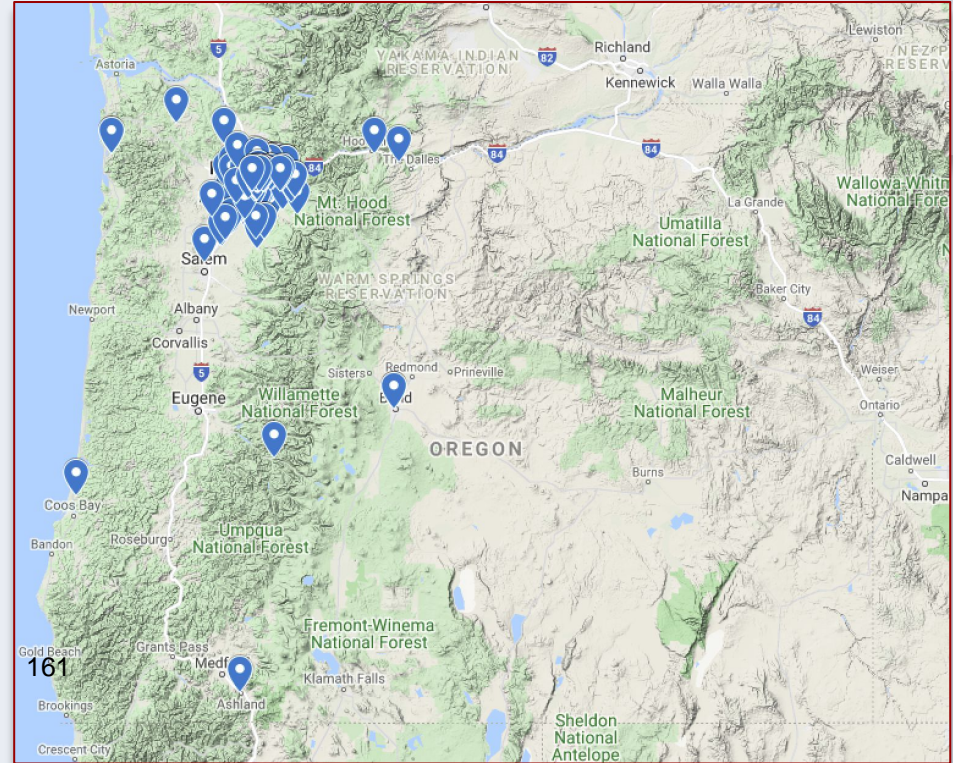
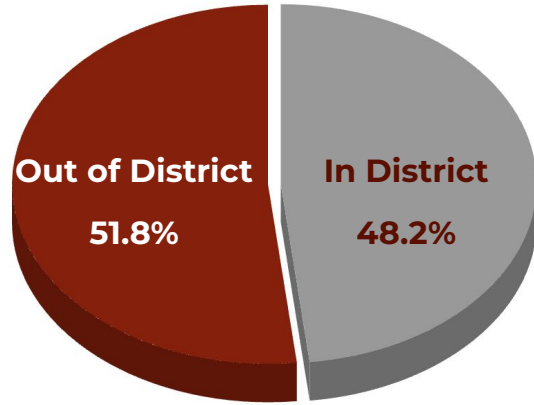
Grade	2021-22	2022-23	2023-24	2024-25
9	54	79	59	68
10	82	72	82	89
11	76	100	85	99
12	89	71	91	72
Total	301	322	317	328

CWA School Totals

Grade	2021-22	2022-23	2023-24	2024-25
CWA	563	567	550	560



Where do our students live?



Demographic Comparison

	CWA 2021-2022	CWA 2022-2023	CWA 2023-2024	CWA 2024-2025	NCS 2023-2024	State of Oregon
American Indian/Alaska Native	0%	0%	0%	<1%	<1%	1%
Asian	4%	3%	2%	2%	12%	4%
Black/African American	1%	1%	1%	3%	3%	2%
Hispanic/Latino	10%	9%	12%	13%	20%	26%
Multiracial	7%	7%	6%	7%	9%	7%
Native Hawaiian/Pacific Islander	1%	1%	1%	1%	1%	1%
White	77%	79%	78%	73%	55%	59%

Active in state and federal conversations and professional development

Five Year Strategic Plan - August 31, 2021

Five-Year Strategic Plan Work begins with Karen Phillips. Retreat with staff helps define direction.

ODE Virtual Site Visit - November 4, 2021

Presented information about our school and how we function along with data about the High School Success Grant

Cognia Accreditation - March 7-9, 2022

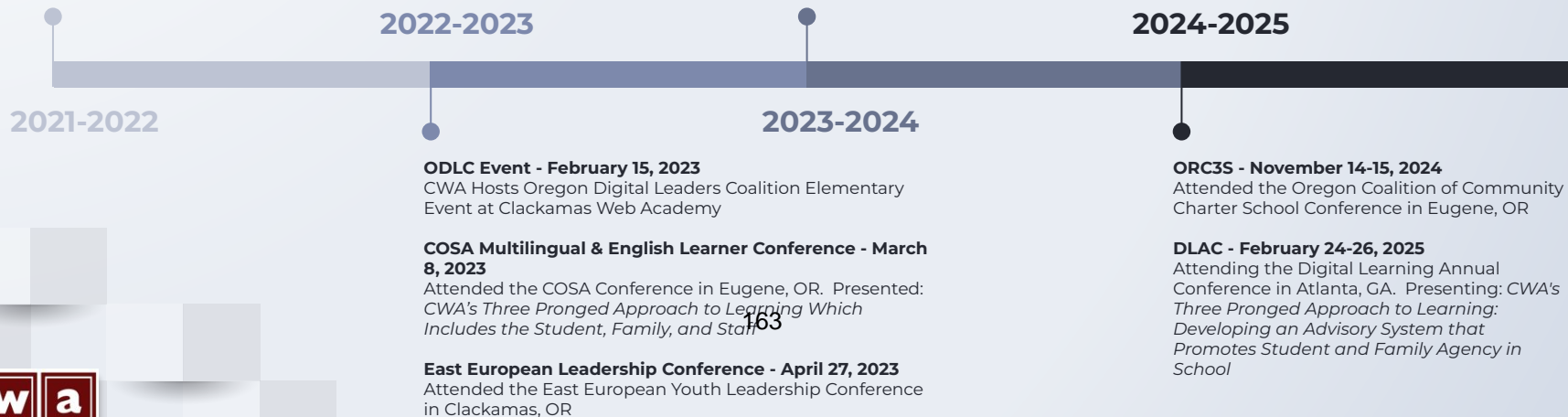
CWA successfully completed the Cognia Accreditation process and became fully accredited for another 5 years.

ORCS - Nov. 30-Dec. 1, 2023

Attended the Oregon Coalition of Community Charter School Conference in Salem, OR Presented: *CWA's Three Pronged Approach to Learning*

DLAC - February 25-29, 2024

Attending the Digital Learning Annual Conference in Austin, TX. Presenting: *Developing a Five Year Strategic Plan Using Qualitative and Quantitative Data*



CWA Mission Statement

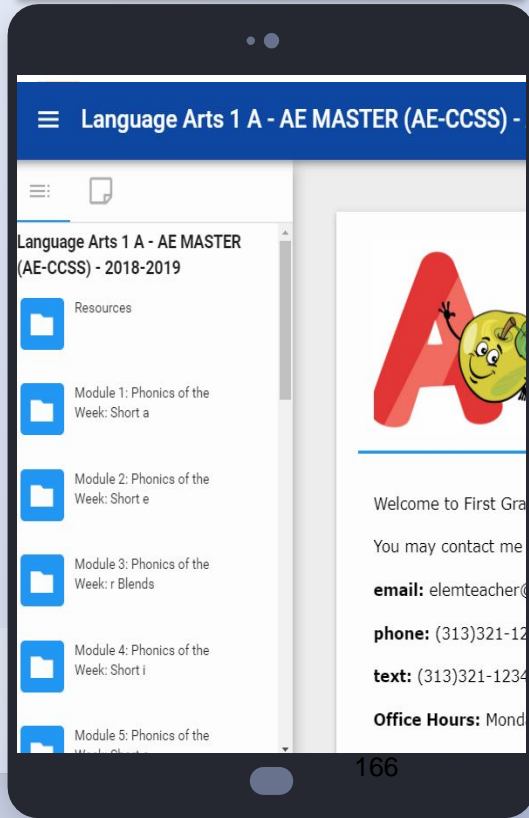
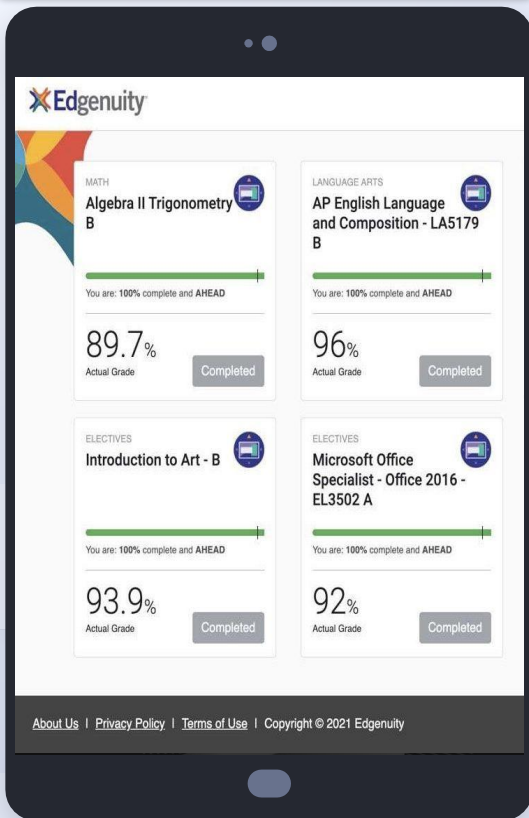


We honor and support the cultures, values, and goals of all students while challenging and empowering them to reach their full potential.



How do students access their learning?

165



Curriculum

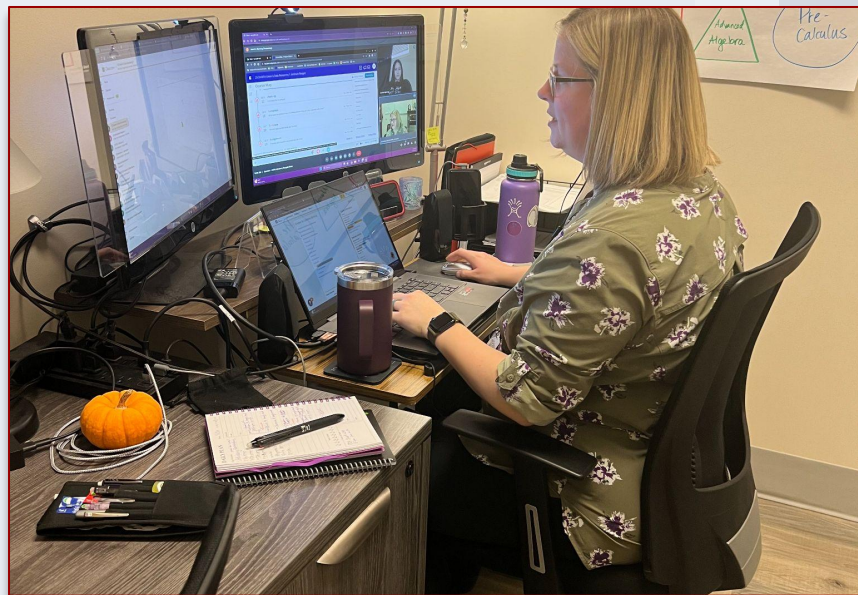
Synchronous Online

 Grades 6-12 Instruction in Core Classes

 Academic Support in all Core Classes

 Advisory Meetings

 K-5 Math Instruction, Monday Morning Meetings



Synchronous On Site

Academic Classes

Academic Support

Team Advisory

Meetings and Counseling

ELD and SPED

PE

Snack n' Study

Community Meetings



Enrichment Classes:

Leadership

Doorways to Art

Forensic Science

Golf

Ancient Empires

Astronomy

Yearbook



Presentations of Learning

Field Trips

Outdoor School

BizTown

168

Chess Club

Prom

Game Nights

Supply Drive



What do we do at the college level?

Youth Take Action (YTA)

Advanced College Credit (ACC) for HD 102, Service Learning

CWA+College

CWA students have the opportunity to take college classes while enrolled in traditional CWA classes.

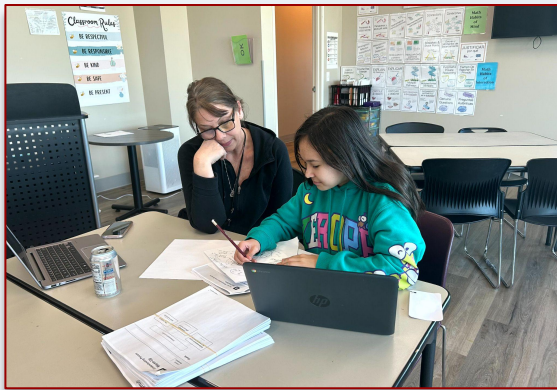
WR 121 and WR 122, English Composition

Cohort classes taught by Clackamas Community College for CWA Students

Early College Option (ECO)

Full-time Early College Option program

Tuition and fees are covered for up to 12 credits per term at the student's Oregon community college of choice



Advisory

What are we working on?

171

<p>Goal 1 - Student Success: Advance student learning by focusing on each student's experience, goals, well-being and potential.</p>		
<p>Objectives:</p> <ul style="list-style-type: none"> Each student is engaged in learning. Each student feels academically challenged. Each student feels the curriculum is relevant to their learning and goals. Students have regular opportunities to explore post high school education, training and careers. Student health and well being are supported consistently through curriculum, activities, counseling, and CWA's advisory model. 	<p>Measures:</p> <ul style="list-style-type: none"> 90% of students report they try to do their best in school. 90% of students report they must work hard in class to get a good grade. 90% of students report what they learn in class helps them both inside and outside of school. 90% of grades 6-12 students report CWA helps them figure out which careers match their interests and abilities. 90% of grades 11-12 students understand how to enroll in a college credit bearing course. 90% of grade 12 students understand the steps they need to take to have the career in which they are interested. Activities to promote student health and well being are provided weekly at each grade level cohort meeting as well as within bi-monthly advisory meetings. CWA provides access to individual and small group counseling to support student emotional and social well-being. 	<p>Action Plans:</p> <ul style="list-style-type: none"> Provide opportunities monthly for students to create and innovate through student-led discussions, problem-solving activities, and/or project-based learning opportunities. Co-develop an Academically Challenging Rubric with students and staff; teachers crosswalk the Rubric with a lesson each semester. Provide opportunities for student input in lessons and activities delivered on-site and/or via google classroom. Ensure teachers are transparent in communicating why students have to learn the concepts taught. For grades 6-12, provide opportunities quarterly to explore next step education, training and/or careers. Develop a student health and well-being questionnaire; advisors check-in monthly with students and families regarding student health and well-being during advisory meetings.
<p>Goal 2 - Equity: Cultivate belonging and inclusion by embracing each student's family, culture, values, and heritage with the expectation of success for each student.</p>		
<p>Objectives:</p> <ul style="list-style-type: none"> Instructional staff demographics mirror NCSD and/or CWA student demographics. Student enrollment demographics mirror NCSD and/or Oregon student demographics. Families have regular opportunities to be involved with the school. Students, Families and Staff have a voice in school decisions. Students and Families know the school mission. Students feel safe talking with staff about issues of diversity: race, gender identity, sexual orientation, faith, religion, and abilities. Students have regular opportunities to connect with peers. 	<p>Measures:</p> <ul style="list-style-type: none"> Staff demographics more closely mirror NCSD and/or CWA student demographics (whichever is most diverse) in race and ethnicity. Student enrollment demographics more closely mirror NCSD and/or Oregon student demographics (whichever is most diverse) in race and ethnicity. Opportunities are provided to families within advisory each month to be involved in school activities. 90% of students, families, and staff report they feel empowered to play a meaningful role in decision-making at CWA. 90% of students and families report they know the school mission. Annually, 3% more than the opportunity gap of students reported in 2020, report they feel safe talking about one or more issues of diversity: race, gender identity, sexual orientation, faith, religion, and abilities. At each grade level, classroom activities require students to work with other students in their class quarterly. 	<p>Action Plans:</p> <ul style="list-style-type: none"> Develop and implement an intentional hiring plan to increase staff diversity. Develop and implement a marketing strategy to recruit Hispanic students and families. Provide a monthly school activity list to advisors. Provide quarterly student and family listening sessions. Encourage families to take the Youth Truth annual survey. Provide time for staff input in school decisions at monthly staff meetings and/or at grade level meetings. Research and consider establishing a PTA, PTO, Family Council or other family-school organization. Creatively and regularly present the school mission to students and families. Reflect student culture, values, and heritage within the curriculum. Provide opportunities to learn about the lives and experiences of people of diverse races, ethnicities, faiths, gender identities, and abilities. Design and facilitate classroom conversations about racism. Provide Interest/Affinity Groups for students who wish to talk about issues of diversity. Represent diverse backgrounds in artwork, posters, and pictures of and around the school, including pictures of diverse students. Provide multiple opportunities in synchronous classes for students to collaborate with others to complete projects and innovate solutions to real-world problems.
<p>Goal 3 - Quality: Ensure consistent, high quality academic programs and services.</p>		
<p>Objectives:</p> <ul style="list-style-type: none"> Teachers provide high quality instruction. Teachers provide collaborative learning opportunities. Level of curriculum rigor prepares students for successful transition from grade to grade, graduation and state assessment proficiency. Each student will demonstrate progress toward mastering grade level basic skills. 	<p>Measures:</p> <ul style="list-style-type: none"> 100% of contract status teachers are assessed as Proficient in each of the components of Domain 3: Instruction and components 2a and 2b of Domain 2: Classroom Environment and Student Management, from the Danielson Framework for Teaching, as recorded by their supervisor in TalentEd. Students experience a collaborative learning opportunity weekly during synchronous sessions. 90% of students graduate in four years. 90% of students demonstrate proficiency on state ELA, math and science assessments or locally developed assessments. 90% of students in the annual intact group demonstrate growth in proficiency over their previous year's basic skills in reading, writing, and math. 	<p>Action Plans:</p> <ul style="list-style-type: none"> Staff participates in the NCSD Evaluation process. Provide professional development on collaborative learning. Teachers write and implement one professional goal related to collaborative learning. Students meet weekly to assess collaborative learning opportunities. Ensure students in each grade level high school cohort earn at least 6 credits annually. Align curriculum with NCSD Priority standards and ODE standards. Identify and teach test taking strategies in grades 3-8 and 11. Identify grade level basic skills and corresponding mastery level; crosswalk curriculum to ensure alignment to basic skills. Implement assessments for reading, writing, and math.

- CWA Staff

8.17.22 kp

Instrated with NCSD when determining CWA and grant funds. We have the technology necessary to provide high quality technology to access and turn in audited annually. Items are financed in the annual budget. Topics align with annual staff PD survey. Items harm while at school. Items by administrators, other staff members, and

Action Plans:

- CWA Principal meets quarterly with NCSD Assistant Superintendent and/or Chief of Staff.
- Per Clackamas Charter Alliance annual recommendations, the CWA principal may request related NCSD/CWA agreement adjustments.
- Upgrade instructional staff technology when necessary and on an identified schedule.
- Upgrade student technology on an identified schedule.
- Audit building needs and improvements each March; budget for improvement priorities each May.
- Survey staff each May/June regarding their professional development needs and interests for the following year.
- Develop a communications system where staff feel comfortable sharing issues regarding feelings of safety at school with administrators.
- Define and implement the attributes of respect between school stakeholders.

the Objective; see the Legend below.

mer Learning Grant Cognia Clackamas Charter Alliance Students Families Staff

path to make that vision a reality.

Data Reviewed:

- 2021 Youth Truth Survey Reports: Student, Family, and Staff
- 2019-2020 Graduation Rates: CWA, NCSD, and Oregon
- 2015-2019 State Assessment Data: Language Arts, Math, and Science

Process:

- Gap Analysis
- Where are we now?
- How do we know?
- Where do we want to be?

Strategic Planning

- Where do we want to be?
- What will we do to achieve this?
- How will we know when we have succeeded?

Five Year Strategic Plan

School Improvement Plan

1.

By August 2025, CWA will increase its all school “Four Year Cohort Graduation Rate” by 1.9% as measured by the Oregon Department of Education (81%-82%). This is a 5% increase from last year’s student achievement gap.

2.

Starting in October 2024 through May 2025, 90% of all CWA students will participate in bimonthly advising sessions as defined by our school.

And, 77% - 78.5% of all CWA guardians/advocates will participate in monthly¹⁷³ advising sessions as defined by our school

School Improvement Plan

3.

Goal 3: By August 2025, CWA will increase its Oregon State Assessment ELA, Math and Science scores as indicated below:

MATH

Grade 3: 50% to 52.5%
Grade 4: 29% to 32.5%
Grade 5: 13% to 17.3%
Grade 6: 33% to 36.3%
Grade 7: 43% to 45.8%
Grade 8: 10% to 15%
Grade 11: 19% to 23%

ELA

Grade 3: 71% to 72.5%
Grade 4: 38% to 41.1%
Grade 5: 18% to 22.1%
Grade 6: 64% to 65.8%
Grade 7: 52% to 54.4%
Grade 8: 43% to 45.85%
Grade 11: 47% to 49.7%

SCIENCE

Grade 5: 31% to 34.5%
Grade 8: 26% to 29.7%
Grade 11: 41% to 44%

This is a 5% increase from last year's student achievement gap.

What are we proud of?

175

4 Year Cohort Graduation Rate

2018
65.59%

2020
78.02%

2022
81.25%



2019
71.58%

176 2021
71.13%*

2023
81.10%

	CWA 2020-21	CWA 2021-22	CWA 2022-23	State of Oregon 2022-23
All Students	71.13%*	81.25%	81.1%	81.3%
Male	69.05%	74.19%	80.6%	79.4%
Female	72.73%	90%	90.4%	83.6%
American Indian/Alaska Native	*	*	*	68.2%
Asian	*	*	*	92.1%
Black/African American	*	*	*	73.1%
Hispanic/Latino	*	85.71%	*	78.6%
Multiracial	*	*	*	79.8%
Native Hawaiian/Pacific Islander	*	*	*	75.9%
White	69.41%	80.95%	84.7%	82.6%
Underserved Races/Ethnicities	83.33%	80.95%	*	77.7%
Economically Disadvantaged	67.65%	80.95%	79.6%	80.7%
Former English Learners	73.68%	81.48%	89.3%	87.6%
Never English Learners	70.83%	81.48%	77.6%	81.5%

CWA vs State Graduation Rate Comparison

Student Group	State Testing - Language Arts					State Testing - Math					State Testing - Science				
	Clackamas Web Academy			NCS	State of Oregon	Clackamas Web Academy			NCS	State of Oregon	Clackamas Web Academy			NCS	State of Oregon
	2021-22	2022-23	2023-24	2023-24	2023-24	2021-22	2022-23	2023-24	2023-24	2023-24	2021-22	2022-23	2023-24	2023-24	2023-24
All Grades	53.90%	54.90%	45.50%	42.10%	42.50%	27.40%	26.80%	22.10%	30.70%	31.00%	38.30%	47.90%	33.80%	26.30%	29.30%
Male	55.00%	53.30%	42.50%	38.10%	38.60%	30.80%	28.10%	26.00%	33.70%	32.80%	49.20%	51.60%	34.20%	27.90%	30.40%
Female	52.60%	56.00%	47.30%	46.10%	46.40%	24.50%	25.20%	17.40%	27.30%	28.90%	29.40%	45.70%	29.80%	24.10%	27.90%
Asian	*	*	*	58.40%	61.80%	*	*	*	50.60%	55.70%	*	*	*	36.40%	43.60%
Black/African American	*	*	*	33.10%	24.10%	*	*	*	21.40%	14.50%	*	*	-	15.20%	10.30%
Hispanic/Latino	11.00%	52.00%	51.90%	24.00%	25.80%	28.60%	13.60%	18.50%	13.80%	15.30%	57.10%	40.00%	36.80%	13.30%	14.60%
American Indian/Alaskan Native	*	*	-	33.30%	25.20%	*	*	-	21.40%	14.50%	--	*	-	*	17.40%
Multi-Racial	76.90%	64.70%	52.60%	43.90%	47.70%	38.50%	33.30%	29.40%	32.40%	35.40%	*	*	*	27.50%	33.00%
Pacific Islander	*	*	*	22.40%	21.00%	*	*	*	10.50%	11.00%	--	*	-	17.20%	11.10%
White	51.10%	53.00%	41.80%	45.30%	49.30%	27.40%	26.20%	21.20%	32.60%	36.90%	32.70%	53.00%	31.80%	29.20%	35.70%
Students Experiencing Poverty	53.90%	39.40%	51.60%	21.90%	25.10%	27.40%	11.90%	6.70%	14.20%	15.40%	38.30%	40.00%	14.70%	10.50%	15.40%
Homeless	*	*	*	21.90%	19.40%	*	*	*	8.80%	10.70%	--	*	*	15.00%	11.40%
English Learners	15.00%	6.30%	10.50%	7.80%	5.20%	15.00%	<5%	5.30%	9.70%	5.10%	10.00%	*	7.70%	<5.0%	<5.0%
SWD with Accommodations	*	*	*	<5.0%	7.20%	*	*	*	<5.0%	<5.0%	*	*	*	12.70%	6.70%
Students with Disabilities (SWD)	30.40%	18.20%	35.70%	17.20%	16.20%	19.00%	5.60%	7.70%	13.80%	13.00%	23.10%	41.70%	41.70%	11.90%	11.60%

OSAS State Testing Comparison

PSAT (FALL 2024) Comparison

Grade 11	Clackamas Web Academy	Oregon Public Schools Only	Oregon All Schools	US & US Territories	Global
Total Score	1140	1051	1058	997	998
Reading & Writing	608	542	546	508	508
Math	532	509	513	489	490



College Credits Earned by Graduating Class

<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
1732	1806	1789	2688	1638	2216
Cost Savings: \$187,000	Cost Savings: \$195,000	Cost Savings: \$193,000	Cost Savings: \$289,766	Cost Savings: \$176,904	Cost Savings: \$239,328



CWA Goes to College



- ▶ University of Oregon
- ▶ Oregon State
- ▶ University of Portland
- ▶ San Diego State
- ▶ Brigham Young University
- ▶ University of Washington
- ▶ Howard University
- ▶ Embry Riddle
- ▶ George Fox
- ▶ Walla Walla University
- ▶ University of New Haven
- ▶ Willamette University
- ▶ University of Arizona
- ▶ Portland State
- ▶ University of Alabama
- ▶ Rice
- ▶ Purdue University
- ▶ Oregon Tech
- ▶ Corban
- ▶ Clackamas Community College
- ▶ Western Oregon University
- ▶ Whittier College
- ▶ AMDA
- ▶ Warner Pacific University
- ▶ Mt. Hood Community College
- ▶ UMass Amherst
- ▶ Portland Community College
- ▶ Multnomah University
- ▶ Lane Community College
- ▶ Pacific University
- ▶ University of Redlands
- ▶ Columbia State Community College
- ▶ LeTourneau University
- ▶ Chemeketa Community College
- ▶ Colby

Youth Truth Survey Responses

Families

- Strengths:
 - Friendly teachers and staff
 - Strong Academics
- Highest Rated Themes and Key Ratings:
 - School Safety
 - Communication and Feedback
 - Relationships

Students (Grades 5-8)

- Strengths:
 - Relationships
 - Engagement
- Highest Rated Themes and Key Ratings:
 - Culture
 - Relationships
 - Belonging and Peer Collaboration

Staff

- Strengths:
 - Individual Empowerment
 - Treated with Respect
- Highest Rated Themes and Key Ratings:
 - Culture
 - School Safety
 - Relationships

Students (Grades 9-12)

- Strengths:
 - Relationships
 - College and Career Readiness
- Highest Rated Themes and Key Ratings:
 - Culture
 - College and Career Readiness
 - Relationships

Youth Take Action
Service Learning Hours
4,400 Hours
Donated
2023-2024

3,320 Hours Donated
2022-2023

3,560 Hours Donated
2021-2022

Partnerships



Questions? Comments?

Next Steps:

Public Hearings:	This evening, January 16, 2025
Scheduled Action on Renewal Requests:	February 13, 2025
Scheduled Board Action on Contracts:	April-May, 2025



North Clackamas Schools



Advisors are staff members and teachers at CWA.



They are your contact person. Accessible through call/text, email, Google Meet.



A personal “cheerleader” to help students to plan, schedule and set goals.



Advisors monitor student progress.



They communicate about progress and other important school information with students & families.



They tutor and work on lessons and projects during advisory visits.



Advisors are staff members and teachers at CWA.



They are your contact person. Accessible through call/text, email, Google Meet.



A personal “cheerleader” to help students to plan, schedule and set goals.

8th Graders Earning High School Credit

2020-2021

39.25 Credits Earned

Number of Students: 35

Average Credits Earned by Student:
1.12



2021-2022

75.5 Credits Earned

Number of Students: 67

Average Credits Earned by Student:
1.12

2023-2024

50.5 Credits Earned

Number of Students: 27

Average Credits Earned by Student:
1.87

188

Administrative Support Team

Brad Linn
Principal



Zoe Booth
Assistant Principal



Cindy Erickson
Administrative Assistant



Kate Sorokina
Assistant Secretary



Jeff Steere
Systems Support Analyst



High School Teachers

Debbie Steere
Language Arts



Bruce Borgelt
Mathematics



John Grant
Science



Jen Seibel
Social Studies



Bryson Slothower
World Languages & Senior Internship



Steve St. Amand
Language Arts



Courtney Jentzsch
Mathematics



Terri Gibson
Science



Greg Smith
Social Studies



Scott Gronvold
PE & Health



Middle School Teachers

Barbra Ackerman
Language Arts



Tom Bohman
Mathematics



Alyss Broderick
Science



Tracey Oberg Grant
Social Studies



Elementary School Teachers

Stephanie Archibald
Grades K-1



Emilee Inslee
Grades 2-3



Drew Hlifka
Grades 4-5



Taylor Drew
Grades K-5 Math



Advisors

Kristin Allaert
Advisor
Grades K-8



Chad Clark
Advisor
Grades K-8



Brisa Flores
Bilingual Advisor
Grades 8-12



2024/25 Clackamas Web Academy Organizational Chart

Counseling Team and Student Support Services

Nadia Frank
Counselor, YTA



Susan Roberts
Counselor, Early College Options



Jenn Winqvist
Counselor, YTA



Sandy Senffner
Special Education (K-12) Out of District Students



Laura Lentz
ELD Specialist, Advisor Grades 6-12



Youth Truth Survey Responses

Families

- *“Our teachers go above and beyond for the kids, take the time to know and help them on an individual level, and praise them for their strengths.”*
- *“I like the format of the school. The academic objectives are clear and it has a strong academic foundation. The teachers, advisers and staff are very supportive and very involved in my child’s progress.”*

Students (Grades 5-8)

- *“I like school because my classes challenge me to think critically. They challenge me to think critically because since I started at CWA, I’ve been a lot smarter.”*
- *“My school inspires me by being able to work on my own or with help if I need it.”*
- *“I like that I can really connect with my teacher.”*
- *“They help by meeting with me on a regular basis and that makes me feel supported.”*

Staff

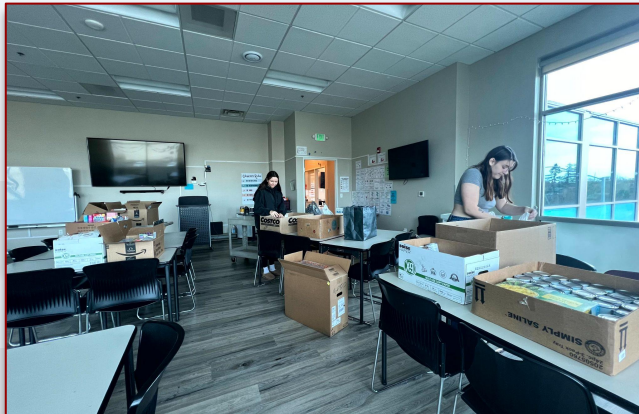
- *“CWA is a community of learners and that is reflected in how the staff work with each other as well as each person’s individual work with their students and families. It is a joy to be a part of this work.”*
- *“I have the ability to work one-on-one in this school as opposed to having 30+ students in one room. My class sizes are manageable and allow me to give individual attention to those who need it.”*

Students (Grades 9-12)

- *“It helps me keep an open mindset as to what I will do with my career in the future. “*
- *“I like how I can be myself. “*
- *“My advisor always asks how I’m doing inside and outside of school.”*

Canned Food Drive


As a school, we brought in 952 pounds of canned food that was donated to the Wichita Center which directly impacts our very own North Clackamas families. Our Middle School students brought in the most as a team and were awarded a pizza party to celebrate.



CWA Elevator Speech

 Blended public charter school serving 550 students grades K-12 with early college options.

 Online/Onsite/Advisory

 Sponsored by the North Clackamas School District since 2004.



DLAC Conference

February 24–26, 2025

Atlanta, GA



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1:45 PM – 3:00 PM East Coast
USA Time

CWA's Three Pronged Approach to Learning: Developing an Advisory System that Promotes Student and Family Agency in School. ★

Presenter: Brad A. Linn – Clackamas Web Academy

Presenter: Zoe Booth – Clackamas Web Academy

Presenter: Alys Broderick – Clackamas Web Academy

Presenter: Terri Gibson – Clackamas Web Academy

Presenter: Bryson Slothower – Clackamas Web Academy

[Accessibility](#)



Presentation of Learning

