



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

Agenda

North Clackamas School Board
 Thursday, February 13, 2025 6:30 PM
 Zoom/YouTube
 12400 SE Freeman Way
 Milwaukie, OR 97222

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

OPEN SESSION

6:30	Call to Order	
	Community Comments	
	Native Land Acknowledgment	3
	Flag Salute	4
	Minutes - January 16, 2025	5
	Minutes - January 30, 2025	8
	Consent Agenda	
	A. Employment Changes	
	B. Clackamas Education Service District Local Service Plan	10
	C. Charter School Renewal Requests	51
7:05	1. Youth Equity Advisory Committee - Report	84
	Presenter: Khaliyah Williams-Rodriguez	
7:35	2. North Clackamas Education Association (NCEA) Featured Educator	
7:45	3. Public Schools Week - Proclamation	94
	Presenter: Kathy Wai	
7:55	4. 2025-2027 Integrated Grant Application for Student Success - Discussion	96
	Presenter: Khaliyah Williams-Rodriguez	
8:15	5. 2025-2026 School Calendar - Discussion	144
	Presenter: Ivonne Dibblee	
8:20	6. Revision to 2024-25 Organizational Resolution - Discussion/Action	150
	Presenter: Matt Makara	

8:25	7. Dedicate Right of Way Property to City of Happy Valley - Discussion/Action	153
	Presenter: Teresa Neff-Webster	
8:30	8. Dedicate Utility Easement Property to City of Happy Valley - Discussion/Action	166
	Presenter: Teresa Neff-Webster	
8:35	9. Construction Bid Award: Rex Putnam High School Chiller Replacement Project - Discussion/Action	173
	Presenter: Teresa Neff-Webster	
8:40	10. Construction Bid Award: Rex Putnam High School Roof Repair Project - Discussion/Action	174
	Presenter: Teresa Neff-Webster	
8:45	Adjourn	



Native Land Acknowledgment

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



Flag Salute

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

NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS MEETING
January 16, 2025
Board Room/YouTube

Open Session

With due notice having been given and a quorum present, Chair Kathy Wai convened open session at 6:30 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)
Shay James	-	Superintendent
Donna Colingwood	-	Board Secretary

Also present were Tiffany Shireman, Ivonne Dibblee, Khaliyah Williams-Rodriguez, Michelle Riddell, Teresa Neff-Webster, Patricia Ahrens, Petra Callin, Matt Makara, and Tammy O'Neill.

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

Jena Benologa read the Native Land Acknowledgement. April Dobson led the Pledge of Allegiance.

R24/25-38

Minutes - Mitzi Bauer moved, April Dobson seconded the motion to approve the minutes of the regular Board Meeting held December 12, 2024.

Motion passed unanimously, 6-0.

R24/25-39

Consent Agenda - Jena Benologa moved, Mitzi Bauer seconded the motion to adopt the consent agenda as recommended:

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

- Licensed appointment, transfers, leaves of absence, and terminations

Middle School Schedule Adjustment to Meet Division 22 Requirements for Physical Education Minutes -

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

Policy Revisions -

- Approve revisions to the following policies as recommended by the Policy Review Committee.

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

Travel Permission Request -

- Grant permission for 14 students from Milwaukie High School to travel to Phoenix, AZ, March 24-29, 2025.

Travel Permission Request -

- Grant permission for 100 students from Adrienne C. Nelson High School to travel to Anaheim, CA, April 10-14, 2025.

Travel Permission Request -

- Grant permission for 43 students from Rex Putnam High School to travel to San Francisco, California, March 27-31, 2025.

Travel Permission Request -

- Grant permission for 13 students from Clackamas High School to travel to Payson, AZ, March 20-23, 2025.

Motion passed unanimously, 6-0.

School Board Recognition Month - Presentation – Superintendent Shay James recognized the North Clackamas School Board, proclaiming January to be School Board Recognition Month.

Black/African American History Month Proclamation - Tory McVay moved, Mitzi Bauer seconded the motion to adopt the proclamation recognizing February 2025 as Black/African American History Month in North Clackamas School District.

Motion passed unanimously, 6-0.

Clackamas Education Service District Local Service Plan - Clackamas Education Service District Superintendent Larry Didway gave a review of the Clackamas Education Service District Local Service Plan, authorizing services for 2025-26. Questions and comments from the Board were addressed.

2023-24 District Financial Audit – Executive Director of Finance & Business Services Matt Makara and Conor Delany on behalf of Pauly, Rogers, and Co. presented information on the 2023-2024 District Financial Audit. Questions and comments from the Board were addressed.

Charter School Renewal Requests - Discussion - Chief of Staff Tiffany Shireman provided the charter school renewal process regarding Clackamas Middle College and Clackamas Web Academy. Clackamas Middle College Principal Brian Sien and Clackamas Middle College Assistant Principal Hillary Pinkston provided information about their educational programs. Clackamas Web Academy Principal Brad Linn and Clackamas Web Academy Vice Principal Zoe Booth provided information about their educational programs. Questions and comments from the Board were addressed.

Clackamas Middle College Charter Renewal - Public Hearing - Chair Kathy Wai announced the public hearing open. No one gave testimony, the hearing was closed.

Clackamas Web Academy Charter Renewal - Public Hearing - Chair Kathy Wai announced the public hearing open. No one gave testimony, the hearing was closed.

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

Unapproved

NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — Happy Valley City Council Joint Session
with North Clackamas School District Board of Directors
January 30, 2025
Happy Valley Library
13793 SE Sieben Park Way, Happy Valley, OR 97015

Work Session

With due notice having been given and a quorum present, Mayor Tom Ellis convened work session at 6:00 p.m. with the following members present:

North Clackamas School Board

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

Happy Valley City Council

Tom Ellis	-	Mayor
Josh Callahan	-	Council President
David Golobay	-	Councilor (Virtual)
Glenn Wachter	-	Councilor
Jason Tuck	-	City Manager
Ben Bryant	-	Assistant City Manager
Steve Campbell	-	Community Services & Public Safety Director
Sarah Roller	-	Library Director
Kara Kerpan	-	City Recorder

Also present were Tiffany Shireman, Ivonne Dibblee, Khaliyah Williams-Rodriguez, Michelle Riddell, Teresa Neff-Webster, Petra Callin, Matt Makara, and Tammy O'Neill.

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

City of Happy Valley Overview - City Manager Jason Tuck and Assistant City Manager Ben Bryant presented an overview of City of Happy Valley big picture projects.

Community Eligibility Program (CEP) – Chief of Operations Teresa Neff-Webster, Administrator of Nutrition & Wellness Services Amie Fortuna, and Director of Nutrition Services Greg Collins presented an overview of the Community Eligibility Program. Questions and comments from the Board and Happy Valley City Council were addressed.

City of Happy Valley and North Clackamas School District Partnership – Community Services & Public Safety Director Steve Campbell and Library Director Sarah Roller presented connections between the community and school district. Questions and comments from the Board and Happy Valley City Council were addressed.

There being no further business, the meeting adjourned at 7:24 p.m.

Unapproved

Draft

CLACKAMAS EDUCATION SERVICE DISTRICT
LOCAL SERVICE PLAN

CONSENT B
February 13, 2025

SUPERINTENDENT'S RECOMMENDATION:

Approve 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.

ATTACHMENT:

Local Service Plan for 2025-2026

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.

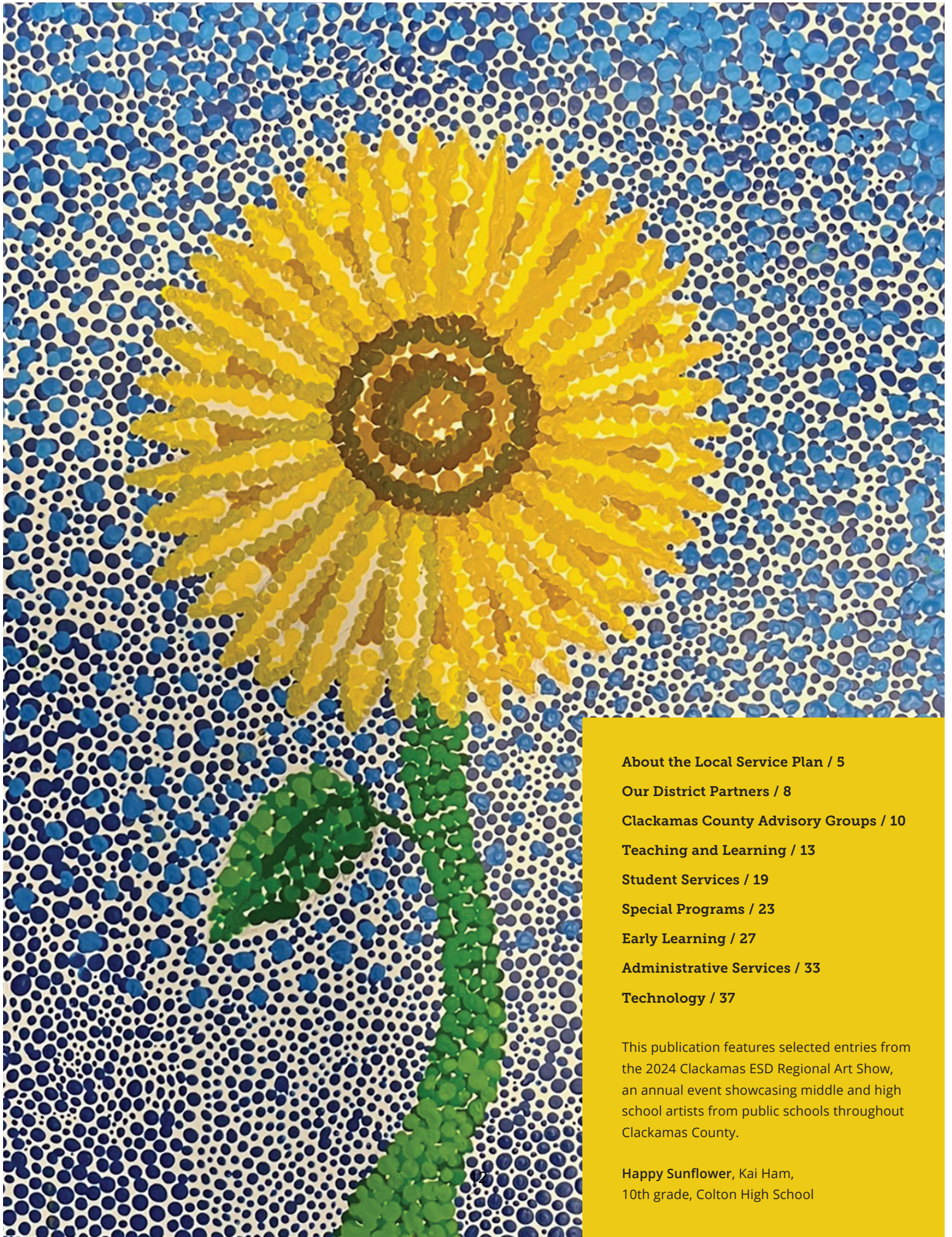
The Plan may change if state funding for ESDs is reduced. Should this occur, this item may come back to the NCSB Board at a future date.

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





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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.

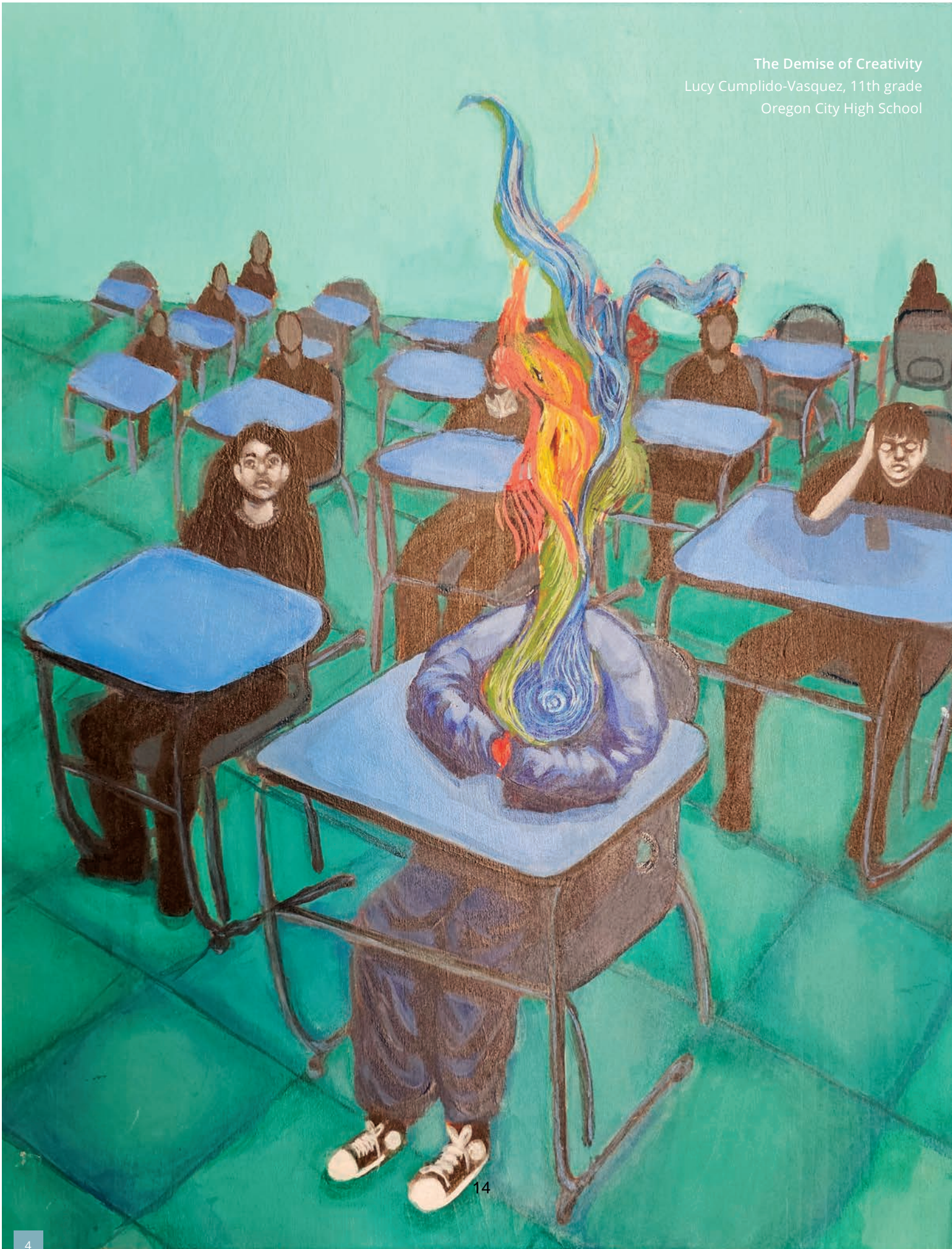
Our local service plan is a road map for the coming year, but we stay nimble, always prepared to respond to changing needs in our region. We encourage you to read through this report to explore the many ways we are working with our school districts and other partners to advance our community’s educational 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

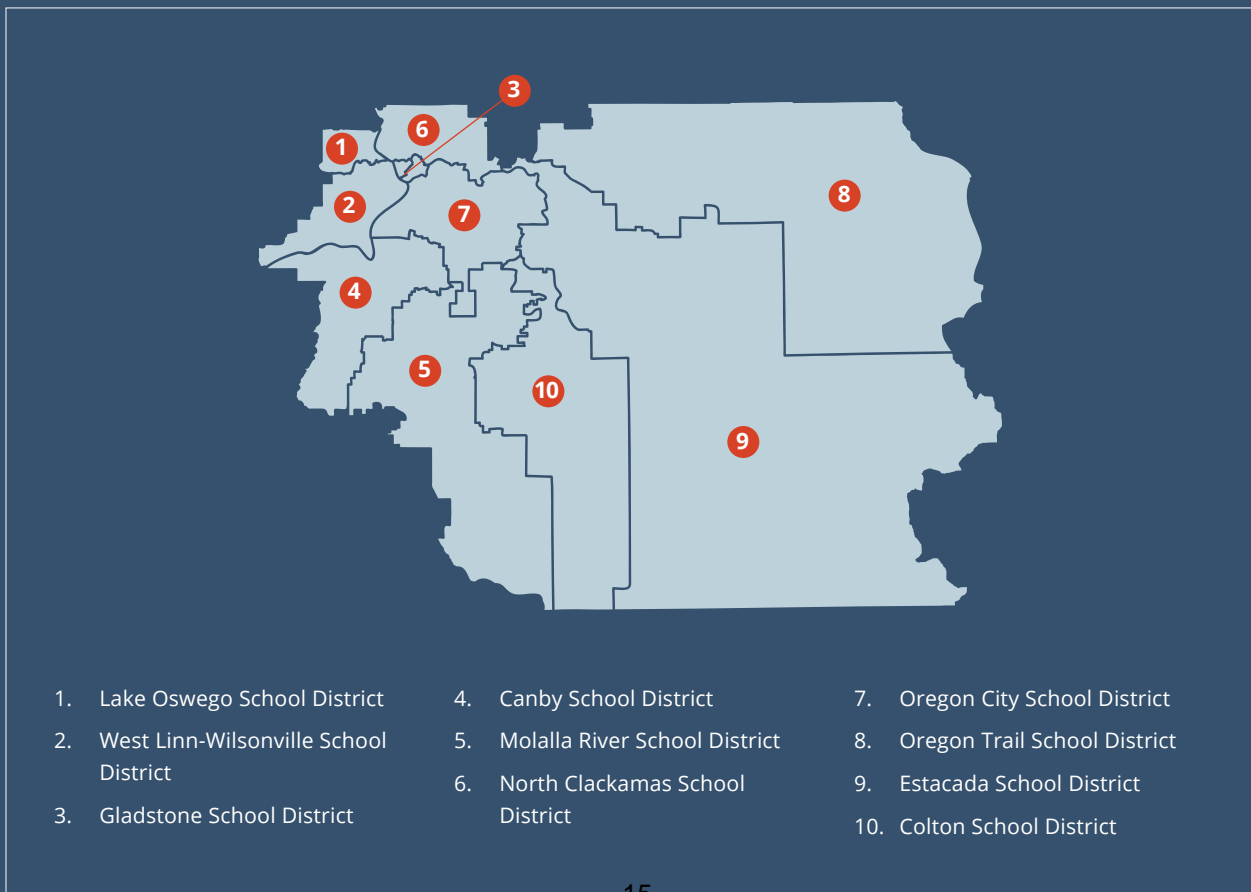
The Demise of Creativity
Lucy Cumplido-Vasquez, 11th grade
Oregon City High School



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



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

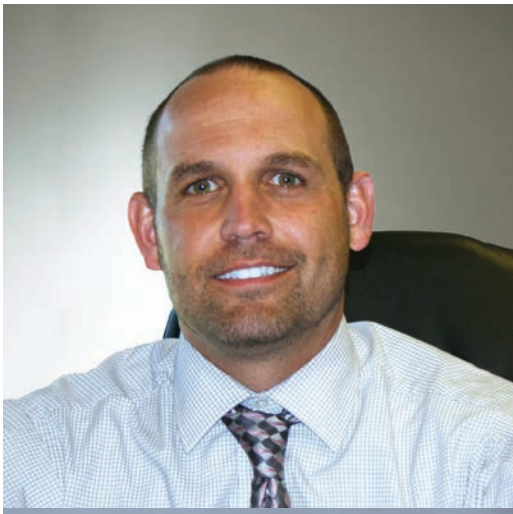
David Kline

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 20	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 21	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

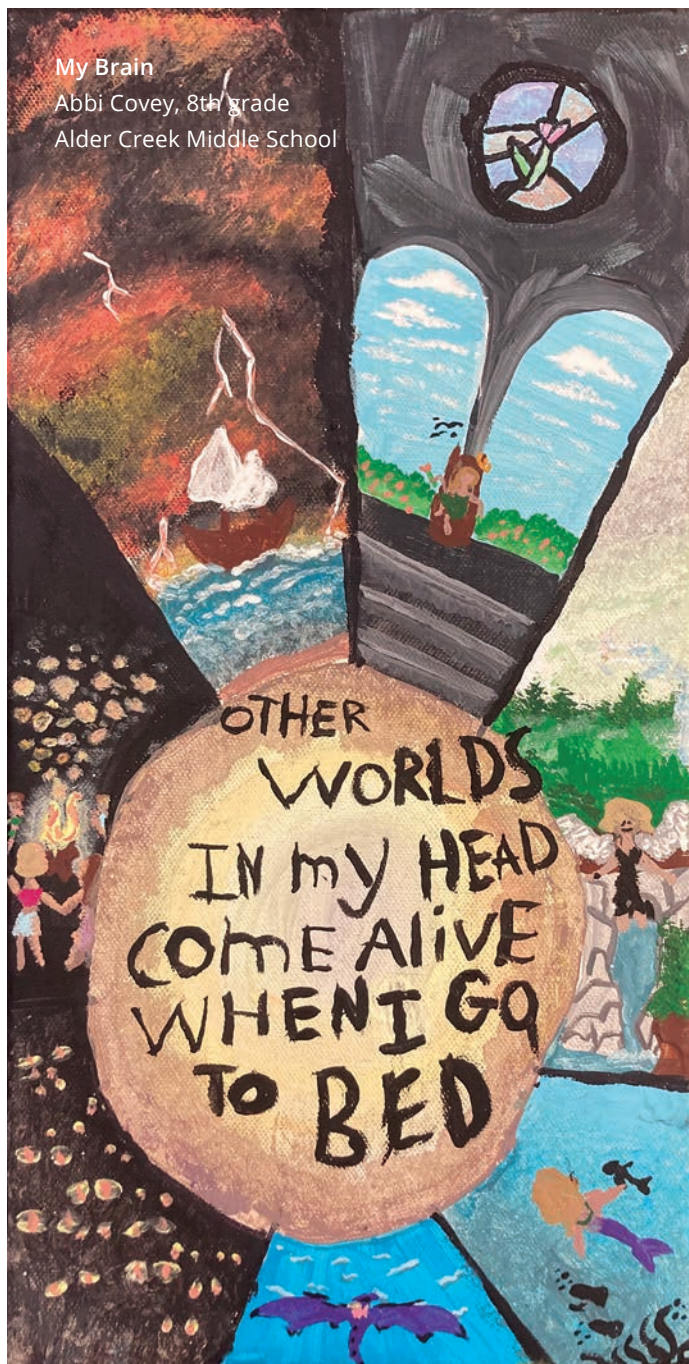
Dawnnesha Lasuncet, Equity and Inclusion Coordinator

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

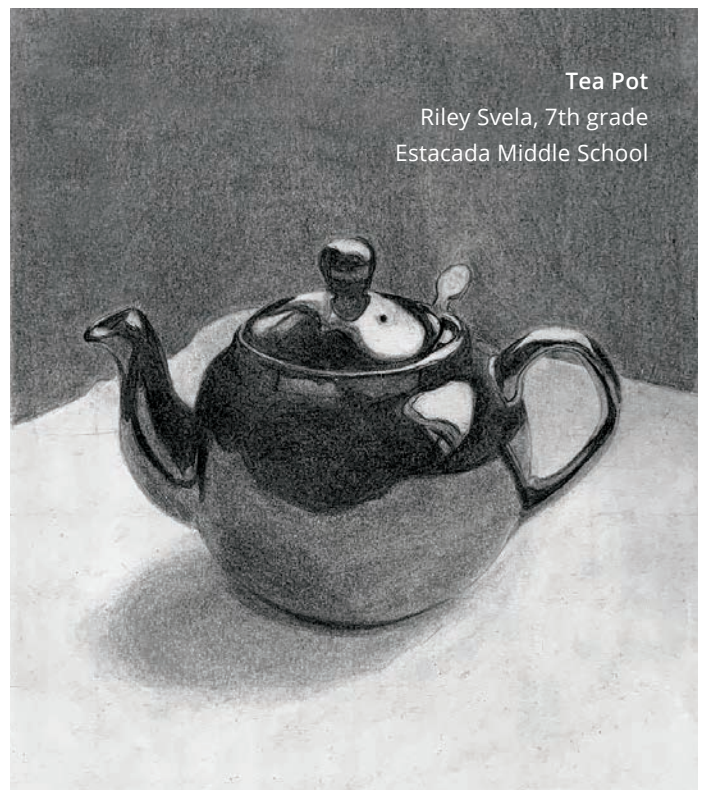
- Applied research studies to support continuous improvement efforts
- Access to the Hanover Research Library, which provides insights into curricular, teaching, technology and operational topics

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

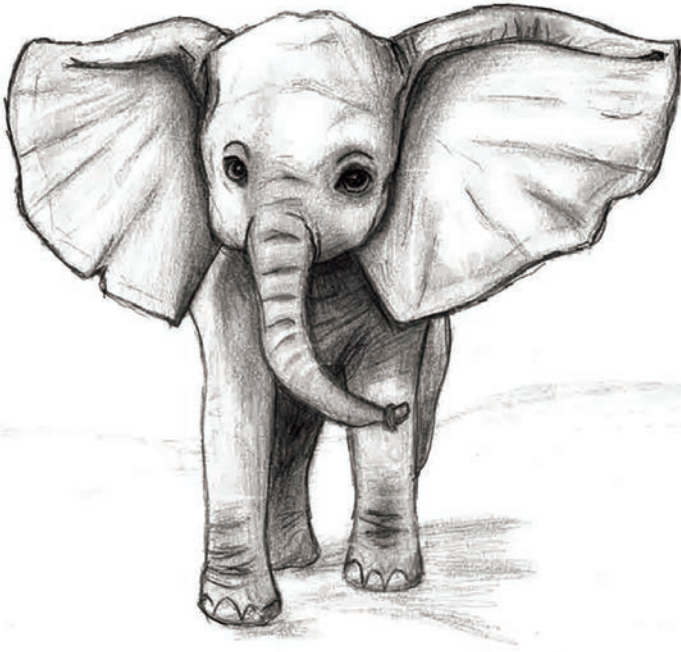
We provide occupational and physical therapy staff support upon request from our school district partners. These staff members provide consultation, assessments and direct services, including ongoing support for students with Individualized Education Programs where these services are required.

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.

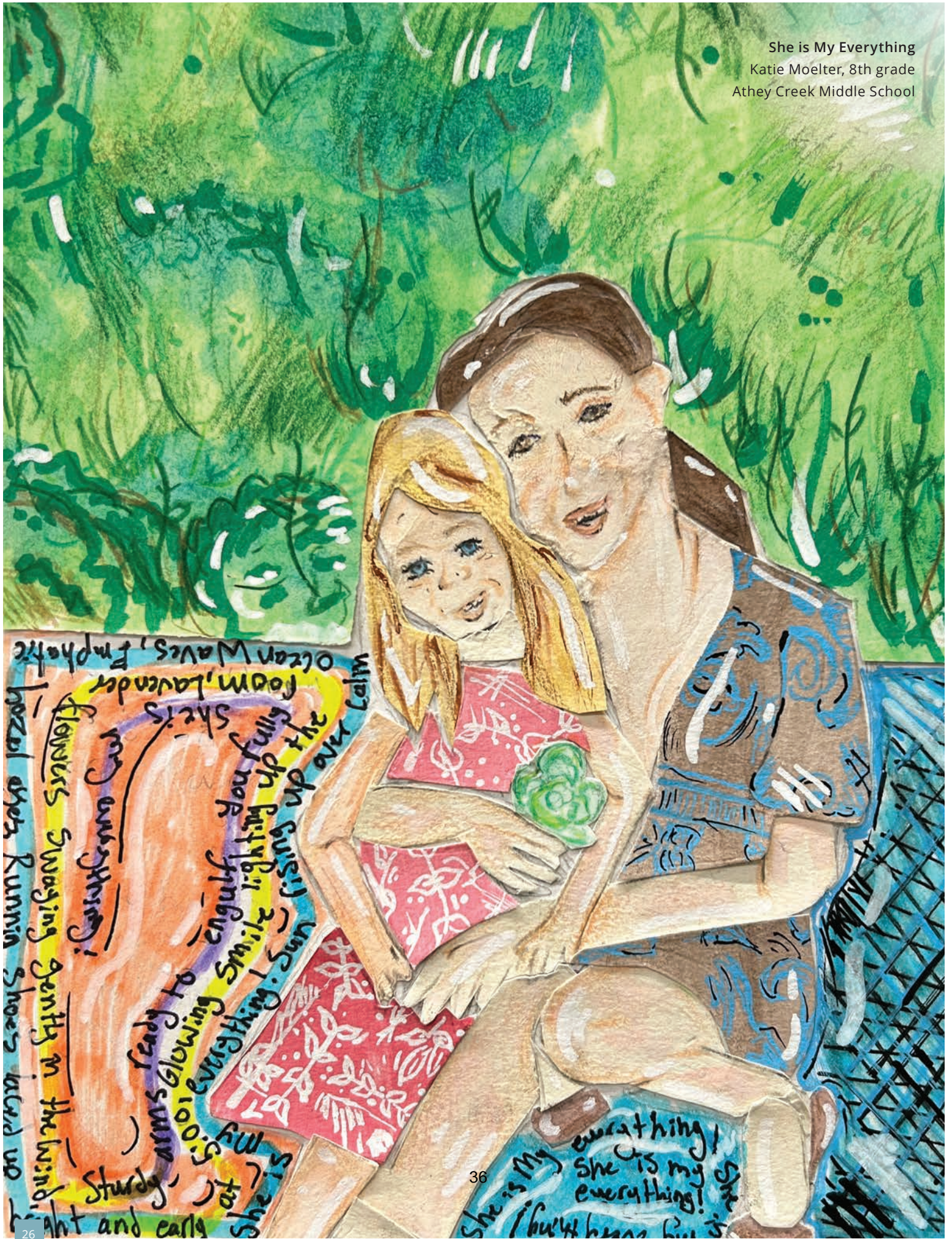
Clackamas ESD serves as an educational agency and participates in Medicaid fee-for-service as a billing provider. We obtain parent consent for students enrolled and attending Clackamas ESD school-age programs. We provide covered health services, documentation support and training to staff working in 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

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

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

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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CHARTER SCHOOL RENEWAL REQUESTS:

Clackamas Middle College and Clackamas Web Academy

CONSENT C

February 13, 2025

SUPERINTENDENT’S RECOMMENDATION:

- Approval of the request for renewal of charter school sponsorship from Clackamas Middle College.
- 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 a presentation on January 16, 2025, each school provided current information about their educational programs, and NCS D staff provided the Superintendent's recommendation to approve the renewal of sponsorship for each charter school.

Following the presentation, a public hearing was 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](#)

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



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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



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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 or 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.
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.
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

YOUTH EQUITY ADVISORY COMMITTEE

REPORT
Agenda Item #1
February 13, 2025

ORIGINATED BY:

This is an informational update presented to the School Board.

BACKGROUND:

At the direction of the School Board of Directors, the Superintendent initiated a Youth Equity Advisory Committee at the beginning of the 2022-2023 school year. The committee was developed to provide bi-directional communication and learning between students and school district leaders. This collaborative committee is meant to empower district leadership to move forward with decision-making with a deeper understanding of the student voice, student experience and to ensure students know that they are impacting the school district which is designed to serve them and their peers.

The committee's specific goals include:

- Sharing insight, expertise, and lived experiences directly with district leaders.
- Balancing students' personal lived experiences with broader input from their peers.

Students from each middle school and each high school make up the Youth Equity Advisory Committee. Board of Directors Jena Benologa, April Dobson, and Mitzi Bauer currently serve as the Board's liaisons to the committee.

ATTACHMENTS:

[Youth Equity Advisory Committee School Board Presentation 2025](#)

PRESENTER/STAFF CONTACT:

Khaliyah Williams-Rodríguez, Chief of Student and Family Services
Kim Amador, College and Career Teacher on Special Assignment



School Board Representation

Members of the
Youth Equity Advisory Committee

School Board Student Representatives

Adrienne C. Nelson High School

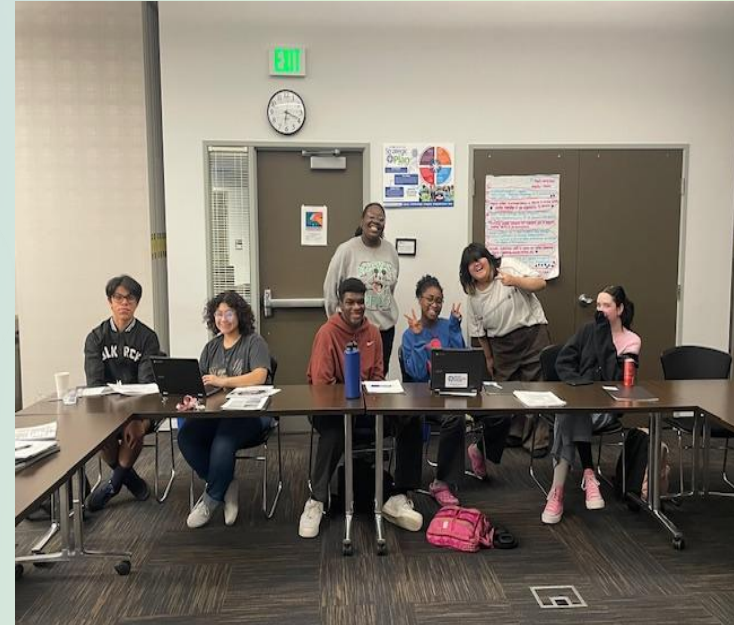
Clackamas High School

Clackamas Middle College

Milwaukie High School

New Urban High School

Rex Putnam High School



- Share our personal knowledge and lived experiences with educators.
- Provide opportunities for our voice and contributions to feel valued, heard, and seen.
- Allow for decisions to be made and impactful at the school level, that will improve the overall quality of the student experience.
- Focus on the district's strategic plan that highlights Student Experience and Success.

Our Purpose

Our Why

voice

Our Themes For the Year

Learning Environment

Mental Health Support

Student Voice

Accommodations

Cell Phone Experiences with Yondr

Bullying/Harassment

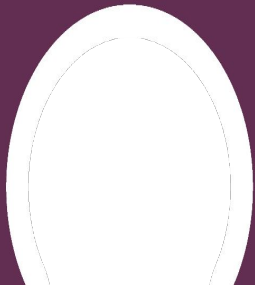
Discrimination/Racism

Community, Repair and Restore

88 Food and Nutrition



**Student Experience
& Success**



What are some recent highlights or accomplishments from our school this month?



**What challenges or concerns
are students at our school
currently facing?**



90



What upcoming events should the School Board know about?

91



What ideas or suggestions do you have for improving the school experience for students?



Thank You

Discussion

PROCLAMATION: PUBLIC SCHOOLS WEEK

ACTION
Agenda Item #3
February 13, 2025

BOARD CONSIDERATION:

Adopt the proclamation recognizing February 24 - 28, 2025 as Public Schools Week in North Clackamas School District.

BACKGROUND:

“Public Schools Week” in North Clackamas School District has been scheduled for February 24 - 28, 2025 in cooperation with a national effort, supported by over 40 organizations including the National School Boards Association, National Association of Elementary School Principals, National Association of Secondary School Principals, National Education Association, AASA - The Schools Superintendent Association, National PTA, and the National School Public Relations Association.

Public Schools Week is a national celebration to highlight the great things happening in our nation’s public schools as well as bring attention to the critical issues facing our schools, students and educators.

ATTACHMENTS:

Proclamation

PRESENTER:

Kathy Wai, Board Chair



Public Schools Week

in

North Clackamas School District

WHEREAS, robust public schools are the bedrock of our nation's social well-being; by strengthening public education our nation is stronger; and

WHEREAS, American public schools are critical to the success of America's democracy, along with the success of state, national, and global economies; and

WHEREAS, over 17,000 students representing a diversity of demographics are enrolled in the North Clackamas School District; and

WHEREAS, National Public Schools Week has been scheduled for February 24 - 28, 2025.

NOW, THEREFORE BE IT RESOLVED that the North Clackamas School District Board of Directors proclaims the week of February 24 - 28, 2025, as Public Schools Week in the North Clackamas School District.

Signed:

Chair, Kathy Wai, School District Board of Directors

2025-2027 INTEGRATED GRANT APPLICATION FOR STUDENT SUCCESS

DISCUSSION
Agenda Item #4
February 13, 2025

SUPERINTENDENT’S RECOMMENDATION:

Board Approval of the 2025-2027 Biennium Integrated Application for submission to the Oregon Department of Education.

ORIGINATED BY:

Per the Oregon Department of Education, Grant recipients must share and get board approval for their 2025-2027 Integrated Plan at an open public meeting with the opportunity for public comment.

BUDGET IMPACT/SOURCE OF FUNDS:

Preliminary allocations* to the North Clackamas School District are:

Student Investment Account	High School Success	Early Literacy Success	Early Indicator & Intervention System	Federal School Improvement
2025-26 \$16,428,293.45	2025-26 \$4,858,552.84	2025-2026 \$1,196,193.99	2025-26 \$47,146.95	2025-26 \$232,617.47
2026-27 \$16,428,293.45	2026-27 \$4,858,552.84	2026-2027 \$1,196,193.99	2026-27 \$47,146.95	2026-27 \$232,617.47

*Per the Oregon Department of Education: 2025-26 and 2026-27 preliminary allocations have not yet been calculated. Budgets currently hold the 2024-25 allocation amount as a placeholder and rough estimate of future allocations. Allocation amounts within budgets will be updated as they are available.

BACKGROUND:

In order to more fully realize the full value and impact of the Student Success Act passed in 2019, the Oregon Department of Education has put together guidance to align nine programs to improve outcomes for students and staff. These nine programs include, Continuous Improvement Planning, Career Connected Learning, High School Success, Student Investment Account, Early Literacy Success, Career Technical Education, Every Day Matters, Federal School Improvement, and Early Indicators and Intervention Systems.

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

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

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

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

Class size and caseload reduction

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

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

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

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

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

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

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

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

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

ATTACHMENTS:

- Presentation Slides
- Integrated Planning Narrative Application, 2023-2027

PRESENTER / STAFF CONTACT:

Khaliyah Williams-Rodriguez, Chief of Student and Family Services
Jennifer Dove-Kiltow, Director of Integrated Programs

**North Clackamas School District
Integrated Grant Application
2025-2027**

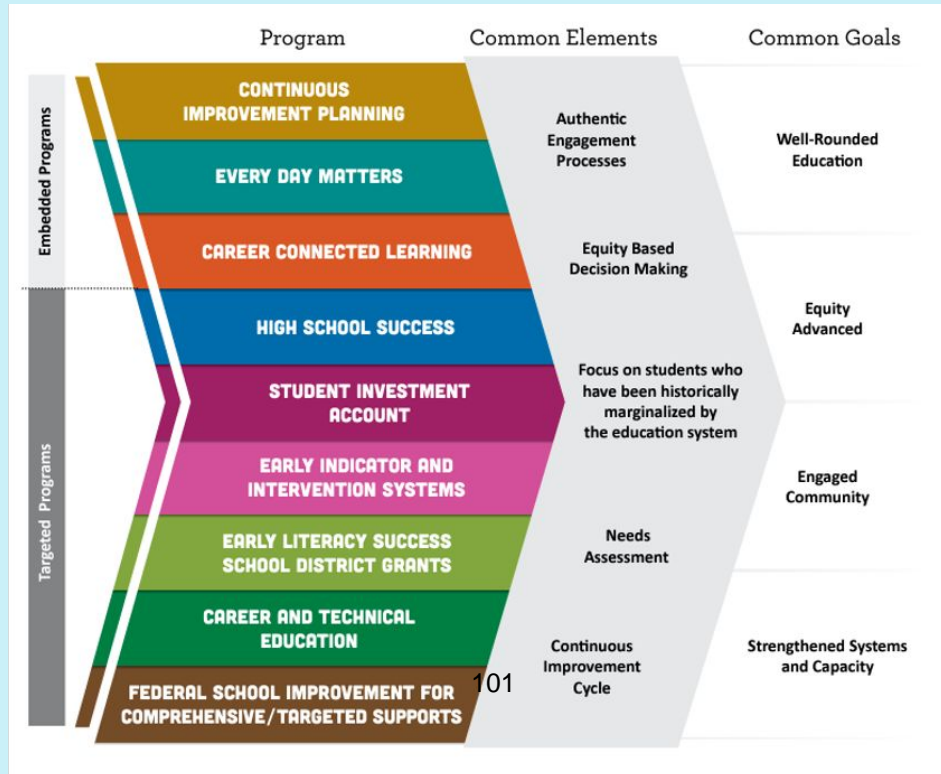
**School Board Presentation
February 13, 2025**

Purpose

- ❑ **Share our district's Integrated Programs plan.**
- ❑ **Share the priorities for the next biennium using state grant funds.**

- ❑ **To seek approval for the submission of the NCS D Integrated Programs Grant for the 2025-2027 biennium to the Oregon Department of Education.**

Aligned Programs & Common Goals



Background

- ❑ Integration effort was responsive to request from educational leaders and state legislators
- ❑ Combined process for community engagement, needs assessment, planning, budgeting and evaluation for nine programs
- ❑ Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Summary of Program Purpose

Centering supports from kindergarten readiness through college and career and especially for focal group students.

Continuous Improvement Planning (CIP) - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Career Connected Learning (CCL) - Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

Summary of Program Purpose

Centering supports from kindergarten readiness through college and career and especially for focal group students.

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

Early Indicator and Intervention System (EIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

Summary of Program Purpose

Centering supports from kindergarten readiness through college and career and especially for focal group students.

Early Literacy Success School District Grants (ELSSDG) - Grants to school districts in order to increase early literacy for children from birth to third grade, reduce literacy academic disparities for student groups that have historically experienced academic disparities, increase support to parents and guardians around literacy, and to increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

Career and Technical Education - Perkins V (CTE) - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

Federal School Improvement - Address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

Planning Process

- ❑ Use of an Equity Lens
- ❑ Community Engagement
- ❑ Comprehensive Needs Assessment
- ❑ Potential Impact on Focal Students
- ❑ Development of a four-year plan with clear Outcomes, Strategies, and Activities

- ❑ The existing plan to review and revise
- ❑ Input from District Equity Committees
- ❑ Recommendations from the Quality Education Model (QEM)
- ❑ Recommendations from Statewide Student Success Act Plans
- ❑ Reviewing and Using Regional CTE Consortia Inputs

Informing & Assessing Our Plan

Students

- Youth Truth Survey
- Focal Student Group Conversations
- Youth Equity Committee

Parents

- Youth Truth Survey
- Community Conversations
- District Equity Committee

Staff

- Employee Experience Survey
- Listening Sessions

Priorities

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

Outcomes and Key Investments

Maintaining class size and caseload reduction.

(Estimated Investment \$7.6 million)

Maintain targeted class size and caseload reduction to enable teachers to more effectively scaffold for all students while implementing culturally relevant and responsive instructional strategies. This will result in improved proficiency in English Language Arts, Math, and Science, and will increase the number of 9th-grade students who are on track.

Maintain 47.75 FTE, licensed teachers assigned to schools through a weighted formula on the number of students in the school from families navigating poverty and receiving special education and/or English language development instruction.

Outcomes and Key Investments

Providing a well-rounded, equitable education, where students see themselves reflected in the staff, curriculum, and instructional practices. (Estimated Investment \$3.67 million)

- ❑ Provide professional development and job-embedded coaching in effective reading practices and culturally relevant instruction to improve 3rd-grade English Language Arts (ELA) outcomes. Additionally, provide professional development and job-embedded coaching for K-2 staff.
- ❑ Increase the recruitment and retention of a diverse staff that reflects our student demographics by providing professional development to administrators to help them better understand and remove biases and systemic barriers in the hiring process.
- ❑ Increase college and career support, access, and readiness for historically underserved students.

- Maintain Early Literacy Support
- Educational Improvement Professional Development for Administrators
- Maintain Administrator of Staff Retention/Recruitment
- Maintain Emergent Literacy Support Coaches
- College and Career TOSA
- College and Career Readiness Teachers
- Support for college and career centers
- Portland Workforce Alliance partnership
- Support for AP Diploma program

Outcomes and Key Investments

Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups. (Estimated Investment \$4.1 million)

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

- After school program for Middle School students
- Maintain Multi-Systems of Support Coach
- Maintain Help Desk Bilingual support
- Summer School Programming
- Access to additional alternatives such as Portland Youth Builders
- Online platforms for learning and credit attainment
- College & Career TOSA focused on 9th grade on-track
- Continued implementation of a data dashboard

Outcomes and Key Investments

Supporting the behavioral and mental health needs of students.

(Estimated Investment \$5.13 million)

Ensure students' mental health, social-emotional, and behavioral needs are met by qualified professionals in schools, leading to an increased sense of belonging among students, as well as improved graduation and attendance rates.

- Maintain school counselors positions
- Contract with outside mental health services
- Maintain Social Workers
- Maintain Family Advocate
- Maintain Family Support Workers at the Wichita Center
- Maintain Elementary Health and Wellness teachers
- Maintain Nursing Services
- Contract with substance Abuse Counseling/Provider

Outcomes and Key Investments

Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics. (Estimated Investment \$1.0 million)

Provide ongoing community engagement with opportunities for two-way communication to foster a greater sense of trust and belonging among families, students, and the district.

- Maintain Engagement Specialists for focal groups
- Continue contract for Parent Square
- Ongoing community engagement opportunities
- Maintain Director of Integrated Programs
- Juntos Program at secondary level

How We Measure Success

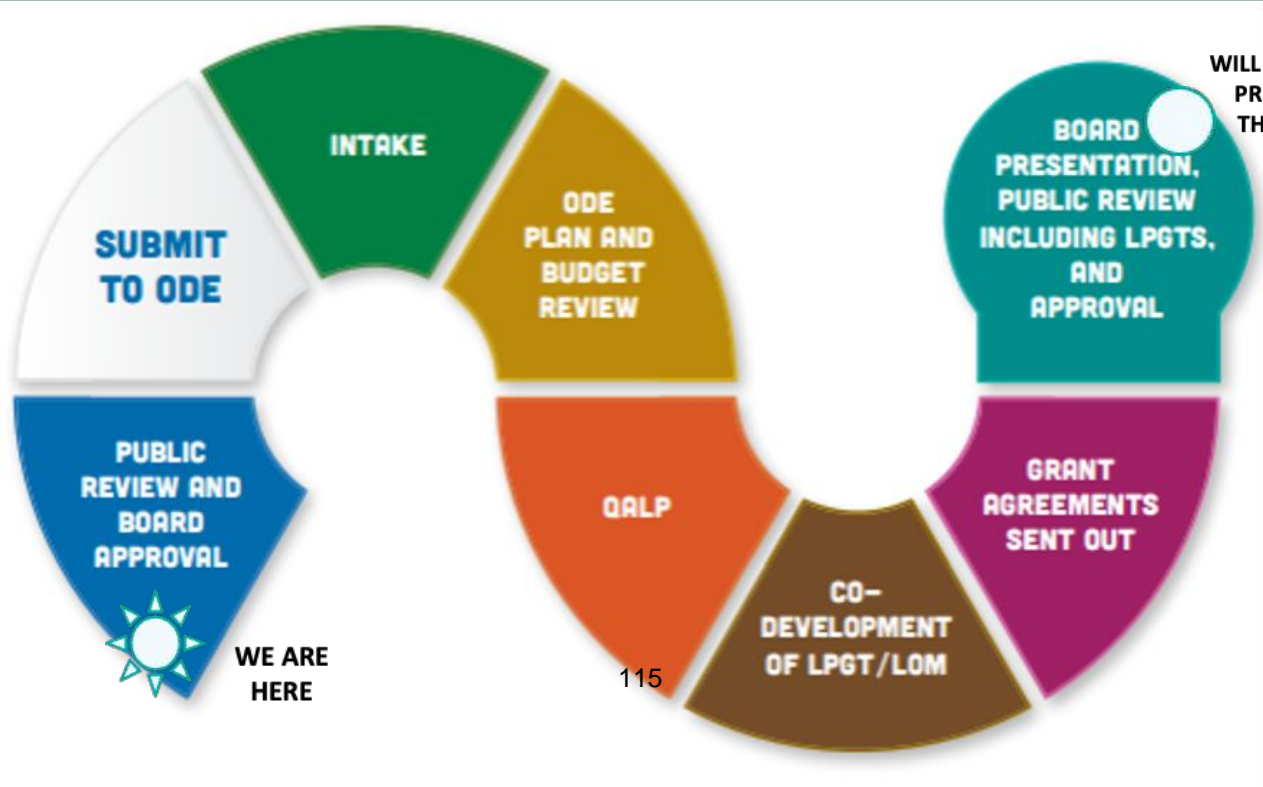
There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)*
5. Local Optional Metrics (LOMs)
6. Progress Markers

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Next Steps



Thank You

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

General Information

School District Name: North Clackamas School District

Institution ID: 1924

Webpage: <https://www.nclack.k12.or.us/about-ncsd/ode-integrated-grant-application>

Contact Person

Name: Jennifer Dove-Kiltow

Email: kiltowj@nclack.k12.or.us

Phone Number: 503-353-5362

A brief description of your school district

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

Featuring close to 17,000 students and more than 2,000 employees, North Clackamas is the 6th largest school district in Oregon and educates a diverse group of students:

25% student’s experiencing poverty,

46% students of color,

18% students with disabilities,

24% Ever English Learners,

Over 80 languages are spoken.

North Clackamas’ overall High School 4 year graduation rate consistently exceeds the state average by 5%, reaching nearly 87% for the 2023-2024 school year. These results reflect the district’s K-12 commitment to educating the whole child, fostering an inclusive learning environment, providing a wide range of career-technical education opportunities, maintaining high academic standards, and offering a variety of educational pathways in the district.

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

Application Narrative

Plan Summary

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

- High School Success (HSS)
- Student Investment Account within the Student Success Act (SIA)
- Continuous Improvement Planning (CIP)
- Career Connected Learning (CCL)
- Career and Technical Education- Perkins V (CTE)
- Every Day Matters (EDM)
- Early Indicator Intervention Systems (EIIS)
- Early Literacy Success School District Grants (ELSSDG)
- Federal School Improvement (FSI)

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

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

1. Maintaining class size and caseload reduction.
2. Providing a well-rounded, equitable education where students see themselves reflected in the staff, curriculum, and instructional practices.

3. Increasing students' academic achievement while reducing barriers and academic disparities for focal student groups.
4. Supporting the behavioral and mental health needs of students.
5. Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics.

The North Clackamas School District has had district-wide formative assessments for the last two years. In addition, we are continuing to refine an assessment roadmap which, amongst other things, will determine how often throughout the year we analyze our local metrics. All data will be disaggregated to analyze the progress of focal groups and make adjustments as needed. As of now, our local metrics include:

- YouthTruth (students/family/staff)
- Fastbridge (K-8 Math and Literacy)
- STAR (K-8 Spanish Literacy & Math)
- Curriculum based measures and common assessments
- Oregon State Assessment

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

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

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

Needs Assessment Summary

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

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

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

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

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

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

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

Application Questions

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

Equity Advanced

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

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

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

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

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

- More tribal-specific events
- Mental health support delivered by providers who are reflective of the focal student populations
- Increased diversity of staff in schools to reflect students and families
- Black Indigenous Person of Color teacher retention
- Equitable grading, specifically the desire for strengths-based feedback and a balance between teacher autonomy and systematic equitable grading systems

- Continue to support staff in equity work so that they can address polarizing issues and engage in culturally relevant and responsive teaching
- Ongoing culturally relevant and responsive professional development and coaching
- Access to high-quality core programming for each student
- Multi-tiered systems of support utilizing data in decision-making to target each student's needs.

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

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

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

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

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

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

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

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

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

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

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

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

CTE Focus

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

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

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

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

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

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

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

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

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

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

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

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

Well-Rounded Education

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

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

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

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

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

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

Elementary

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

Middle

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

High

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

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

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

Elementary

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

Middle

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

High

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

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

Research shows that children with healthy eating habits and regular physical activity are more likely to have better academic performance, attendance, self-esteem, and classroom behavior and

lower obesity rates. Time for play, especially in the elementary years, is critical to developing imagination, peer relationships, problem-solving skills, and healthy brain development. We ensure students have adequate time for nutrition, movement, and play according to each level below.

Elementary

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

Middle

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

High

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Middle to High:

- Instituted and continue to build **9th Grade Success Teams**. Core teachers share common students and meet to look at current data to determine who needs support to stay on track.
- **Middle School College & Career Readiness (CCR)**: Lessons taught at each grade level that introduce students to CCR, interest surveys that direct them to optional career paths, etc., with 8th-grade tours to Sabin-Schellenberg, (CTE school) districtwide.
- **College & Career Readiness 1**: Required 9th-grade CCR class. It provides a sense of community for students transitioning to high school, prepares students to succeed in high school, and beyond.
- **Naviance**: CCR Platform for 7-12th grade students; interest surveys that connect them with career and postsecondary pathways, research and apply for college, write SMART goals, and fulfill the requirements of the ODE Plan and Profile.

High to Postsecondary:

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

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

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

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

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

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

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

At all levels, students exceeding standards may receive accommodations to include inclusively designed, whole group instruction, flexible class grouping, curriculum differentiation,

compacting, teacher facilitation of independent contract work, or other modifications. NCSD identifies Talented and Gifted students using a portfolio of strength-based evidence which examines the student's academic needs. When an **elementary or middle school student** is identified as Talented and Gifted, an Individualized Classroom Plan (ICP) is created. The ICP is written by the classroom teacher, and families have the opportunity to provide input into the differentiated instructional supports outlined in their student's ICP. The ICP outlines any instructional modifications/differentiation necessary to meet the student's documented rate and level of learning in reading and/or math. The ICP is reviewed annually at a minimum and modified as needed to meet the instructional needs of students.

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

CTE Focus

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

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

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

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

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

- School-Based Enterprises in Culinary Arts, Cosmetology and Business & Management,
- Onsite internships in Graphic Design and Agriculture,
- School-day internships in Health Sciences,
- School-day practicum placements and transportation provided in Education,
- Onsite, school-day workplace simulation/technology in Manufacturing & Engineering, Law Enforcement, Broadcasting & Social Media, Architecture & Design, Programming & Coding

- Transportation provided during school day community service at WBL in Forestry
- Transportation, meals, and lodging provided for community service at WBL in Building Construction

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

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

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

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

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

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

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

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

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

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

- Information is sent to families using their preferred language via ParentSquare about our Showcase Night event, as well as information regarding individual programs of study.

- There is a virtual tour using Thinglink, available on the Sabin-Schellenberg Professional Technical Center's (SSC) webpage that has the functionality to read aloud text in approximately 80 languages, including English, Russian, Spanish, Vietnamese.
- Course catalogs are available online in English, Russian, Spanish, and Vietnamese languages.
- Every 8th-grade student in NCSD tours SSC during the forecasting season before submitting their course requests.

Engaged Community

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

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

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

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

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

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

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

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

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

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

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

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

The North Clackamas School District Strategic Plan helps guide our way in creating a safe, welcoming, **and** affirming educational environment. First and foremost, we work on building trusting relationships with students, families, and the community. While a safe and welcoming educational environment includes the actual facilities, it also speaks to the social and emotional well-being of our staff, students, and families. To do this, we have the following established:

- Social-Emotional curriculum and instruction for students
- Interpretation and Translation services
- Affinity and alliance groups for students at the middle and high school levels
- Cultural and linguistically specific parent groups
- YouthTruth survey for all 3rd-12th grade students, families, and staff

Regarding the safety of facilities, we have made physical improvements over the past several years, installing cameras, a buzzer system at front entrances, staff badges across all departments and levels, and a reunification plan for all schools.

- ***If you sponsor a public charter school, describe their participation in the planning and development of your plan.***

District leadership met with charter school administrators to review feedback from community engagement sessions and identify student performance gaps. Charter school students, as a majority, are pulled from within district boundaries. However, charter school students do not mirror the student demographics of the district as a whole. Charter school families and community members were invited to participate in the district-sponsored surveys and sessions. The charter school applications are aligned with the district priorities that emerged from the survey/sessions during the engagement process.

We have signed charter agreements included in the application from: Cascade Heights Public Charter School, Clackamas Middle College, and Milwaukie Academy of the Arts.

- ***Who was engaged in any aspect of your planning processes under this guidance?***

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff
- Community-Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Regional Educator Networks (RENs)
- Migrant Education and McKinney-Vento Coordinators
- CTE Regional Coordinators
- Early Learning Hubs
- Justice Involved Youth
- Community leaders

- ***How were they engaged?***

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- Focus group(s)
- Community group meeting
- Website

- Email messages
- School board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business

Evidence of Engagement

You will be asked to upload your top five artifacts of engagement.

Top 5 Artifacts

1. [Focal Student Surveys, Listening Sessions & Interviews](#)
 - a. Summary of feedback received from our focal students..
2. [Environmental Scan Summary](#) (Student/Family/Staff/Focal Groups)
 - a. Summary of feedback from strategic planning.
3. [Community Surveys, Listening Sessions & Interviews](#) (Parents)
 - a. Summary of feedback from parents with specific focal group input.
4. [NCEA Survey](#) (Licensed Staff)
 - a. Summary of feedback from licensed staff.
5. [Community Forum](#) (Students/Families/Community Partners/Staff)
 - a. Presentation slides of the community forum when we determined needs and priorities.

▪ Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community?

These artifacts were selected as they show the range of ways we reached out to engage the community. It was important to get feedback district-wide and then narrow down our focus with interviews and survey feedback from specific focal groups. Our students showed interest in engaging in conversation. For example, representatives from our Student Equity Advisory group were a part of the process from beginning to end. Their passion for wanting to make a difference in their school and community at large was evident.

Individual artifacts were chosen for the following reasons:

1. Student Equity Advisory Survey/Interviews
 - a. Representative of our focal student groups. Opportunities with this group are ongoing and support two-way communication between the district and students.
2. Environmental Scan Summary
 - a. A summary of all of the responses to a district survey completed in partnership with Studer Education to find out what NCSD is doing well and what NCSD can do better.
3. Community Surveys, Listening Sessions, & Interviews (Parents)

- a. These sessions were in-person and/or via electronic input after listening sessions. Interviews were done with interpreters based on linguistic needs.
- 4. NCEA Survey (Licensed Staff)
 - a. This survey went out to our Licensed staff members to identify their priorities specifically in regard to the spending of SIA dollars.
- 5. Community Forum (Students/Families/Community Partners/Staff)
 - a. A group of 50 members included staff, students, parents, community partners, and a school board member who represented our focal groups to determine our areas of strength to grow and our areas of need.

▪ Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

- 1. Listening Sessions/Interviews
 - a. Listening sessions and interviews were held for parents and students in focal group communities. At those meetings, we discussed what NCSD was doing well and what areas need attention/improvement. We had opportunities for both in-person and virtual meetings based on what communities already had scheduled. For example, our Native American/Native Alaskan parent group met online, while one of our Latinx parent groups met in person at one of our schools. We met with our student groups in a similar fashion. For example, while our Student Equity Advisory group met online, one of our BSU groups met in person at their school. This strategy was used to solicit information as a conversation rather than just a question-and-answer session. The information that we gathered was done on a much more personal level, which allowed students and families to connect and expand on shared topics.
 - b. Level-2 Consult
- 2. Community Forum
 - a. This group of 50 people represented different groups from across the NCSD community, including our focal groups, which met on two different occasions as part of our needs assessment. We reviewed both qualitative and quantitative data and determined areas of strength and areas for improvement to make recommendations for funding some of the outcomes and strategies are seen in this plan. Having the voices of such a diverse group, analyzing and discussing data, and then giving input from their lens was an invaluable piece to our planning process.
 - b. Level-3 Involve

▪ Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

- 1. Survey
 - a. Getting staff feedback on the impacts of SIA funding in the classroom was important. We surveyed our licensed staff using specific questions on current

areas of focus in our SIA plan to understand better where they saw the most positive impact on student learning and achievement and where they saw the least impact.

- b. Level-2 Consult
2. Community Forum
 - a. Staff was an integral part of the Community Forum for our Needs Assessment. We invited licensed staff from across the district representing classroom teachers, special education teachers, music specialists, and Deans of Students, to name just a few groups, to be a part of our Community Forum. This group of approximately 50 people represented different groups from across the NCSd community, including our focal groups met on two occasions as part of our needs assessment. During that time, we reviewed both qualitative and quantitative data and determined areas of strength and areas for improvement to make recommendations for funding some of the outcomes and strategies are seen in this plan. Having the voices of such a diverse group sitting at the same table, analyzing and discussing data, and then giving input, from their lens, about what they wanted for students in North Clackamas was invaluable to our planning process.
 - b. Level-3 Involve

▪ Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

Our community and staff were very clear about the importance of our previous SIA commitment to a focus on class size and caseloads reduction. In both staff and community surveys, they rated this as the #1 need, an area we will continue to keep as part of our overall plan.

At each opportunity to engage with our community and staff, the need for both academic and mental health support post-pandemic was brought to the forefront. Adults are worried about the impacts that the pandemic has had on the children of this community, **and** students interviewed expressed this as a concern for themselves and their peers.

Finally, families want to be engaged in what is going on in their child's classroom/school. They expressed a desire for ongoing, clear communication. Our focal groups of families made it clear that they want the district to engage them in ways that are both culturally and linguistically relevant.

We used this information to create areas of priority in which we grouped our outcomes and strategies under.

Those focus areas are:

- Class size and caseload reduction
- Providing a well-rounded, equitable education where students see themselves reflected in the staff, curriculum, and instructional practices
- Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups

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

CTE Focus

▪ ***How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?***

Each CTE program has an advisory whose membership includes representatives from related industries, community colleges, and program alumni. The role of the advisory is to inform the program of new technologies, and industry practices, help prioritize essential content and skills, as well as share and provide pathways from North Clackamas CTE programs into industry.

Strengthened Systems and Capacity

▪ **How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?**

Like many other districts, especially post-pandemic, North Clackamas has been challenged by staffing shortages, recruiting, and staff retention.

Recruitment is an ongoing effort. NCSd has a “Grow Your Own Pathways” program which targets and supports our current classified employees who want to further their education to become licensed teachers. We host a Meet and Greet reception with invitations to current NCSd interns, practicum students, and student teachers to introduce prospective employees to the district and provide tips in preparation for interviews. Our Discover North Clackamas Job Fair will be a time for recruitment for all district positions with invitations to college/university partners and community organizations.

To retain teachers, we are conducting culturally specific focus groups to gather narrative information regarding their experiences in North Clackamas. We are also closely looking at EXIT survey data to find trends of areas of strength and growth.

We have heard from our focal groups of students and families how important it is to have staff who are representative of them, and we understand this is a priority. We incorporate culturally responsive interviewing strategies and Bias Awareness training for hiring managers and interview teams. Reviewing historical cohort data by year helps determine if hiring reflects the

demographics of students in the district. Recent data shows that there has been a slight increase in new hire staff of color over last year and although we see this growth, we recognize that we still have much work to do.

▪ ***What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?***

Our continued commitment to our community is to hire staff representative of the students we serve. The Human Resources department can run a staffing report that will tell us which licensed staff are within their first three years of teaching and who is teaching outside of their endorsement area. This is useful when it comes time to hire for open positions as it allows administrators to understand the demographics of their staff better and hire accordingly.

In addition, Title One schools are required each year to notify families of any staff that is not Highly Qualified. Administrators ensure that evaluations are completed annually on either a formal or informal cycle with a probationary staff period of 3 years.

Finally, in conjunction with our teacher's union, we have agreed to language regarding the movement of teachers if an involuntary transfer needs to occur. The intent of this language is to maintain the percentage of staff to students relative to the school's linguistic, racial, or gender demographics.

Even though those efforts exist, this is still an area where North Clackamas will need to continue to focus on and grow.

▪ ***How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?***

Across the district, work is being done to reduce the overuse of discipline practices, which may remove students from the classroom. Instead, we focus on proactive approaches with support services such as mental health therapy, SUD services, social workers, engagement specialists, and community liaisons. The goal is to keep students engaged in school and to develop and utilize effective coping skills that decrease challenging behaviors. The manifestation determination process is utilized for students with disabilities identified through an IEP or 504 plan.

Equity work being done at the elementary level uses a specific lens on disaggregated office discipline referral data for focal groups. Our expulsion process provides opportunities for students to re-integrate/re-engage in learning as an alternative to expulsion.

A secondary-level team meets regularly to align our system better to reduce exclusionary discipline practices. The expulsion process has been adjusted to align with state law and district policy, and with the pilot of restorative practices model for discipline, we anticipate fewer exclusionary practices. School administrators analyze discipline data by student groups, including focal student groups, with ongoing professional development to access that data and act on it.

In addition to many of the interventions listed above, behavior data is part of our Early Warning Systems and is analyzed at all levels by a variety of groups, including whole staff, administrative staff, 9th-grade teams, PLCs, etc. One outcome is that we can identify groups of students who may be disproportionately referred to special education.

▪ ***How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?***

As a district, there is a focus on the district “HI5” High Impact strategies to align our practices from Kindergarten-12th grade. Building administrators deliver district-aligned professional development to teachers on these highly effective instructional practices. Calibrated observers have observed classroom instruction to measure the implementation of High-Impact Instructional Practices based on the research of John Hattie. Collaborative learning was chosen to focus on first because it focuses on student engagement which has been a large need post-pandemic.

In addition to the High-5 practices, data is used to guide professional learning, such as level and school-specific PD sessions. PD at individual school sites is aligned to meet SIP goals and focus on student-aligned data and district goals.

NCSD offers a new teacher mentoring program centered around retaining and supporting new teachers to our district. This allows newly hired teachers to receive strategic support throughout the year. Through our new hire support sessions, teachers attend sessions that match their needs and participate in a Plan-Do-Study-Act cycle focused on identifying and addressing potential classroom inequities. An additional layer of support is provided to our new-to-profession educators. These teachers are assigned a site-based job-alike mentor. The pair works together throughout the school year through weekly mentoring and quarterly observation cycles. Site-based mentors work collaboratively to learn about and continually support our mentees around transformational coaching. This allows the educator to find their voice within their practice as well as receive support to achieve district strategic initiatives.

▪ ***How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?***

Feedback and coaching are multifaceted in North Clackamas. Teacher evaluations use a model of pre-observation meetings, observation with look-fors, and post-observation meetings with feedback from supervisors. New teachers engage in a mentoring program that pairs them with a site-based job-alike mentor. The pair works together throughout the school year through weekly mentoring and quarterly observation cycles. Through a PLC structure, our site-based mentors

work collaboratively to learn about and continually support our mentees around transformational coaching (coaching from beliefs, ways of being, and practice). This type of coaching allows for the educator to find their own voice (internal and external) within their practice as well as receive support to achieve district strategic initiatives.

In addition, to support for new staff, district-level coaches provide content-specific support to teachers district-wide. All instructional coaching embraces the intersectionality of content, standards, and strong instructional practices. In addition, our highest-poverty elementary schools also engage site-based instructional coaching, focusing on model teaching, lesson study, lesson planning, and how to use data to inform instruction.

▪ ***What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?***

NCSD continues to work on creating a consistent and systematic approach for Multi-Tiered Systems of Support across our system. Although we have systems of support in many of our schools, it can look different from building to building and team to team. We recognize that this continues to be an area of need for us.

Many of our teams use a collaborative, evidence-based approach to identify which students are not meeting benchmark expectations based on multiple data sources, including universal screening and diagnostic data. Teams identify student strengths, including their linguistic assets, and match skill needs with targeted interventions. Students are progress monitored to provide accurate, relevant, and timely information to determine if adequate progress is being made. Adjustments are made to ensure each student is receiving the instruction that best matches their needs.

A team approach is very important in supporting students, and parents/caregivers are critical members. Families are invited to be a part of the planning process for supporting students, as well as other specialists such as school counselors, social workers, nurses, and/or engagement specialists.

Our goal is to, first and foremost, ensure students have access to Core instruction with Universal Designed Learning, AVID, and Cooperative Learning strategies. We recognize that some students need additional support through intervention and some may need Special Education services. At the high school level we are intentional about providing credit recovery opportunities for students that may need it and provide access to online resources during the school day and a robust summer program.

▪ ***How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?***

Early childhood to elementary school:

- Translated communication with families with invitations to learn more about school options registration and Kindergarten Orientation.
- Transitions of students with Early Childhood Special Education services to school-age services and supports.
- “Kindergarten Exploration” session for two weeks before the start of school.
- Gradual Entry of Kindergarten students the first week in small groups.
- Strong partnership with The Clackamas ESD; hosting 5 Head Start to Success, 2 Early Childhood Special Education, and 4 Life Enrichment Education Program classrooms.

Transition to middle school:

- 5th-grade students participate in a middle school visitation day.
- Counseling teams at elementary/middle school meet to discuss students who may need additional support during the transition period.
- Middle school counselors visit elementary schools to share elective options and school information.

Transition to high school:

- 8th-grade students visit our CTE campus and experience guided tours that occur prior to forecasting for high school electives to provide students with informed choices before planning their course selections.
- Information shared with students about their own neighborhood high school as well as option schools such as charters and magnet school opportunities.

Transition beyond high school:

- Students meet with their school counselor regularly to ensure steps are taken for preparation after high school.
- Students complete an Extended Application, which includes a clear post-high school plan and applications to colleges/universities, military branches, the workforce, or trade opportunities.
- Prior to senior year, students complete a College and Career course that is targeted to support them as they prepare for life after high school.
- Students who graduate with a non-standard diploma leave with adult transition IEPs so that they may participate in post-secondary experiences with support.

2025-2026 SCHOOL CALENDAR

DISCUSSION

Agenda Item #5
February 13, 2025

SUPERINTENDENT’S RECOMMENDATION:

Approval of the 2025-2026 calendar for elementary and middle/high school levels, including approval to use recess, parent/teacher conferences and staff professional development hours toward the annual instructional hours calculation as allowed by Oregon Administrative Rule (OAR) 581-022-2320.

ORIGINATED BY:

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

BUDGET IMPACT:

These proposed 2025-2026 calendars reflect a full school year, including 193 contract days for members of the North Clackamas Education Association.

BACKGROUND:

These proposed 2025-2026 calendars include the following number of days:

Level	Student Days	Conference Days	Inservice Days	Teacher Work Days		NCEA Contract Designated Holidays	Total Days
				Report Prep Days	General Work Days		
Elementary	169	2	4	4	8	6	193
Middle School	174	2	3	4	4	6	193
High School	174	2	4	4	3	6	193

ATTACHMENTS:

- Attachment A: 2025-2026 Proposed Licensed Elementary Calendar
- Attachment B: 2025-2026 Proposed Licensed Middle School and High School Calendar
- NCSD Policy [IC/ICA](#)

ANALYSIS:

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

- The calendar is designed to align with District Goals and Objectives related to quality educational services for all students.
- Whenever possible, there is a K-12 alignment of non-contact days for students. Therefore, whenever possible, a family will have children from all levels out of school at the same time and district transportation/nutritional services will be maximized by a minimal number of days with only one or two levels attending school.
- Apply NCSD Equity Lens and consider perspectives of all stakeholders.
- Awareness of other school districts' and higher educational institutions' vacations.
- Consider information regarding cultural and religious holidays and observances that individual schools will use when establishing specific events and communicating.
- Whenever possible, maintain as many full, 5-day weeks of instruction as possible.
- At high school and middle school levels, each grading period includes as close to the same number of days as possible.
- Whenever possible, middle school and high school aligns day 1 and day 2.
- Whenever possible, the placement of teacher work days and in-service days align to the end of grading periods.
- Whenever possible, elementary non-student days will stagger throughout the week to ensure students are not routinely missing the same area of instruction (e.g. PE, music, media/library or wellness).
- Provision of instructional hours that meet or exceed state requirements and are compliant with labor association agreements.

Prior to the presentation of these proposed calendars to the Board, representatives from each employee group (North Clackamas Education

Association, Oregon School Employee Association, North Clackamas Administrators' Associations and North Clackamas Confidential Employees) provided feedback on a draft. This feedback meeting also included a review of the considerations above, neighboring school districts' 2025-2026 school calendars, university 2025-2026 calendars, and a multicultural holiday/observances calendar. Additionally, the proposed calendars were reviewed for alignment to the licensed employee collective bargaining agreement.

Additionally, as a product of previous collective bargaining, a cross-employee group team met throughout the 2023-2024 school year to review multiple calendar models (e.g. four-day instructional week, monthly early release at all levels, year-round/balanced school year). The team studied various models and discussed the advantages/disadvantages of each. This work resulted in a broader understanding of commonly discussed models, identified complexities and tensions that arise when making changes to the school calendar, and provided an opportunity to discuss in depth calendaring ideas that often surface in public schools.

Upon approval by the school district Board of Directors, the 2025-2026 calendars will be shared broadly with the North Clackamas School District community in multiple languages. School leadership teams will be provided with a comprehensive calendar of multicultural holidays and observances to be mindful of when planning for events at each school and a link to that comprehensive observances calendar will be noted on the published licensed 2025-2026 calendars.

PRESENTER / STAFF CONTACT:

Ivonne Dibblee, Assistant Superintendent
Patricia Ahrens, Executive Director of Elementary Programs
Petra Callin, Executive Director of High School Programs

Elementary Schools 2025-26 Licensed Calendar



First Day of School - September 2
Last Day of School - June 11

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

169 Student Days
193 Contract Days

AUGUST						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	T	T	T	T	T	30
31	Student/Contract Days: 0/5					

SEPTEMBER						
S	M	T	W	T	F	S
	H	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Student/Contract Days: 21/22						

OCTOBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	sc	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	T	
Student/Contract Days: 21/22						

NOVEMBER						
S	M	T	W	T	F	S
						1
2	RP	4	5	6	7	8
9	10	H	12	13	14	15
16	17	18	19	20	T	22
23	CD	CD	SC	H	SC	29
30						
Student/Contract Days: 12/18						

DECEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	SC	SC	SC	SC	SC	27
28	SC	SC	SC			
Student/Contract Days: 15/15						

JANUARY						
S	M	T	W	T	F	S
				SC	SC	3
4	T	6	7	8	9	10
11	12	13	14	15	16	17
18	H	20	21	22	23	24
25	26	27	28	29	RP	31
Student/Contract Days: 17/20						

FEBRUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	H	17	18	19	20	21
22	T	24	25	26	27	28
Student/Contract Days: 18/20						

MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	SC	SC	SC	SC	SC	28
29	30	31				
Student/Contract Days: 17/17						

APRIL						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	RP	14	15	16	17	18
19	20	21	22	23	T	25
26	27	28	29	30		
Student/Contract Days: 20/22						

MAY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	T	16
17	18	19	20	21	22	23
24	H	26	27	28	29	30
31						
Student/Contract Days: 19/21						

JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	RP	13
14	T	16*	17*	18*	SC	20
21	22*	23	24	25	26	27
28	29	30				
Student/Contract Days: 9/11						

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

- Notes:**
- * = Emergency day in the event of school closure.
 - The final calendar is subject to change, due to multiple factors, including bargaining and resources available.
 - When planning school, classroom, or community events, be mindful of religious and cultural holidays and observances: <https://shorturl.at/crEFY>

Middle Schools/High Schools 2025-26 Licensed Calendar



First Day of School - September 2
Last Day of School - June 12

6 Holidays
4 Report Preparation Days
7 Teacher Inservice/Work Days
2 Conference Days

174 Student Days
193 Contract Days

AUGUST						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	T	T	T	T	T	30
31	Student/Contract Days: 0/5					

SEPTEMBER						
S	M	T	W	T	F	S
	H	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	Student/Contract Days: 21/22			

OCTOBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	sc	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	[31]	
Student/Contract Days: 22/22						

NOVEMBER						
S	M	T	W	T	F	S
						1
2	RP	4	5	6	7	8
9	10	H	12	13	14	15
16	17	18	19	20	T	22
23	CD	CD	SC	H	SC	29
30	Student/Contract Days: 12/18					

DECEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	SC	SC	SC	SC	SC	27
28	SC	SC	SC	Student/Contract Days: 15/15		

JANUARY						
S	M	T	W	T	F	S
				SC	SC	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	H	20	21	22	23	24
25	F	F	F	[F]	RP	31
Student/Contract Days: 18/20						

FEBRUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	H	17	18	19	20	21
22	T	24	25	26	27	28
Student/Contract Days: 18/20						

MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	SC	SC	SC	SC	SC	28
29	30	31	Student/Contract Days: 17/17			

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

MAY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	H	26	27	28	29	30
31	Student/Contract Days: 20/21					

JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	F	F	F	[F]	13
14	RP	16*	17*	18*	SC	20
21	22*	23	24	25	26	27
28	29	30	Student/Contract Days: 10/11			

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

- Notes:**
- * = Emergency day in the event of school closure.
 - The final calendar is subject to change, due to multiple factors, including bargaining and resources available.
 - When planning school, classroom, or community events, be mindful of religious and cultural holidays and observances: <https://shorturl.at/crEfy>



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

School Year/School Calendar

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

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

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

END OF POLICY

Legal Reference(s):

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

[OAR 581-022-1620](#)

Cross Reference(s):

ID - School Day

REVISION TO 2024-25 ORGANIZATIONAL RESOLUTION

DISCUSSION/ACTION

Agenda Item #6
February 13, 2025

REASON FOR BOARD CONSIDERATION:

Approval of the attached revision to the 2024-25 Organizational Resolution

RECOMMENDATION:

Recommend approval of revision under item “F. Auditors” on the attached “Organizational Resolution for the Required Designations, Authorizations, and Appointments for Fiscal Year 2024-25 (As Revised)”

ORIGINATED BY:

This is a revision to an annual agenda item, required to make needed designations, authorizations, and appointments.

ATTACHMENTS:

Organizational Resolution for the Required Designations, Authorizations, and Appointments for Fiscal Year 2024-25 (As Revised)

PRESENTER / STAFF CONTACT:

Matthew J. Makara, Executive Director of Finance and Business Services

**ORGANIZATIONAL RESOLUTION FOR THE REQUIRED
DESIGNATIONS, AUTHORIZATIONS, AND APPOINTMENTS
FOR FISCAL YEAR
2024-25 (AS REVISED)**

WHEREAS: BE IT RESOLVED, the Board of Directors of the North Clackamas School District approves the designations, authorizations and appointments as recommended in items A. through I.

A. Chief Administrative Officers and District Clerk (ORS 332.515)

- a. Dr. Shay James, Superintendent, shall be the Chief Administrative Officer and District Clerk of the Board of Directors with designated powers as stated in Board Policy, including administration of all local, state and federal funds and programs.

B. Budget Officer (ORS 294.331)

- a. Mr. Matthew J. Makara, Executive Director of Finance and Business Services, shall be the Budget Officer.

C. Deputy Clerk

- a. Mr. Matthew J. Makara, Executive Director of Finance and Business Services, shall be the Deputy Clerk.

D. Custodian of Funds and Established Depositories for School Funds (ORS 328.441, ORS 294.805 to ORS 294.895 and ORS 328.445)

- a. Designate the depositories for school funds to be qualified depositories for public funds as approved by the Oregon State Treasury under ORS 295.002.
- b. Designate the Superintendent (Dr. Shay James) and Executive Director of Finance and Business Services (Mr. Matthew J. Makara) as custodian of funds and authorized to sign checks. Also, Chief of Staff (Ms. Tiffany Shireman) and Chief of Human Resources & Business Services (Ms. Michelle Riddell) are authorized to sign checks.
- c. Authorize facsimile signatures for all checks.
- d. Distributions of \$100,000 and over require authorization via an original signature (one for \$100,000 to \$250,000 and two for \$250,000 and over).

E. Authority to Invest Funds (ORS 294.035) and (ORS 294.810, 294.815)

- a. Authorize the State of Oregon Local Government Investment Pool as an investing agent for the North Clackamas School District No. 12, Clackamas County, Oregon.
- b. Authorize Superintendent (Dr. Shay James) and Executive Director of Finance and Business Services (Mr. Matthew J. Makara) to invest funds in accordance with District policy.

F. Auditors (ORS 297.405, 327.137 and 328.465)

- a. Designate Clear Trail CPAs as the independent audit firm for the North Clackamas School District.

G. Designate Official Publications

- a. Designate the Pamplin Media Group as the official publications for the North Clackamas School District for the 2024-25 fiscal year.

H. Contract Signers (ORS 279A.075 and 332.075(3))

- a. Designate the Chief of Staff (Ms. Tiffany Shireman), Chief of Human Resources & Business Services (Ms. Michelle Riddell), Executive Director of Finance & Business Services (Mr. Matthew J. Makara), Director of Business Operations (Ms. Gwen Chapman) authority to enter into contracts.

I. Legal Counsel

- a. Designate Miller Nash LLP as the legal counsel firm for the North Clackamas School District.

Originally Approved June 20, 2024. Approved as revised this 13th day of February 2025.

Kathy Wai, Board of Directors Chair

Shay James, Superintendent/Clerk

**DEDICATE RIGHT OF WAY PROPERTY
TO CITY OF HAPPY VALLEY**

DISCUSSION/ACTION

Agenda Item #7
February 13, 2025

SUPERINTENDENT'S RECOMMENDATION:

Adopt resolution to dedicate to the City of Happy Valley Right of Way for 162nd Avenue at Scouters Mountain Elementary School.

BUDGET IMPACT/SOURCE OF FUNDS:

There is no expense or revenue for the dedication of the Right of Way.

BACKGROUND:

The voters approved a capital projects Bond measure in November 2016. As part of the November 2016 Bond measure, the district committed to build a portion of 162nd Avenue as required when Scouters Mountain was originally built.

The district has constructed their portion of 162nd and needs to dedicate the Right of Way to the City of Happy Valley. The right of way is approximately 49,192 square feet.

ATTACHMENTS:

Board Resolution
Legal descriptions
Right of Way Site Plans
Right of Way Aerial Depictions

PRESENTER / STAFF CONTACT:

Teresa Neff-Webster, Chief of Operations

RESOLUTION NO. R24/25-46

RESOLUTIONS OF THE BOARD OF DIRECTORS OF NORTH CLACKAMAS SCHOOL DISTRICT NO. 12 (THE “DISTRICT”), DECLARING THE PUBLIC NECESSITY TO DEDICATE A RIGHT OF WAY TO THE CITY OF HAPPY VALLEY OVER CERTAIN REAL PROPERTY OWNED BY THE DISTRICT LOCATED AT 14941 SE 162nd AVENUE IN THE CITY OF HAPPY VALLEY, COUNTY OF CLACKAMAS, OREGON WITH DUE REGARD FOR SCHOOL USE AND AUTHORIZING THE NEGOTIATION THEREFORE, AND APPROVING SAID TRANSACTIONS.

WHEREAS, the North Clackamas School District No. 12 (the “District”) is authorized and responsible for, without limitation, the student body, instructional delivery, staffing, safety, supply, and transportation services of a public school system, including the location, construction, occupancy, operation and maintenance of facilities therefore;

WHEREAS, the District owns real property at 14941 SE 162nd Ave in the City of Happy Valley, County of Clackamas, Oregon (the “162nd Property”);

WHEREAS, in connection with the development approvals to develop the District’s elementary school on the 162nd Property, the City of Happy Valley (the “City”) required the following right of way dedication (the “Dedication”) to the City of a portion of the 162nd Property described as follows: approximately 49,192 square feet over the portion of the 162nd Property described on Exhibit A and as shown on Exhibit B attached hereto. No monetary consideration is to be paid in connection with the Dedication.

WHEREAS, the consideration and recommendation of the Superintendent and her staff is that the grant of the Dedication in favor of the City of a portion of the 162nd Property is in the best interest of the District under the totality of the circumstances;

WHEREAS, the Superintendent and her staff, aided by appropriate consultants and professionals, are best suited to complete the Dedication to the City of a portion of the 162nd Property; and

WHEREAS, the Board of Directors of the District, having considered and deliberated at a public meeting regarding the public interest and necessity of granting the Dedication to the City of a portion of the 162nd Property.

[remainder of page left blank intentionally]

BE IT RESOLVED:

The proposed grant of the Dedication to the City of a portion of the 162nd Property on final terms and conditions to be negotiated by the Superintendent and her designees, is approved by this Board of Directors of the District, is ratified and approved as the intention of the District, and the Superintendent and her designees are authorized and directed to take such actions as may be reasonable and necessary to complete the grant of Dedication to the City, upon terms and conditions as the Superintendent and her staff shall determine to be in the best interest of the District.

DATED this ___ day of _____ 2025.

North Clackamas School District Board of Directors

ATTEST:

RIGHT-OF-WAY DEDICATION

A parcel of land, as show on attached Exhibit "B", lying in the Northeast One-Quarter of the Northwest One-Quarter of Section 31, Township 1 South, Range 3 East, of the Willamette Meridian, City of Happy Valley, Clackamas County, Oregon and being a portion of that tract of land described in a Warranty Deed to North Clackamas School District No. 12, recorded September 10, 2008 as Document No. 2008-063368 and Stipulated General Judgement, North Clackamas School District No. 12, Plaintiff, recorded November 17, 2008 as Document No. 2008-077268, Clackamas County Deed Records, said parcel being more particularly described as follows:

Commencing at a found 5/8" iron rod with yellow plastic cap inscribed "AKS ENGR." marking the Southwest corner of "Scouters Meadow" Plat No. 4493, Clackamas County Records.

Thence S89°08'34"E, along the South line of said "Scouters Meadow", 277.84 feet, to the Southeast corner of Lot 20 thereof, said point being on the West Right-of-Way line of SE 162nd Avenue and the **True point of Beginning**;

Thence continuing along said South line S89°08'34"E, 58.00 feet to the Southwest corner of Lot 19 of said "Scouters Meadow", said point also being on the East Right-of-Way line of SE 162nd Avenue;

Thence S00°51'26"W, 99.93 feet, to the beginning of a 234.00 foot radius curve to the right having a central angle of 32°04'22";

Thence Southwesterly along the arc of said curve to the right, (the long cord of which bears S16°53'37"W, 129.28 feet) an arc distance of 130.99 feet;

Thence S32°55'48"W, 403.92 feet to the beginning of a 165.50 foot radius curve to the left having a central angle of 31°19'01";

Thence Southwesterly along the arc of said curve to the left, (the long cord which bears S17°16'18"W, 89.34 feet) an arc distance of 90.46 feet;

Thence S01°36'47"W, 9.54 feet to the Northwest Corner of Lot 605 of "Pleasant Valley Villages No. 7" Plat No. 4702 Clackamas County Records, said point also being the Easterly Right-of-Way line of SE 162nd Avenue;

Thence N89°08'34"W, along the North line of said "Pleasant Valley Villages No. 7" 69.01 feet, to a 5/8 inch iron rod with yellow plastic cap inscribed "AKS ENGR.", said point being the Westerly Right-of-Way line of SE 162nd Avenue and the Northwest corner of said "Pleasant Valley Villages No. 7";

Thence N01°36'47"E, along the Westerly line of Doc. No. 2008-063368 10.46 feet, to the beginning of a 234.50 foot radius curve to the right having a central angle of 31°19'01";

Thence Northeasterly along the arc of said curve to the right, (the long cord which bears N17°16'18"E, 126.58 feet) an arc distance of 128.17 feet;

Thence N32°55'48"E, 423.19 feet to the beginning of a 170.00 foot radius curve to the left having a central angle of 32°04'22";

Thence Northeasterly along the arc of said curve to the left, (the long cord which bears N16°53'37"E, 93.92 feet) an arc distance of 95.16 feet;

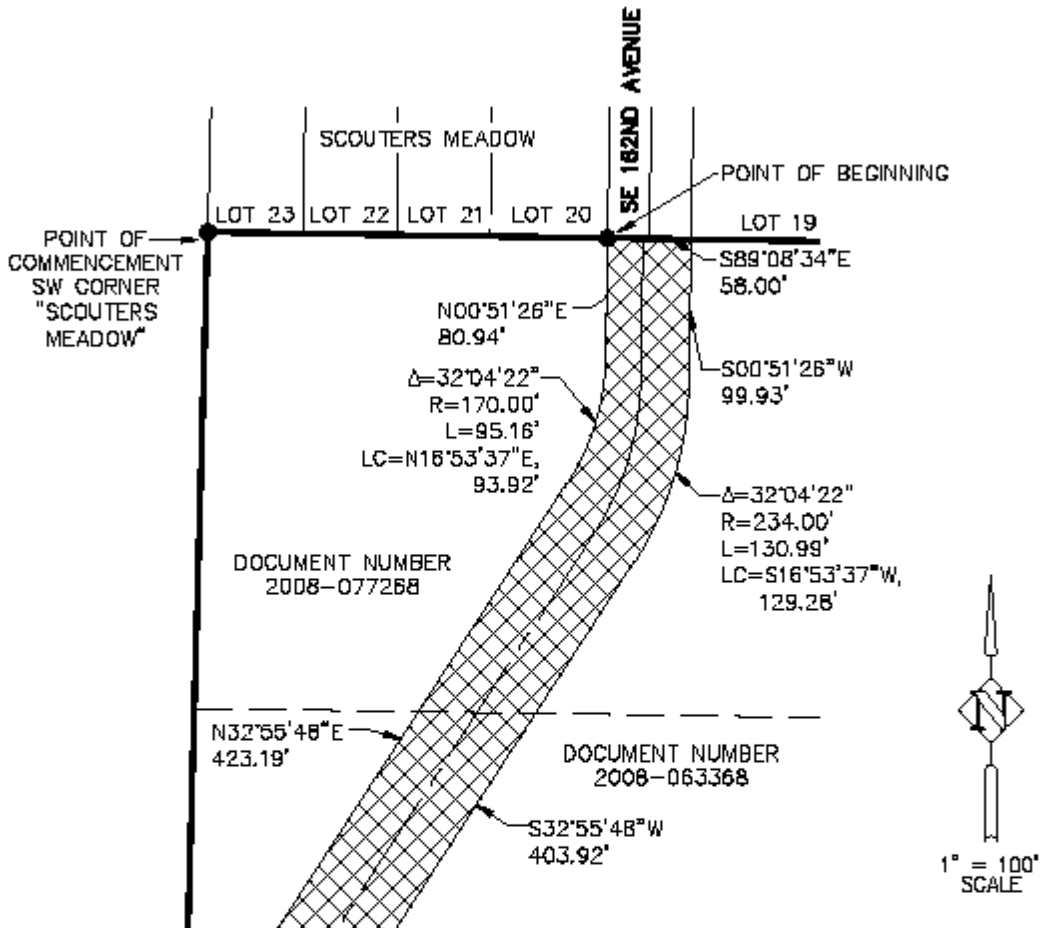
Thence N00°51'26"E, 80.94 feet to the **Point of Beginning**.

Bearings are based on the Oregon State Plane Coordinate System (North Zone), International feet, NAD83 (2011)(EPOCH 2010.00). The south line of "Scouters Meadow" was held to be S89°08'34"E

The parcel of land to which this description applies contains 49,192 square feet more or less.



EXHIBIT "B"
PROPOSED ROADWAY DEDICATION



LEGEND



PROPOSED ROADWAY
 DEDICATION
 ± 49,192 SQ.FT.



**Harper
 Houf Peterson
 Righellis Inc.**

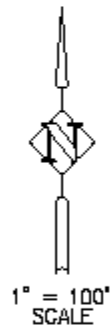
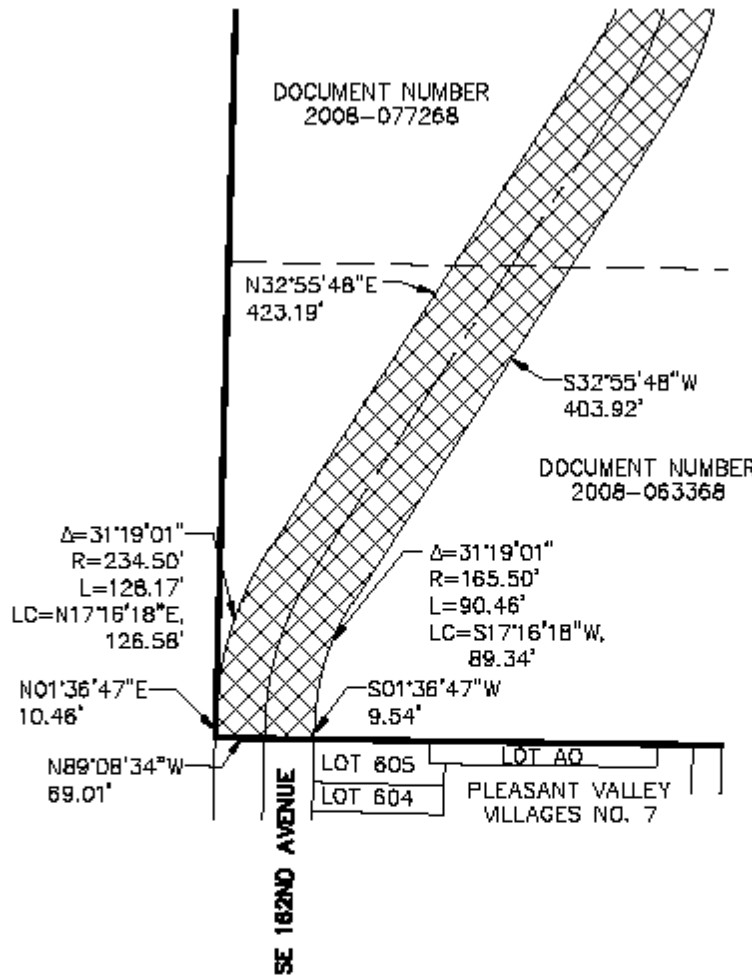
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NGS-43 ACY 10/24/2024 PAGE 1 OF 2

SEE ATTACHED
 LEGAL DESCRIPTION

EXHIBIT "B"
PROPOSED ROADWAY DEDICATION



LEGEND



PROPOSED ROADWAY
DEDICATION
± 49,192 SQ.FT.



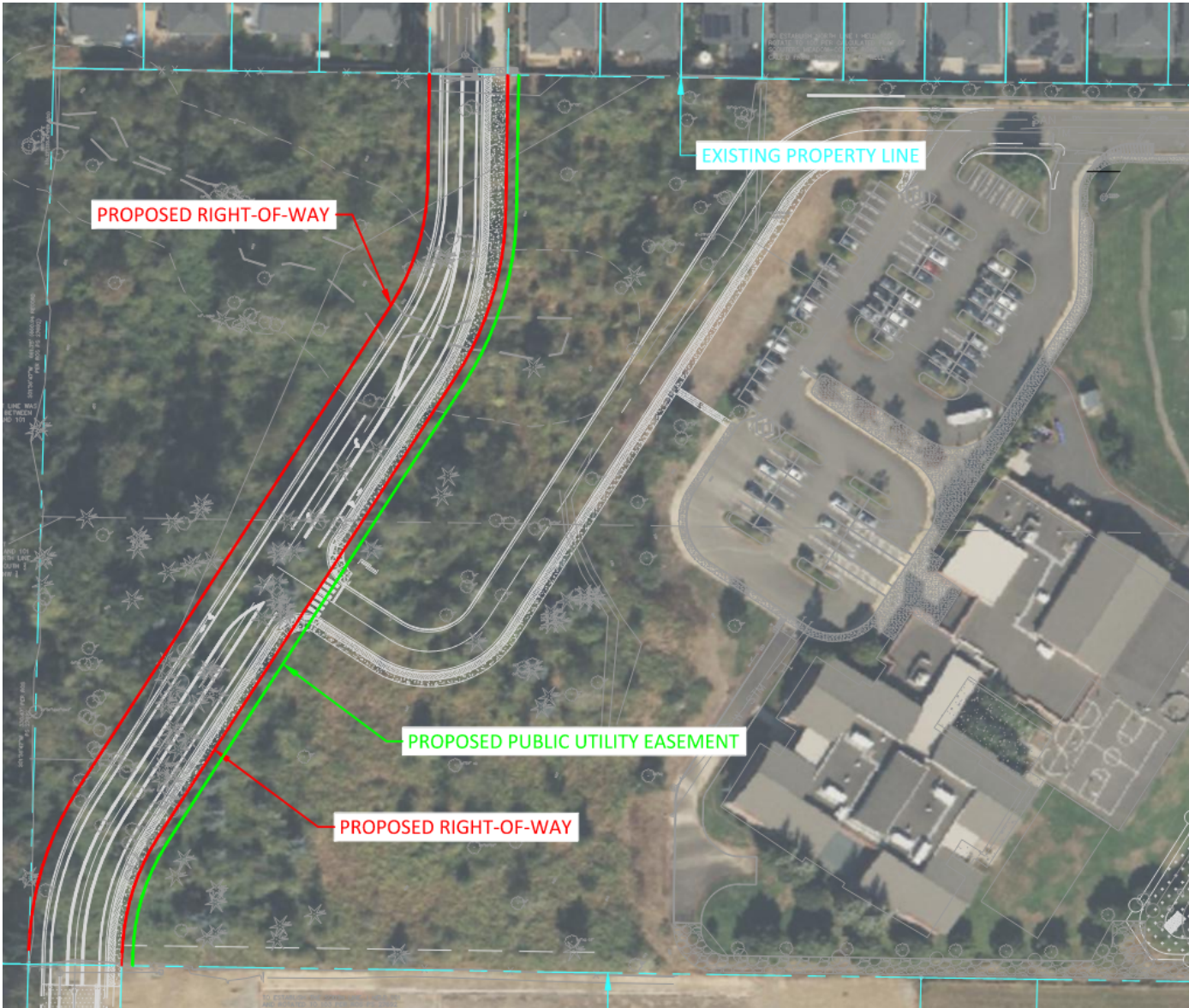
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Righellis Inc.**

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NGS-43 ACY 10/24/2024 PAGE 2 OF 2

SEE ATTACHED
LEGAL DESCRIPTION



RIGHT-OF-WAY DEDICATION

A parcel of land, as show on attached Exhibit "B", lying in the Northeast One-Quarter of the Northwest One-Quarter of Section 31, Township 1 South, Range 3 East, of the Willamette Meridian, City of Happy Valley, Clackamas County, Oregon and being a portion of that tract of land described in a Warranty Deed to North Clackamas School District No. 12, recorded September 10, 2008 as Document No. 2008-063368 and Stipulated General Judgement, North Clackamas School District No. 12, Plaintiff, recorded November 17, 2008 as Document No. 2008-077268, Clackamas County Deed Records, said parcel being more particularly described as follows:

Commencing at a found 5/8" iron rod with yellow plastic cap inscribed "AKS ENGR." marking the Southwest corner of "Scouters Meadow" Plat No. 4493, Clackamas County Records.

Thence S89°08'34"E, along the South line of said "Scouters Meadow", 277.84 feet, to the Southeast corner of Lot 20 thereof, said point being on the West Right-of-Way line of SE 162nd Avenue and the **True point of Beginning**;

Thence continuing along said South line S89°08'34"E, 58.00 feet to the Southwest corner of Lot 19 of said "Scouters Meadow", said point also being on the East Right-of-Way line of SE 162nd Avenue;

Thence S00°51'26"W, 99.93 feet, to the beginning of a 234.00 foot radius curve to the right having a central angle of 32°04'22";

Thence Southwesterly along the arc of said curve to the right, (the long cord of which bears S16°53'37"W, 129.28 feet) an arc distance of 130.99 feet;

Thence S32°55'48"W, 403.92 feet to the beginning of a 165.50 foot radius curve to the left having a central angle of 31°19'01";

Thence Southwesterly along the arc of said curve to the left, (the long cord which bears S17°16'18"W, 89.34 feet) an arc distance of 90.46 feet;

Thence S01°36'47"W, 9.54 feet to the Northwest Corner of Lot 605 of "Pleasant Valley Villages No. 7" Plat No. 4702 Clackamas County Records, said point also being the Easterly Right-of-Way line of SE 162nd Avenue;

Thence N89°08'34"W, along the North line of said "Pleasant Valley Villages No. 7" 69.01 feet, to a 5/8 inch iron rod with yellow plastic cap inscribed "AKS ENGR.", said point being the Westerly Right-of-Way line of SE 162nd Avenue and the Northwest corner of said "Pleasant Valley Villages No, 7";

Thence N01°36'47"E, along the Westerly line of Doc. No. 2008-063368 10.46 feet, to the beginning of a 234.50 foot radius curve to the right having a central angle of 31°19'01";

Thence Northeasterly along the arc of said curve to the right, (the long cord which bears N17°16'18"E, 126.58 feet) an arc distance of 128.17 feet;

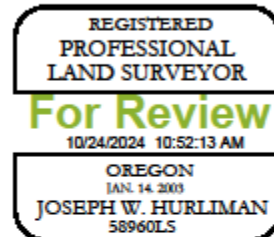
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Thence N00°51'26"E, 80.94 feet to the **Point of Beginning**.

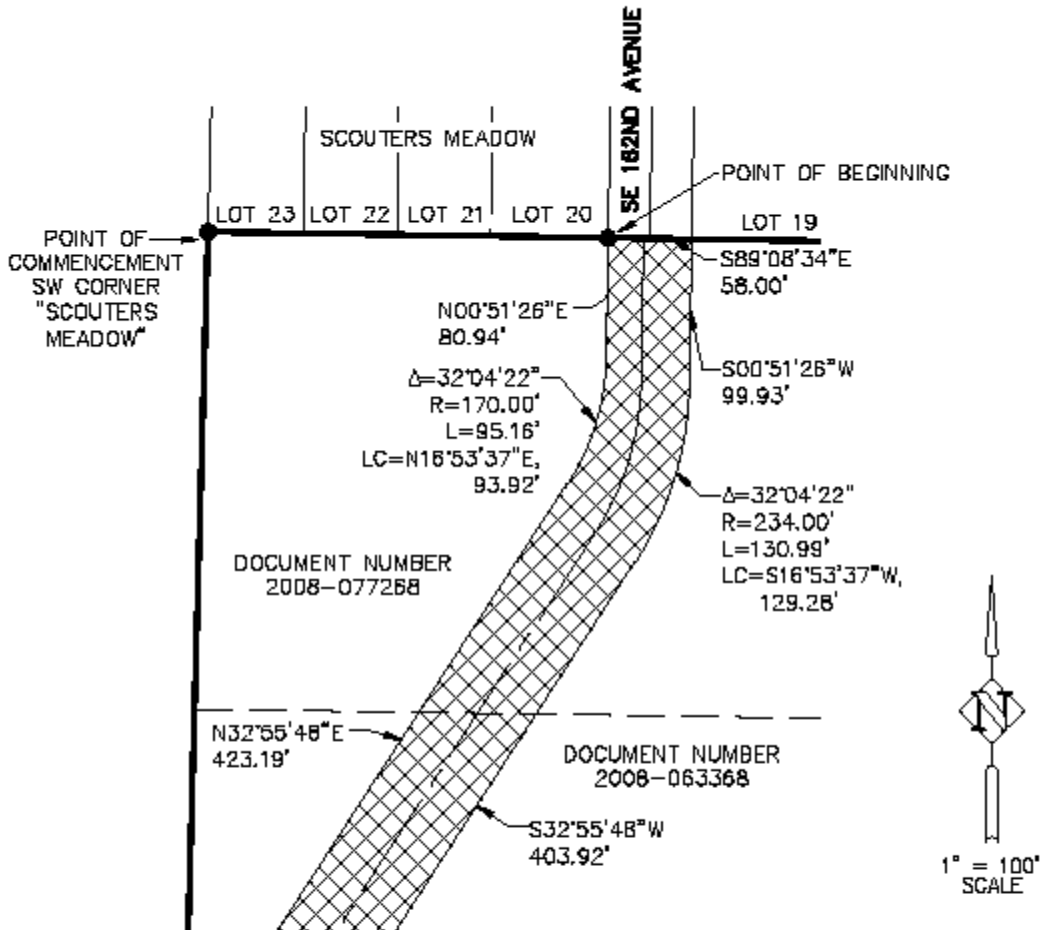
Bearings are based on the Oregon State Plane Coordinate System (North Zone), International feet, NAD83 (2011)(EPOCH 2010.00). The south line of "Scouters Meadow" was held to be S89°08'34"E

The parcel of land to which this description applies contains 49,192 square feet more or less.



RENEWAL: 6/30/25

EXHIBIT "B"
PROPOSED ROADWAY DEDICATION



LEGEND

 PROPOSED ROADWAY DEDICATION
 ± 49,192 SQ.FT.


Harper Houf Peterson Righellis Inc.

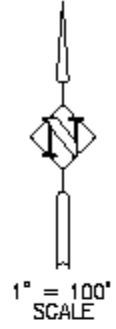
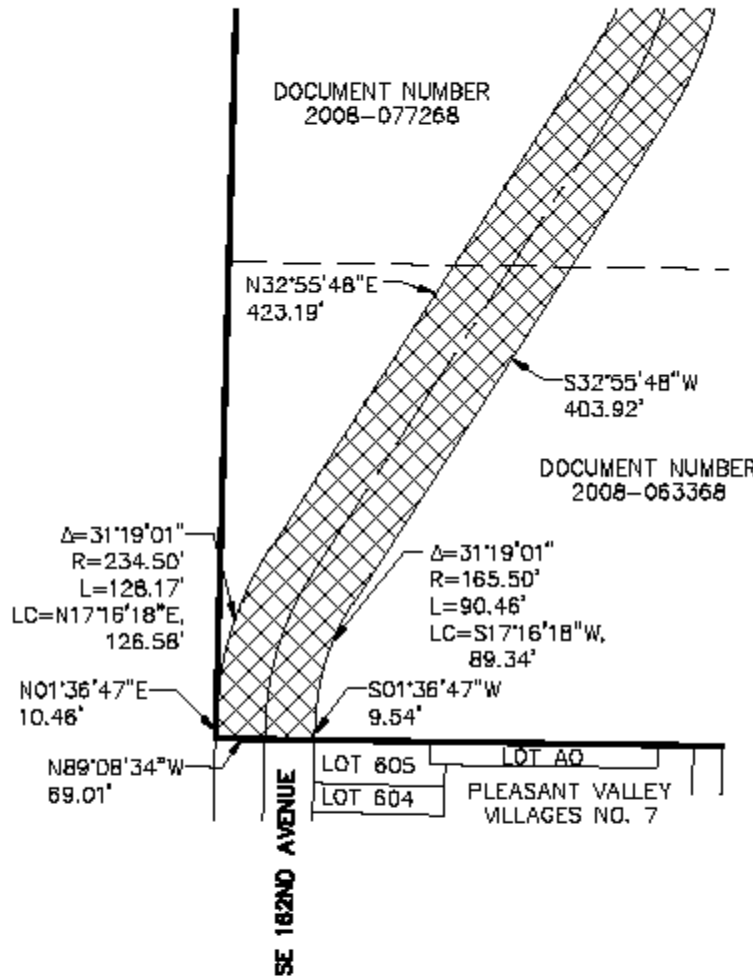
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NGS-43 ACY 10/24/2024 PAGE 1 OF 2

SEE ATTACHED
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EXHIBIT "B"
PROPOSED ROADWAY DEDICATION



LEGEND

 PROPOSED ROADWAY DEDICATION
 ± 49,192 SQ.FT.


**Harper
 Houf Peterson
 Righellis Inc.**

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 NGS-43 ACY 10/24/2024 PAGE 2 OF 2

**DEDICATE UTILITY EASEMENT PROPERTY
TO CITY OF HAPPY VALLEY**

DISCUSSION/ACTION

Agenda Item #8
February 13, 2025

SUPERINTENDENT'S RECOMMENDATION:

Adopt resolution to dedicate to the City of Happy Valley a Utility Easement for 162nd Avenue at Scouters Mountain Elementary School.

BUDGET IMPACT/SOURCE OF FUNDS:

There is no expense or revenue for the dedication of the Utility Easement.

BACKGROUND:

The voters approved a capital projects Bond measure in November 2016. As part of the November 2016 Bond measure, the district committed to build a portion of 162nd Avenue as required when Scouters Mountain was originally built.

The district has constructed their portion of 162nd and needs to dedicate the Utility Easement to the City of Happy Valley. The Utility Easement is approximately 5,879 square feet.

ATTACHMENTS:

Board Resolution
Legal descriptions
Right of Way Site Plans
Right of Way Aerial Depictions

PRESENTER / STAFF CONTACT:

Teresa Neff-Webster, Chief of Operations

RESOLUTION NO. R24/25-47

RESOLUTIONS OF THE BOARD OF DIRECTORS OF NORTH CLACKAMAS SCHOOL DISTRICT NO. 12 (THE “DISTRICT”), DECLARING THE PUBLIC NECESSITY TO DEDICATE A PUBLIC UTILITY EASEMENT TO THE CITY OF HAPPY VALLEY OVER CERTAIN REAL PROPERTY OWNED BY THE DISTRICT LOCATED AT 14941 SE 162nd AVENUE IN THE CITY OF HAPPY VALLEY, COUNTY OF CLACKAMAS, OREGON WITH DUE REGARD FOR SCHOOL USE AND AUTHORIZING THE NEGOTIATION THEREFORE, AND APPROVING SAID TRANSACTIONS.

WHEREAS, the North Clackamas School District No. 12 (the “District”) is authorized and responsible for, without limitation, the student body, instructional delivery, staffing, safety, supply, and transportation services of a public school system, including the location, construction, occupancy, operation and maintenance of facilities therefore;

WHEREAS, the District owns real property at 14941 SE 162nd Ave in the City of Happy Valley, County of Clackamas, Oregon (the “162nd Property”);

WHEREAS, in connection with the development approvals to develop the District’s elementary school on the 162nd Property, the City of Happy Valley (the “City”) required the following public utility easement (the “Easement”) to the City over a portion of the 162nd Property described as follows: approximately 5,879 square feet over a portion of the 162nd Property described on Exhibit A and as shown on Exhibit B attached hereto. No monetary consideration is to be paid in connection with the Easement.

WHEREAS, the consideration and recommendation of the Superintendent and her staff is that the conveyance of the Easement in favor of the City over a portion of the 162nd Property is in the best interest of the District under the totality of the circumstances;

WHEREAS, the Superintendent and her staff, aided by appropriate consultants and professionals, are best suited to complete the conveyance of the Easement to the City over a portion of the 162nd Property; and

WHEREAS, the Board of Directors of the District, having considered and deliberated at a public meeting regarding the public interest and necessity of granting the Easement to the City over a portion of the 162nd Property.

[remainder of page left blank intentionally]

BE IT RESOLVED:

The proposed conveyance of the Easement to the City over a portion of the 162nd Property on final terms and conditions to be negotiated by the Superintendent and her designees, is approved by this Board of Directors of the District, is ratified and approved as the intention of the District, and the Superintendent and her designees are authorized and directed to take such actions as may be reasonable and necessary to complete the conveyance of the Easement to the City, upon terms and conditions as the Superintendent and her staff shall determine to be in the best interest of the District.

DATED this ____ day of _____2025.

North Clackamas School District Board of Directors

ATTEST:

PUBLIC UTILITY EASEMENT

A strip of land, as show on attached Exhibit "B", lying in the Northeast One-Quarter of the Northwest One-Quarter of Section 31, Township 1 South, Range 3 East, of the Willamette Meridian, City of Happy Valley, Clackamas County, Oregon and being a portion of that tract of land described in a Warranty Deed to North Clackamas School District No. 12, recorded September 10, 2008 as Document No. 2008-063368 and Stipulated General Judgement, North Clackamas School District No. 12, Plaintiff, recorded November 17, 2008 as Document No. 2008-077268, Clackamas County Deed Records, said strip of land lying 8.00 feet easterly and adjacent to the following described line, the side lines of said strip are to be shortened or lengthened to terminate at the property boundary.

Commencing at a found 5/8" iron rod with yellow plastic cap inscribed "AKS ENGR." marking the Southwest corner of "Scouters Meadow" Plat No. 4493, Clackamas County Records.

Thence S89°08'34"E, along the South line of said "Scouters Meadow", 335.84 feet, to the Southwest corner of Lot 19 thereof, said point being on the East Right-of-Way line of SE 162nd Avenue and the **True point of Beginning**;

Thence S00°51'26"W, 99.93 feet, to the beginning of a 234.00 foot radius curve to the right having a central angle of 32°04'22";

Thence Southwesterly along the arc of said curve to the right, (the long cord of which bears S16°53'37"W, 129.28 feet) an arc distance of 130.99 feet;

Thence S32°55'48"W, 403.92 feet to the beginning of a 165.50 foot radius curve to the left having a central angle of 31°19'01";

Thence Southwesterly along the arc of said curve to the left, (the long cord which bears S17°16'18"W, 89.34 feet) an arc distance of 90.46 feet;

Thence S01°36'47"W, 9.54 feet to the Northwest Corner of Lot 605 of "Pleasant Valley Villages No. 7" Plat No. 4702 Clackamas County Records, said point also being the Easterly Right-of-Way line of SE 162nd Avenue and the terminus of said line description;

Bearings are based on the Oregon State Plane Coordinate System (North Zone), International feet, NAD83 (2011) (EPOCH 2010,00). The south line of "Scouters Meadow" was held to be S89°08'34"E

The parcel of land to which this description applies contains 5,879 square feet more or less.

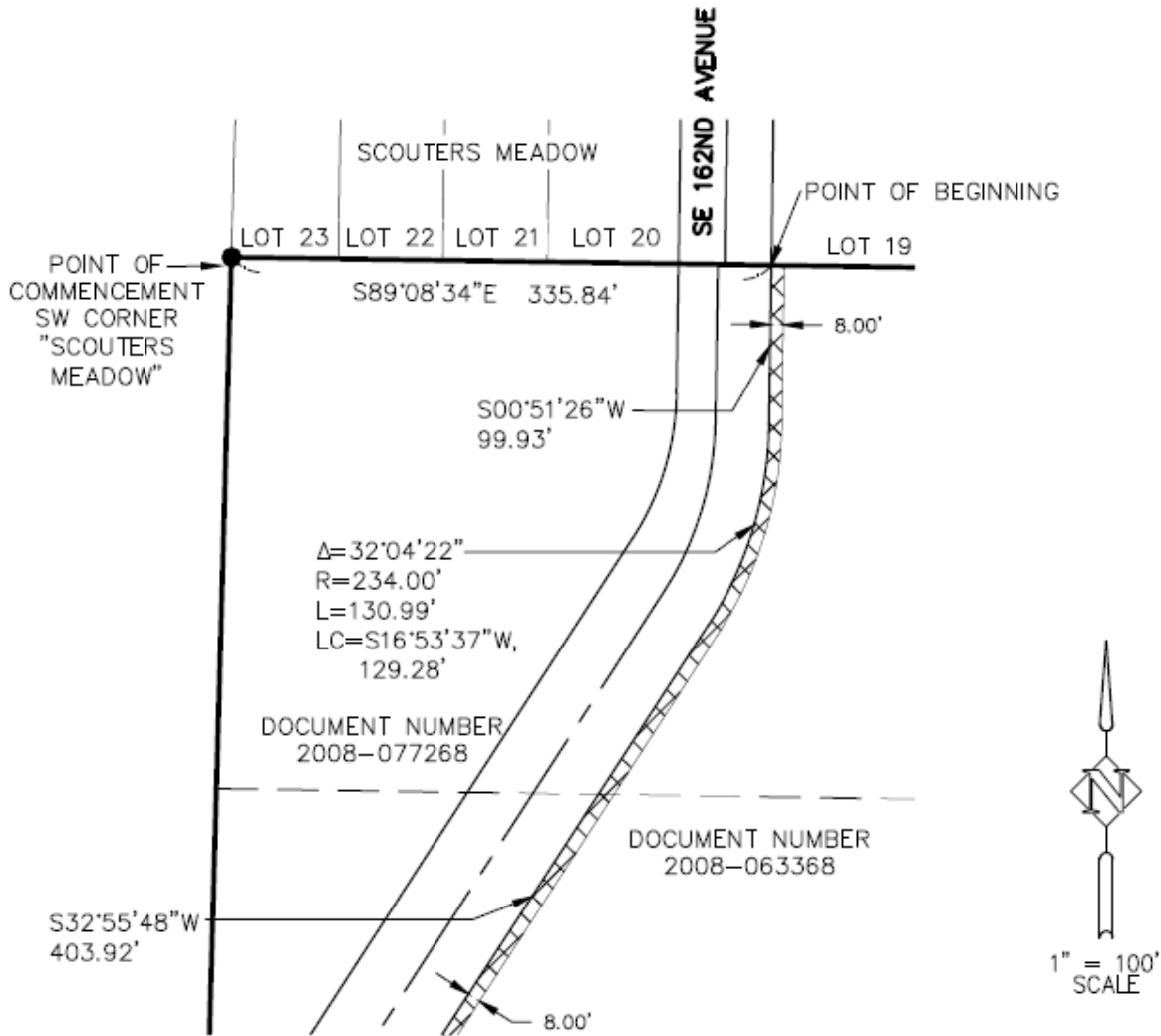
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OREGON
JAN. 14, 2003
JOSEPH W. HURLIMAN
58960LS

RENEWAL: 6/30/25

EXHIBIT "B"
PUBLIC UTILITY EASEMENT



LEGEND



PUBLIC UTILITY EASEMENT
± 5,879 SQ.FT.



**Harper
Houf Peterson
Righellis Inc.**

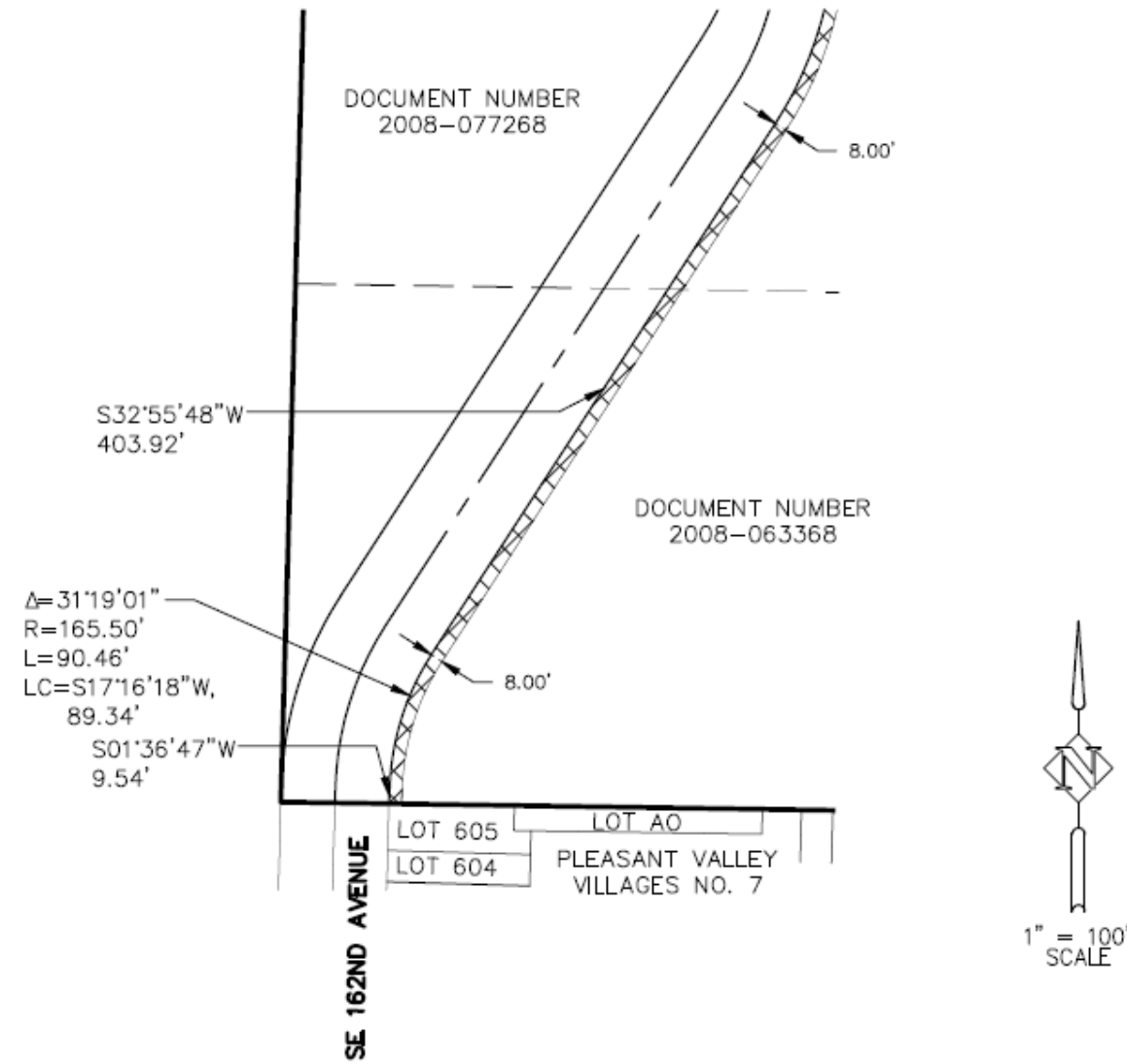
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NCS-43 TMW 11/20/2024 PAGE 1 OF 2

SEE ATTACHED
LEGAL DESCRIPTION

EXHIBIT "B"
PUBLIC UTILITY EASEMENT



LEGEND

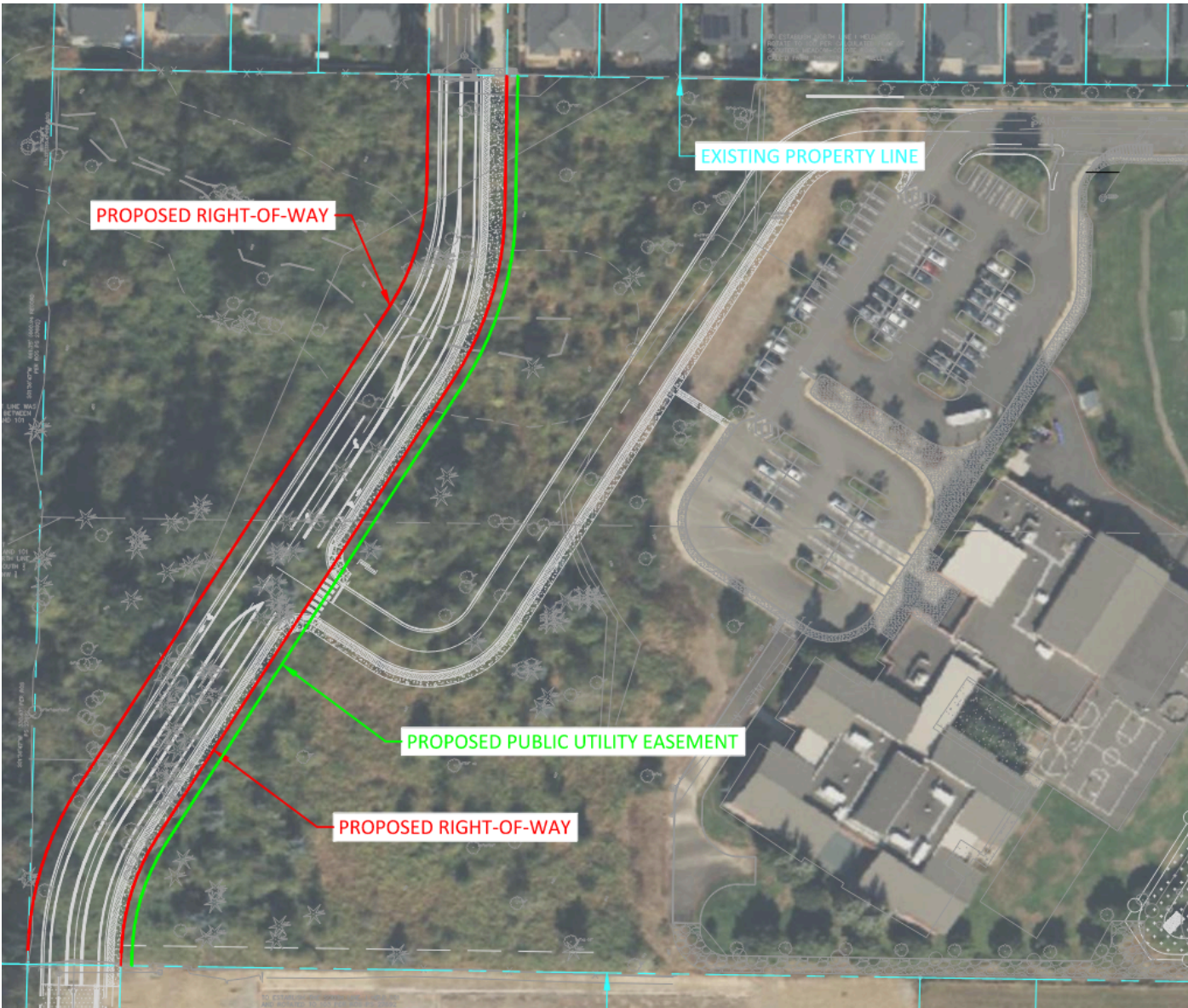
 PUBLIC UTILITY EASEMENT
± 5,879 SQ.FT.



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NCS-43 TMW 11/20/2024 PAGE 2 OF 2

SEE ATTACHED
LEGAL DESCRIPTION



CONSTRUCTION BID AWARD:
REX PUTNAM HIGH SCHOOL CHILLER REPLACEMENT PROJECT

DISCUSSION/ACTION
Agenda Item #9
February 13, 2025

SUPERINTENDENT’S RECOMMENDATION:

Approve awarding the Rex Putnam Chiller Replacement Project to Heinz Mechanical Industries, Inc. for a sum not to exceed \$476,326.00.

BUDGET IMPACT/SOURCE OF FUNDS:

Capital Funds Budget.

Facilities staff is working with Energy Trust of Oregon and Energy 350 who completed an energy study at Rex Putnam High School. Currently, the District is awaiting to see if we qualify for Public Purpose Charge (SB1149) Funds.

BACKGROUND:

The Rex Putnam High School Chiller has been deemed past its life cycle and failure of the chiller would be detrimental to the school’s daily operations and the school would have no ability to cool the building.

Project Scope and Prioritization

In December of 2024, staff publicly solicited bids for a complete replacement of the current chiller and disposal of the current chiller. The following four bids were received, and Heinz Mechanical Industries Inc. was deemed to be the lowest responsive and responsible bidder.

Heinz Mechanical Industries Inc.:	\$476,326.00
Apex Mechanical:	\$530,931.00
DSL Builders:	\$768,923.00
Total Mechanical Inc.:	\$579,490.00
ACCO Engineering Systems:	\$768,923.00

Construction is scheduled to begin in July of 2025 and Substantial Completion is expected by August 29th, 2025.

PRESENTER / STAFF CONTACT:

Teresa Neff-Webster, Chief of Operations

CONSTRUCTION BID AWARD:
REX PUTNAM HIGH SCHOOL ROOF REPAIR PROJECT

DISCUSSION/ ACTION
Agenda Item #10
February 13, 2025

SUPERINTENDENT’S RECOMMENDATION:

Approve awarding the Rex Putnam Roof Repair Project to McDonald & Wetle, Inc. for a sum not to exceed \$488,125.00.

BUDGET IMPACT/SOURCE OF FUNDS:

Capital Funds Budget.

BACKGROUND:

In 2018, Professional Roof Consulting conducted a district-wide Roof Assessment. Area A of Rex Putnam High School’s roof was identified as a Priority 2, suggesting replacement in 2020. While a full roof replacement was not feasible, Facility Operations contractors have repaired many sections of the roof in recent years. The state of the current roof is such that a full replacement is in order.

Project Scope and Prioritization

The scope of work includes the removal of existing roofing from roof edge flashing at gutter and rake edges, liquid-applied flashing membrane, elastomeric coating systems over select locations including all of Area A (entire north section of building), and replacement of six failed skylights with external fall protection. Additional areas are being investigated to add additional repairs if budget allows. Contractor provided a unit price per square foot for additional scope.

In December of 2024, staff publicly solicited for bids. The following two bids were received and deemed responsive.

McDonald and Wetle:	\$488,125.00
Griffith Roofing:	\$569,469.00

Construction is scheduled to begin in June 2025 and substantial completion is expected by August 29, 2025. McDonald and Wetle have worked on many district roofs over the years as both a Facilities Contractor and as a subcontractor for Bond projects.

PRESENTER / STAFF CONTACT:

Teresa Neff-Webster, Chief of Operations 174