



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

Agenda

North Clackamas School Board
 Thursday, January 29, 2026 6:30 PM
 Boardroom/YouTube
 12400 SE Freeman Way
 Milwaukie, OR 97222

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

OPEN SESSION

6:30	Call to Order	
	Community Comments	
	Native Land Acknowledgement	2
	Flag Salute	3
	Consent Agenda	
	A. Employment Changes	
	B. Minutes - January 15, 2026	4
	C. Clackamas Education Service District Local Service Plan	7
	D. Charter School Renewal Request	48
7:05	1. Acceleration, Retention and TAG Report	78
	Presenter: Ivonne Dibblee	
7:50	2. Wichita Center Renovation Projects Update	116
	Presenter: Teresa Neff-Webster	
8:05	3. Guiding Principles During Labor Negotiations - Discussion/Action	127
	Presenter: Tiffany Shireman	
	Michelle Riddell	
8:10	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 15, 2026
Boardroom/YouTube

Executive Session

With due notice having been given and a quorum present, Chair Jena Benologa convened executive session under ORS 192.660(2)(d), at 5:45 p.m. with the following members present:

Jena Benologa	-	Chair
Tory McVay	-	Vice Chair (virtual - open session only)
April Dobson	-	Director
Paul Kemp	-	Director
April Olson	-	Director
Samantha Tamtremg	-	Director
Glenn Wachter	-	Director (virtual)
Shay James	-	Superintendent
Donna Collingwood	-	Board Secretary

Also present were Tiffany Shireman, Ivonne Dibblee, Michelle Riddell and Will Ruehle.

Guiding Principles During Labor Negotiations - The Board consulted with NCS D staff to conduct deliberations with persons designated by the governing body to carry on labor negotiations.

Executive session adjourned at 6:01 p.m.

Open Session

Chair Jena Benologa convened open session at 6:31 p.m.

Present, in addition to those in the executive session, were Teresa Neff-Webster, Khaliyah Williams-Rodriguez, Patricia Ahrens, Petra Callin, Tammy O'Neill, Matt Makara, David Kruse and Ryan Richardson.

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

Native Land Acknowledgement video was shown. April Olson led the Pledge of Allegiance.

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

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

- Administrative appointment
- Licensed appointments, additional assignment, transfer, leave, and terminations

Minutes - December 11, 2025 - Approve the minutes of the regular Board Meeting held December 11, 2025.

Motion passed 7-0 - Benologa, Dobson, Kemp, McVay, Olson, Tamtreg, Wachter voted yes.

North Clackamas Education Association (NCEA) Featured Educator – NCEA Representative Kim Christner recognized Beatrice Morrow Cannady Elementary 5th grade teacher Sheila Senger-Hansen as NCEA Featured Educator for January.

Clackamas Education Service District Local Service Plan - Discussion – Clackamas Education Service District Superintendent Larry Didway gave a review of the Clackamas Education Service District Local Service Plan, authorizing services for 2026-27. Questions and comments from the Board were addressed.

Vocera Wireless Communication Program Update - Chief of Operations Teresa Neff-Webster, Executive Director of Operations David Kruse, and Operations Coordinator Jessica Son gave an update on the Vocera pilot program for the 2025-2026 school year. Questions and comments from the Board were addressed.

Charter School Renewal Request - Discussion – Executive Director of Multiple Pathways and Athletics Ryan Richardson provided the charter school renewal process regarding Milwaukie Academy of the Arts (MAA). Milwaukie Academy of the Arts Principal Louis Mair, Milwaukie Academy of the Arts Director Danielle McKay, and Milwaukie Academy of the Arts Erica Fuson provided information about their educational programs. Questions and comments from the Board were addressed.

Milwaukie Academy of the Arts Charter Renewal - Public Hearing - Chair Jena Benologa announced the public hearing open. No one gave testimony, the hearing was closed.

Budget Committee Vacancy and Appointment - Discussion/Action -

Executive Director of Finance & Business Services Matt Makara discussed declaring Budget Committee appointed position 13 vacant and appointment of position 13, as recommended by the Educational Equity Committee.

R25/26-19 Tory McVay moved, April Dobson seconded the motion to declare Budget Committee position 13 vacant.

Motion passed 7-0 - Benologa, Dobson, Kemp, McVay, Olson, Tamtreg, Wachter voted yes.

R25/26-20 Tory McVay moved, Glenn Wachter seconded the motion to appoint Eric Solomon to position 13 on the North Clackamas School District's Budget Committee.

Motion passed 7-0 - Benologa, Dobson, Kemp, McVay, Olson, Tamtreg, Wachter voted yes.

R25/26-21 **Ending Fund Balance - Action** – Tory McVay moved, April Dobson seconded the motion to approve revisions to policy DBDB Fund Balance.

Motion passed 7-0 - Benologa, Dobson, Kemp, McVay, Olson, Tamtreg, Wachter voted yes.

There being no further business to come before the Board, the meeting adjourned at 7:53 p.m.

Unapproved

CLACKAMAS EDUCATION SERVICE DISTRICT
LOCAL SERVICE PLAN

CONSENT C
January 29, 2026

SUPERINTENDENT'S RECOMMENDATION:

Approve the Clackamas Education Service District Local Service Plan, authorizing services for 2026-2027.

ORIGINATED BY:

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

BUDGET IMPACT/SOURCE OF FUNDS:

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

BACKGROUND:

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

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

ATTACHMENTS:

Local Service Plan for 2026-2027

STAFF CONTACT/ PRESENTERS:

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

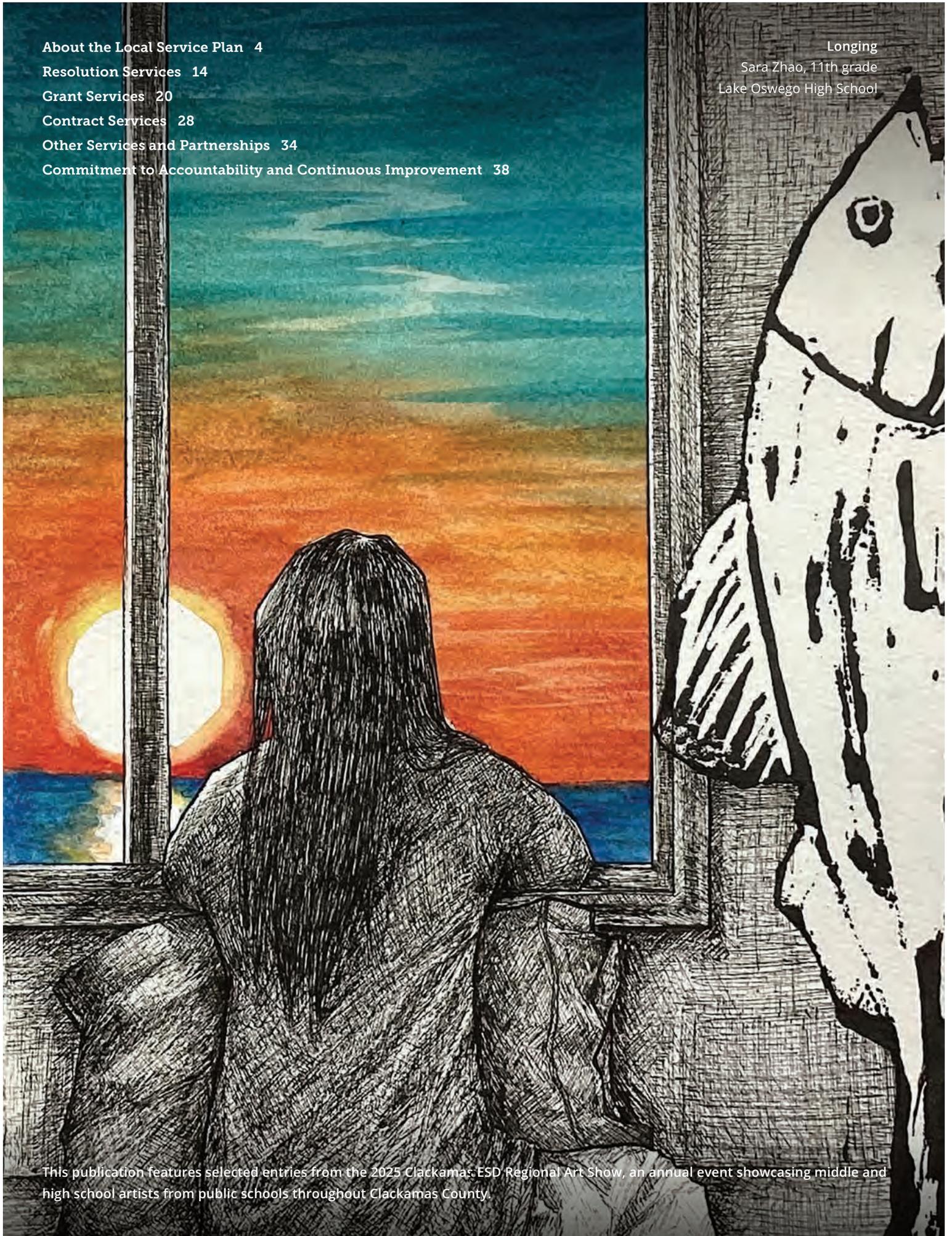
Local Service Plan | 2026 – 27



Clackamas
EDUCATION SERVICE DISTRICT

About the Local Service Plan 4
Resolution Services 14
Grant Services 20
Contract Services 28
Other Services and Partnerships 34
Commitment to Accountability and Continuous Improvement 38

Longing
Sara Zhao, 11th grade
Lake Oswego High School



This publication features selected entries from the 2025 Clackamas ESD Regional Art Show, an annual event showcasing middle and high school artists from public schools throughout Clackamas County.



Partnerships with purpose: A message from Clackamas ESD

Strong schools are vital elements in healthy communities. At Clackamas Education Service District, we are privileged to partner with the 10 public school districts in Clackamas County to ensure we’re providing all children, regardless of zip code, with robust and equitable educational opportunities to help them achieve their life goals. Especially important, we help “fill gaps,” directly supporting some of our highest-need students and families.

We are one of 19 ESDs in Oregon. Our role in the education ecosystem is unique: We exist to support the school districts in our region, providing services that meet collective needs, save money and advance the educational mission of diverse schools small and large, rural and urban. In addition, we are a broad regional resource, offering many services that extend beyond Clackamas County.

Our services constantly evolve to meet the changing needs of our partners. Each year, we create a local service plan to outline how we will deliver on our commitments. The plan is structured around four primary service areas:

- **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
- **Professional development delivery**, focused on training, coaching and capacity building for educators, administrators and support staff to improve instructional quality and advance academic achievement
- **Student and school support services** designed to keep students connected to school, promote safe and inclusive learning environments, and address barriers to attendance and engagement
- **Technology supports** centered on providing secure, reliable networks, and data management and analysis services to dozens of customers

A full 90% of the money Clackamas ESD receives from the State School Fund benefits our partner school districts in the form of direct services or payments. These so-called resolution services are reviewed and approved annually by local superintendents and school boards, ensuring they reflect the priorities of each community. Many other ESD programs — including all of those that serve preschool children — are supported by state and federal grants, contracts and partnerships, allowing us to extend our impact beyond our core services. We have delineated all services by funding source in this year’s local service plan.

We take our service mission seriously. Along with our many district and community partners, we share an unwavering commitment to ensuring all youth have pathways to success. We are here for you, and for the tens of thousands of Clackamas County children depending on all of us.

In service,

Larry Didway
Superintendent

Linda Brown
Chair, Board of Directors

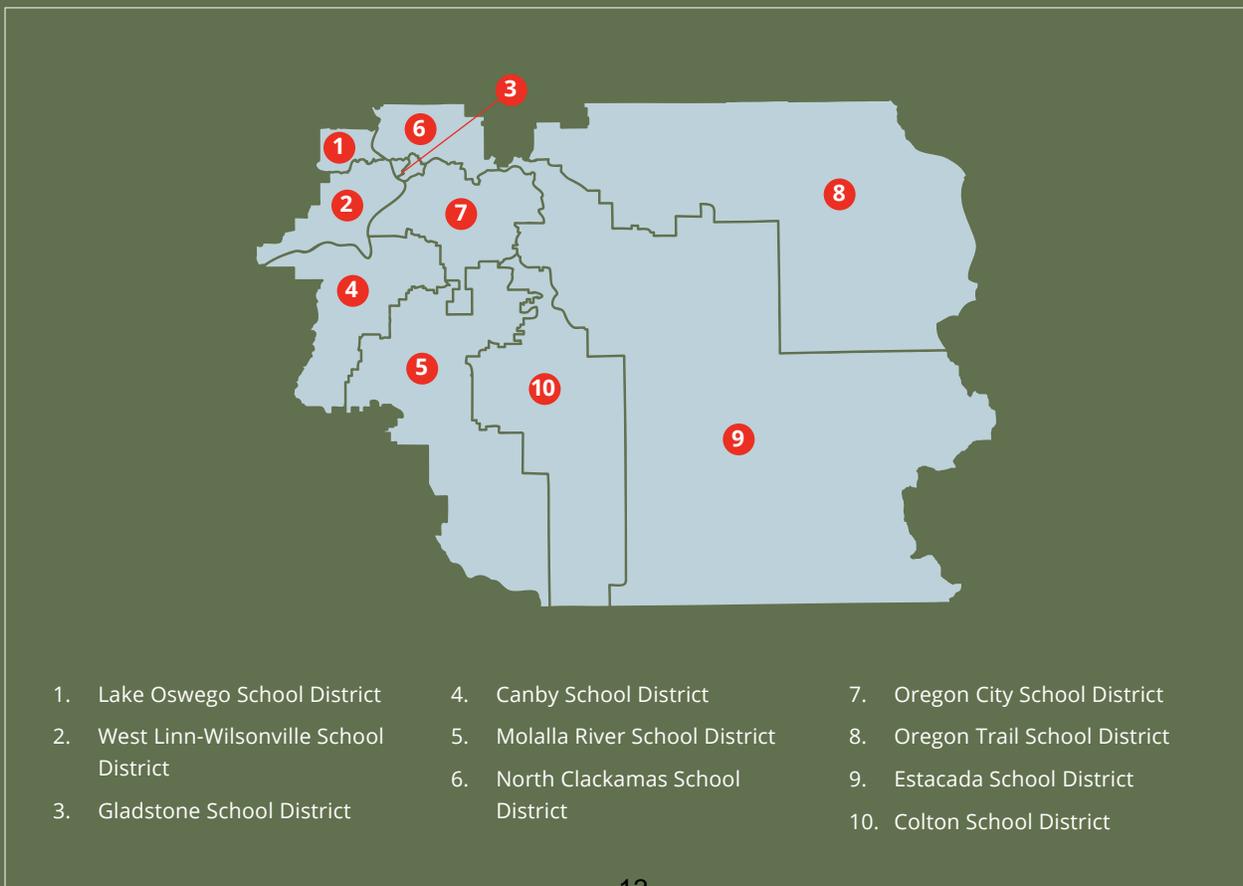
Meander
Makayla Swift, 12th grade
Gladstone High School



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 is 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:

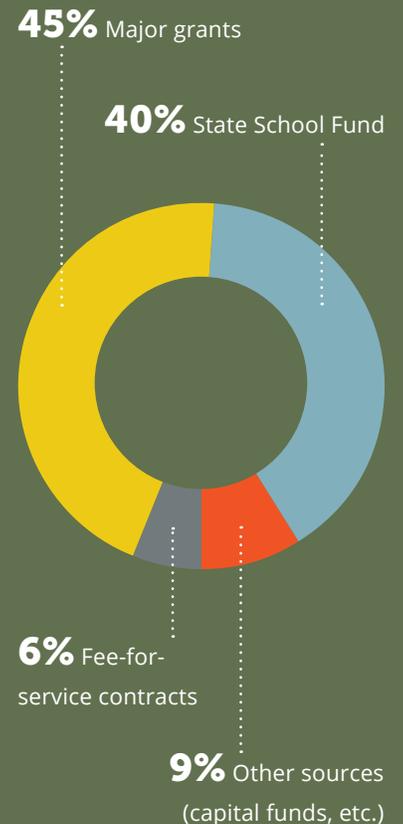
- **Programs for children with special needs**, including, but not limited to:
 - Special education services for at-risk students
 - Professional learning for employees who provide services to children with special needs
- **Technology support**, including, but not limited to:
 - Technology infrastructure 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
 - Services addressing curriculum and school improvement issues
 - Professional learning for employees who provide teaching and learning services
 - Services that assist with data analysis and program evaluation

Plan development and approval

We work collaboratively with our school district partners throughout the year to assess the services we offer and determine any additional needs. We update the local service plan each fall, and it goes through a lengthy series of district and Clackamas ESD approvals before being implemented the following summer:

	September – November	LSP revised
	December	LSP presented to district superintendents and the Clackamas ESD Board of Directors for review and approval
	January – February	LSP presented to local school boards for review and formal adoption; two-thirds of partner districts representing at least 50 percent of students enrolled in Clackamas County school districts must approve the plan, per ORS 334.175 (a) (b)
	July	LSP implemented

How Clackamas ESD is funded



- **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 an annual services survey and interviews of ESD advisory groups to gauge satisfaction with programs and services. We also produce an annual report that provides Clackamas ESD impact highlights. In addition, our local service plan is augmented by individual district reports that show the cost and reach of programs and services provided to each school district during the most recent fiscal 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

Any resolution to amend the plan will be presented to the Clackamas ESD Board of Directors and partner school districts. The same criteria and process used to approve the original plan will be applied to approve and implement any proposed amendment.

How the plan is funded

Oregon ESDs collectively receive less than 5% of State School Fund dollars to provide regional services. The State School Fund represents about 40% of Clackamas ESD’s total annual budget. Clackamas ESD spends at least 90 percent of its SSF allocation and its local property tax allocation for LSP services approved by partner school districts. These shared “resolution” services are available to all districts. Districts can use remaining ESD resolution service allocations to buy contracted services and/or receive direct payments.



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, 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.

2025-26 Chief Administrators' Council Chair

Aaron Bayer

Superintendent, Oregon Trail School District 46

Ryan Carpenter

Superintendent, Estacada School District 108

Tony Mann

Superintendent, Molalla River School District 35

Tim Cook

President, Clackamas Community College

Jennifer Patterson

Superintendent, Canby School District 86

Larry Didway

Superintendent, Clackamas Education Service District

Jeremiah Patterson

Superintendent, Gladstone School District 115

Shay James

Superintendent, North Clackamas School District 12

Jennifer Schiele

Superintendent, Lake Oswego School District 7J

David Kline

Superintendent, Colton School District 53

Dayle Spitzer

Superintendent, Oregon City School District 62

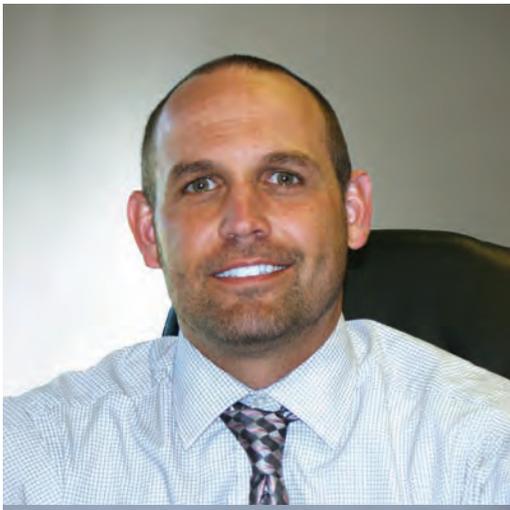
Kathy Ludwig

Superintendent, West Linn-Wilsonville School District 3J

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	Merced Flores	Dan Kimbrow
Canby School District	Amy Chisman		Danielle Reynolds Fatima Lopez Ramirez Karent Robles	Danielle Reynolds
Colton School District	Chris Gibb	Katrina Raasch		Shane Bassett David Kline
Estacada School District	Scott Pillar	Maggie Kelly	Jennifer Behrman Leticia Gonzalez	Jennifer Behrman
Gladstone School District	Regina Sampson	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	Blaze Riggins	Caitlin Bergstrom	Sarah Crane Eva Franco	Sarah Crane Kelly Gavrich
Oregon Trail School District	Tim Belanger	Garth Guibord	Rachael George	Rachael George Danielle Carey Erin Barton
West Linn-Wilsonville School District	Son Le Hughes	Andrew Kilstrom 17	Barb Soisson Yanette Ayala	Barb Soisson Yanette Ayala Elisa Lee

Facilities	Human Resources	Safe Schools/ Emergency Mgmt	Special Education	Teaching and Learning	Technology
Mike Waer Mark Dodge Jordan Davis	Chelsi Reno Carrie Hoffman	Mike Waer Mark Dodge Dan Kraus Pam Bonner	Jared Hayes	Ewan Brawley Kayla Bell Angie Kautz Schay Esparza	Jeremy Pietzold Chris Kolb Hailie Roark Matthew Threfall Daniel Hunter
Bret Adkins Shawna Grant	Andy McKean	Bret Adkins Shawna Grant Andrew Olney	Annemarie Polignano	Danielle Reynolds Alaina Santana	Bret Adkins
Eric Bjarnson	Katrina Raasch	Chris Gibb	Anthony Buckner	David Kline	Chris Gibb
John Simpson	Kelly Hayes Lisa Akins		Jill Bennett	Jennifer Behrman Erin Gardenhire	Kristy Cheshier
Ivan Leigh	Yvonne Villa	Jeremiah Patterson	McKenzie Meline	Amy Mikesella	Jeremiah Patterson
Tony Vandenberg Brent Paul	Donna Watson	John Parke Kellie Snaadt	Scott Schinderle	LaKeyshua Washington Lou Bailey	James Miller
Tony Tiano Shalin Akins	Jennifer Ellis	Amy Chapin Jefferey Hillhouse	Robin Shobe	Tamara Jackson	Christopher 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 Laurie Meisner	Leigh Anne Scherer Ben Mabbott
Trinity Gibbons Tom Larson	Lisa Normand Mike Strande	Jeana Buxton Trinity Gibbons	Melissa Berg	Sarah Crane	David Klusmann
Chelsea Lincoln Lane Bill Wetherbee	Ken Bucchi Chelsea Leymaster		Katie Winning	Rachael George Kim Ball	Scott Coleman
Jeff Chambers Steve Matthias	Shyla Waldern	Jeremy Nichols Jeff Chambers	Lauren Briggsby 18	Barb Soisson	Khanh Duong

Clackamas ESD service teams



Clackamas ESD department/service teams
providing resolution, contract and/or grant services

Funding sources

Teaching and learning

The teaching and learning team collaborates with Clackamas County school districts to empower educators to better serve students. We offer high-value professional learning opportunities pegged directly to evolving district needs, including in the fast-moving field of artificial intelligence. Our content specialists provide direct support to teachers and administrators, focusing most heavily on literacy, math, science and the needs of multi-lingual learners. We support districts' career and technical education programs. We also offer a range of services to 3- to 18-year-old students whose parents are employed as migrant workers in our region.

- State School Fund/resolution services
- State and federal grants

Student services

The student services team provides a range of services designed to increase student engagement, attendance, and physical and emotional safety. We partner with districts to deliver powerful training on diverse topics, from suicide prevention to school climate improvement. We create collaborative learning spaces for school counselors, nurses and other professionals who do specialized work, often as sole practitioners.

- State and federal grants

Special programs

The special programs team directly serves students who experience complex cognitive, physical, emotional or behavioral challenges that impact their ability to learn. Our partner school districts refer school-age children experiencing significant learning challenges to us, and we provide individualized services tailored to their needs. We work closely with student support teams to develop personalized learning plans that will allow students to return to their home schools as quickly as possible. We also provide specific services throughout the region and state, including staff support, training and assistance in helping students transition from school to adult life; Medicaid claiming activities; and occupational/physical therapy services.

- State School Fund/resolution services
- Contracts
- State grants



Clackamas ESD department/service teams
providing resolution, contract and/or grant services

Funding sources

Early childhood

Our early childhood programs serve infants, toddlers and preschoolers who need varied types of support. We provide early intervention and early childhood special education services to young children demonstrating disabilities or delays. We offer free preschool programs for children experiencing poverty. And we provide a child care resource and referral service, which provides extensive training, coaching and technical assistance to regional child care providers.

- **Contracts**
- **State and federal grants**

Technology services

Our technology services team supports all Clackamas County school districts as well as many other school districts, local governments and non-profit organizations throughout the state. We provide customer support and service in several core operational areas, including network and server administration and operations; finance and human resources management software; student information and data management; data analysis; cybersecurity; and telecommunications management.

- **State School Fund/resolution services**
- **Contracts**

Administrative services

Clackamas ESD provides a range of statutory and on-demand administrative supports to our partner districts through our superintendent's office and our finance, human resources and communications teams.

- **State School Fund/resolution services**
- **Contracts**





Resolution services

Clackamas ESD makes an array of services available to all our partner school districts using State School Fund dollars (money is allocated to us based on regional school districts' enrollment). Areas of support include special education, teaching and learning, and technology, as well as some administrative functions. These offerings are referred to as "resolution" services because local school boards must act annually to adopt them via a formal resolution in January or February. By approving these resolution services in Clackamas ESD's local service plan, our partner school districts are choosing the K-12 education services they believe are most efficient and cost-effective to deliver regionally using State School Fund allocations.

Estacada Public Library
Alexis Hibbert, 10th grade
Estacada High School

Teaching and learning

Curriculum, instruction and assessment

Our resolution 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:
 - Region One Assessment Consortium
 - Oregon Association of Education Service Districts/Oregon Department of Education program cabinet
 - South Metro-Salem STEM Partnership executive advisory board
 - Statewide Literacy Excellence Network
 - Oregon Literacy Advisory Roundtable
 - Oregon Department of Education English language acquisition
 - Statewide artificial intelligence collaboratives
- **Consultation** with district and school leadership in math and other STEM subjects

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



Where the River Runs Through
Joey Schmidt, 8th grade
Baker Prairie Middle School

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
- Curriculum development assistance
- Best practices for math instruction and assessment
- Strategies to increase inclusive practices in classrooms and school buildings
- Support for building effective secondary school schedules

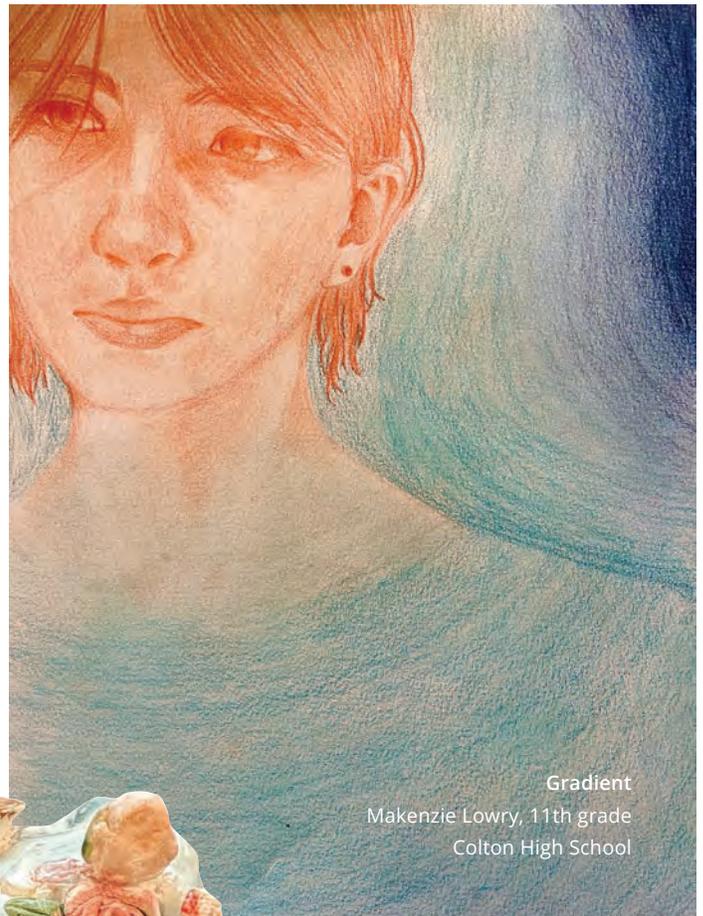
Networks include:

- 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

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, course taking and other data



Gradient
Makenzie Lowry, 11th grade
Colton High School



After the Decay
Otto Maier, 7th grade
Baker Prairie Middle School

- 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 collecting/developing metrics for integrated guidance data
- 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

- Engagement with the Northwest Education Research Partnership, a research-practice partnership with Portland State University to conduct applied research and seek funding for county-wide priorities
- Assessment and data literacy support

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 services include:

- Support with Title III district plans
- Support to maintain 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
- Guidance on building academic language
- Support for districts in creating welcoming environments for newcomers and recent arrivals, as well as guiding them with registration processes, transcripts evaluation and course placements, and providing sample policies and procedures
- Facilitation of English Interpreters and Translators of Oregon Conference

STEAM Lending Library

The STEAM Lending Library is available to Clackamas County educators in grades K-12. The library is a curated collection of lessons, kits and devices designed to create culturally relevant, engaging STEAM learning experiences for all students, with a particular focus on traditionally underserved populations. Educators are invited to check out library items. The library's leadership team includes exceptional science, technology, engineering and mathematics teachers, as well as teachers on special assignment from across Clackamas County. This team meets to develop, test and provide guidance on expanding the library's resources.

Statewide assessment support and training

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

Special programs

Life Enrichment Education Program

Our Life Enrichment Program provides a comprehensive education for students ages 5-21 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.

Technology

Network and information security services

Clackamas ESD's technology services team provides many network and information security services to our partner school districts that are critical to maintaining digital and data safety. Services include:

- 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 observe 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 storage system directly integrates document archival into Infinite Visions' existing business software and workflows.

Administrative 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

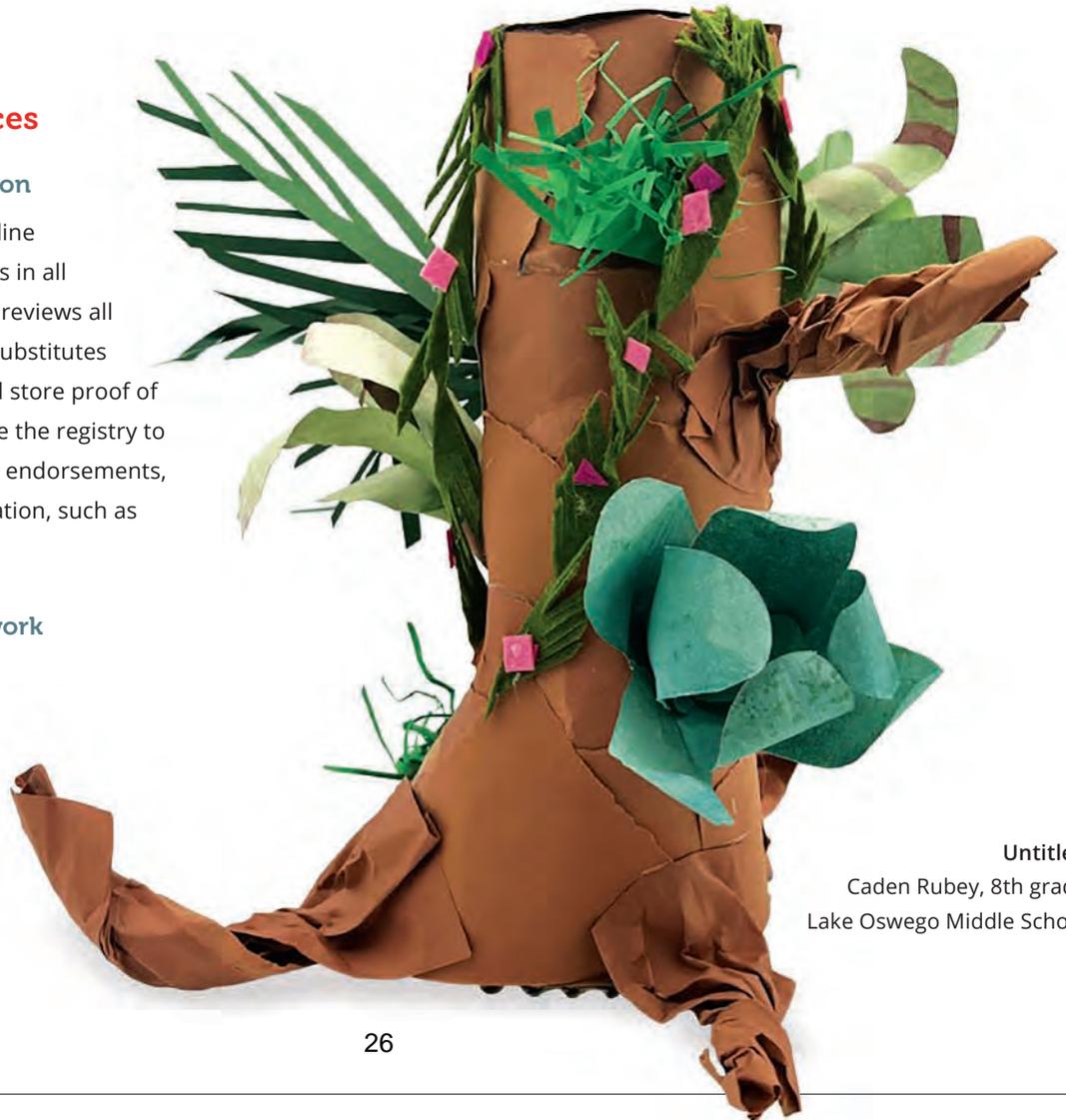
As required by Oregon law, Clackamas ESD maintains an online database of homeschooled students, accessible to all partner districts.

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.



Untitled
Caden Rubey, 8th grade
Lake Oswego Middle School





Grant services

Clackamas ESD provides a number of early childhood, special education, teaching and learning, and student support services and programs that are funded by state and federal grants targeted for specific purposes. These services and programs provide benefits to all of our partner school districts and the children and families they serve, without cost to them. We do, however, occasionally charge modest registration fees for major events sponsored by these grant-funded program teams to recoup event costs.

A Mother's Love

Taleah Wills, 10th grade
Wilsonville High School

Teaching and learning

K-12 literacy professional learning opportunities and networks

Our literacy specialist partners with districts to support K-12 literacy curriculum adoptions and promote instructional and assessment best practices. Our support emphasizes

sequential, multi-sensory approaches to teaching literacy that meet the diverse needs of students. The specialist also coordinates year-long professional learning events to strengthen literacy instruction across the county, and facilitates the literacy coach collaborative, a series of monthly meetings designed to build capacity among literacy leaders.

2025-2027 Clackamas ESD Integrated Comprehensive Support Overview

Outcome #1	<p>Student Emotional Well-being and Mental Health</p> <p>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</p> <p>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</p> <p>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</p> <p>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

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 the Oregon Department of Education.

C-TEC Youth Services

C-TEC Youth Services supports 14- 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.

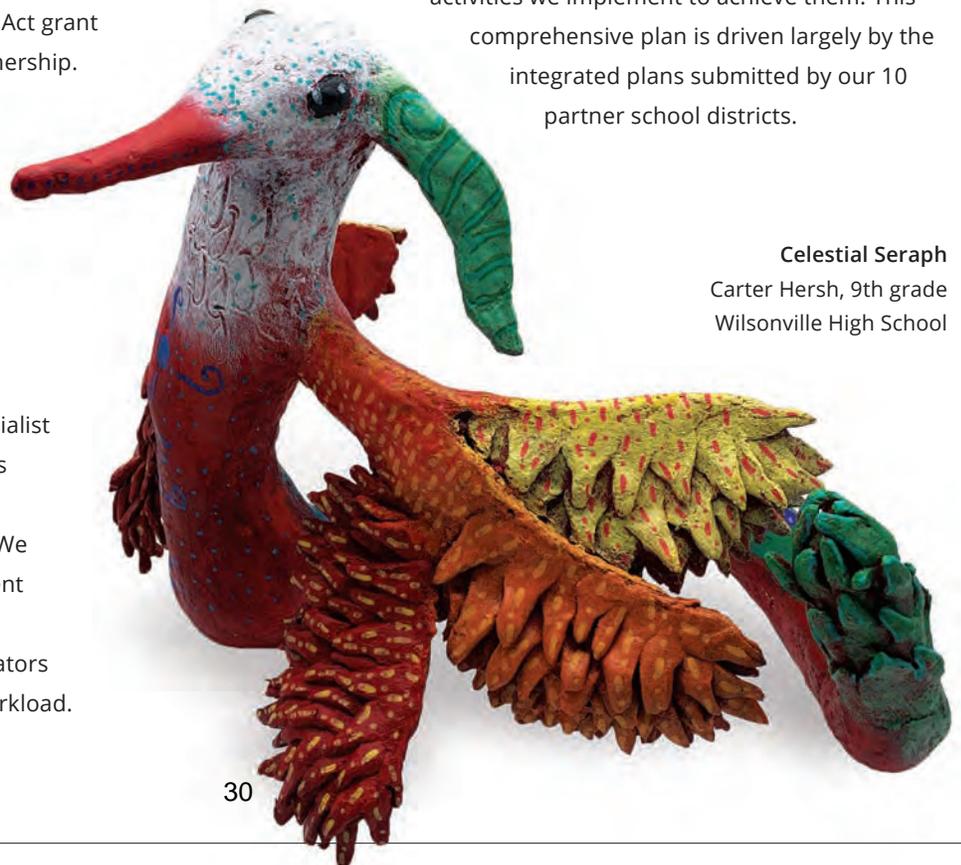
Professional learning focused on AI

Our AI innovation and digital integration specialist supports school districts by helping educators leverage artificial intelligence tools and resources to improve teaching and learning. We offer an "embedded" professional development model that provides AI-driven coaching and personalized learning pathways to help educators develop new skills without adding to their workload.

Clackamas ESD also has partnered with Multnomah ESD to create the Regional AI Educator Network, a professional learning cohort for licensed, classified and administrative staff. RAIN's work is led by the AI innovation and digital integration specialist, and includes communities of practice and facilitation of multiple outreach and learning opportunities.

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. ODE's Integrated Programs Technical Assistance funds fuel three of our largest initiatives: High School Success, Student Success Act and Every Day Matters activities. Additional grant funding for school safety activities, school health services, and supporting Native American and Alaska Native students also is key in sustaining the work of the team. This work is captured in our Integrated Comprehensive Support Plan (see p. 22), which documents the outcomes we strive for and the strategies and activities we implement to achieve them. This comprehensive plan is driven largely by the integrated plans submitted by our 10 partner school districts.



Celestial Seraph
Carter Hersh, 9th grade
Wilsonville High School

Shadows of Solitude
Rosie Bergeson, 7th grade
Welches Middle School



Student mental and emotional health

- **Counselor support:** The student services 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 & 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. This work is a key support for districts to stay in compliance with Adi's Act requirements.
- **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 tailored processes and procedures, as well as coordinate the logistics of recruiting and organizing Regional Flight Team members whenever requests are received.
- **Compass to Connection:** This app was launched to share information about preventing youth suicide and promoting mental health, thanks to a collaborative effort between Clackamas ESD and the Suicide Prevention Coalition of Clackamas County's Youth and Young Adult Action Team. The group primarily aims to increase awareness among youth and adults regarding how to identify others who are struggling and options for connecting them to support.

Physical health and safety

- **School nurse support:** The health services branch of the student services team offers support for school nurses and other health professionals from across all 10 partner districts. This support includes professional learning based on needs identified by the nurses, 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 educational 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.

- **Native American Student Consortium:** This initiative is dedicated to fostering opportunities for Native American and Alaska Native students in Clackamas County to stay connected to their cultural community and excel academically.

Systemic and sustainable improvement

- **Evidence-based planning and decision making:** The student services 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.

- **High School Success Network:** This ongoing professional learning network allows high school staff and administrators to collaborate in exploring structured, evidence-based approaches to improving outcomes for high school students.

Special programs

Transition network facilitation

Transition network facilitation promotes successful and seamless transition of students from school to adult life. Clackamas ESD serves Clackamas, Hood River, Wasco, Gilliam, Sherman, Marion, Polk, Yamhill and Tillamook counties with transition network facilitation support to help students with disabilities ages 14 to 21 shift from school to integrated, competitive employment. We share best practices, strategies and resources with schools and community partners to help improve post-school outcomes. We're also a convener, connecting educators with relevant agencies to identify and address school-to-work transition barriers.

Regional technical assistance provider

Clackamas ESD's regional technical assistance program offers free professional development and hands-on support to special education teachers, classified staff, case managers and administrators across our partner districts. Through this partnership with the Oregon Department of Education, every ESD has a regional technical assistance provider to ensure districts receive consistent, high-quality training and technical assistance aligned with the state's general supervision requirements.

Addicted

Sophia Olson, 12th grade
Molalla High School





Ballerina

Isabella Thompson, 10th grade
Estacada High School

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 2025 we served about 1,500 children across Clackamas County.

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 234 children in the 2024-25 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 nutrition and dental health services, mental health support, social services and parent education.

Preschool Promise

Our 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.

Early childhood

Child care resource and referral

Our child care resource and referral team supports high-quality child care throughout our region. We deliver professional development, a robust training calendar that is designed to meet the professional learning needs of child care providers, and technical assistance and coaching to child care providers serving children ages birth to 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.

In collaboration with the Clackamas County Children's Commission, we co-convened a stakeholder workgroup that was tasked with helping implement new mental health consultation services for child care providers. 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.





Contract services

Clackamas ESD offers multiple special education, early childhood, technology and administrative services that are available for purchase by all of our partner school districts, as well as other organizations. Our contract services are self-supporting, paid for by only those who use them. We prioritize service to our Clackamas County partner school districts for offerings with finite capacity (such as enrollment in our Heron Creek Therapeutic Program).

A Light in the Darkness
Declan Levandowsky, 6th grade
Wood Middle School

Special programs

Heron Creek Therapeutic Program

Our Heron Creek program, located on the Marylhurst Commons campus, supports K-12 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 have an educational team at this residential program for youth who have been incarcerated, have substance abuse challenges, and are in need of stable housing and care support. These professionals are supervised and supported by the special programs administrative team.

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 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.

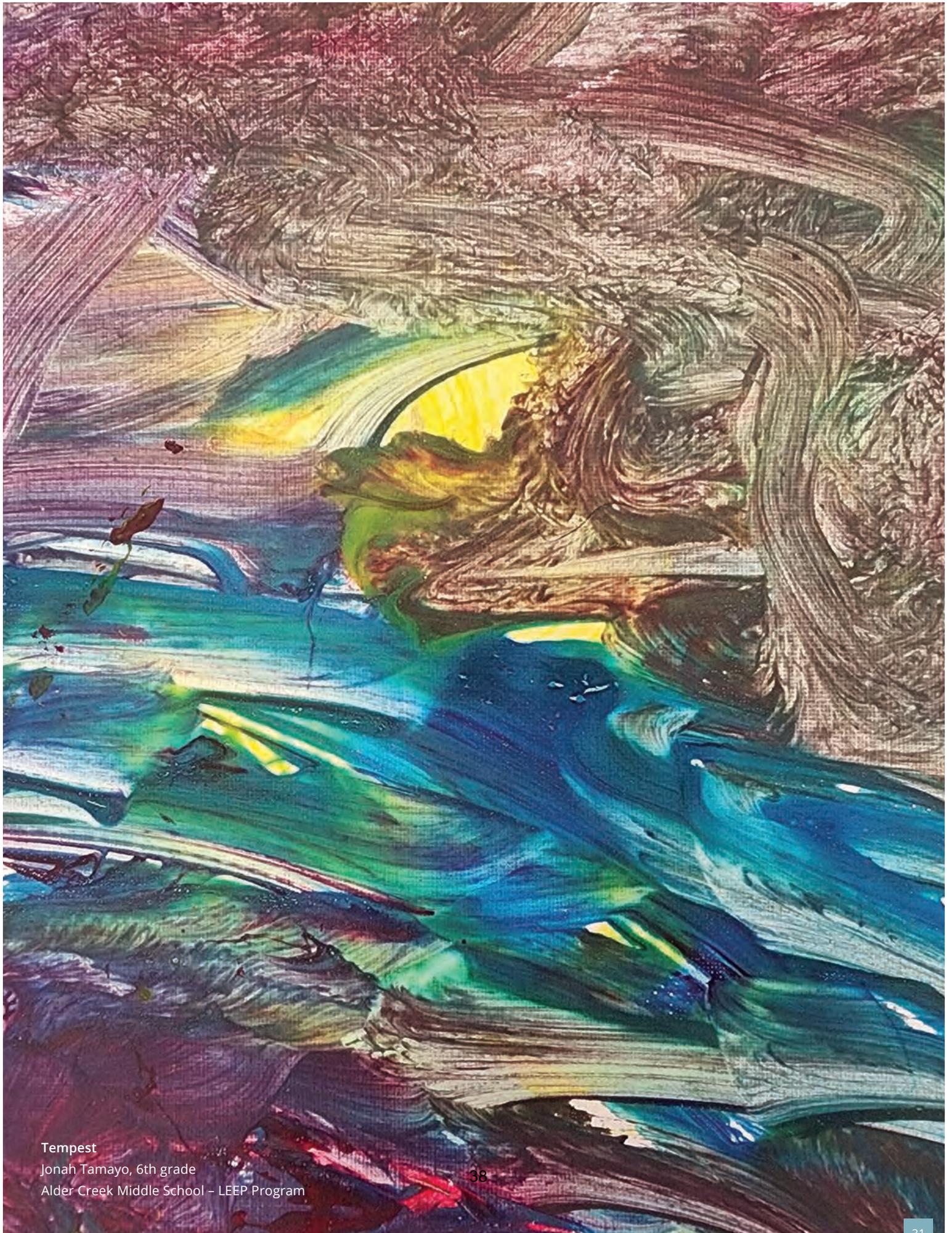
Early childhood

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 early intervention/early childhood special education services. Our specialized evaluation team includes early childhood specialists, speech and language pathologists, occupational therapists, physical therapists and school psychologists. Evaluations include:

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

We completed 752 such evaluations in 2025.



Tempest
Jonah Tamayo, 6th grade
Alder Creek Middle School - LEEP Program

Clackamas Early Learning Center

The Clackamas Early Learning Center, built in 2023-24 with some support from grant funds, contracts with multiple programs to provide early childhood services. The center hosts the Clackamas ESD early childhood evaluation center, two Head Start to Success classrooms, a Preschool Promise classroom,

and a classroom serving children with identified disabilities or delays as well as their typically developing peers. The center also partners with ClackCoKids to provide two Early Head Start classrooms. Classrooms in the center served about 116 children ages 1 to 5 during the 2024-25 school year.

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 organizations. 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
- TriMet
- Woodburn School District
- Yamhill-Carlton School District

Technology

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

Cooperative telecommunications management

We provide telecommunications engineering, administration and support expertise, augmenting district technology staff resources. These shared services allow eight districts to access more high-quality technology support for considerably less than the expense of hiring a full-time employee.

Other contract services

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

Administrative services

Human resources consultation

- Personnel management
- Employee contract management
- Customer service support in using data systems
- Labor and employment law

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, flyers 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





Other services and partnerships

Some of Clackamas ESD's regional support doesn't fall into a clear category of a resolution, contract or grant service. In some cases, a single employee doing region-wide work is supported by multiple funding sources. Often, we're providing value-added services that are either state-mandated or voluntary "add-ons" to regular responsibilities. And in many other cases, we are collaborating with regional and state partners to expand learning opportunities for children of all ages.

Stigmata

Lydia Strawser, 11th grade
Oregon City High School

Examples of other services and partnerships:

Early childhood

Expanding community partnerships

- Continued collaboration with 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.
- Engagement with Head Start to Success, Clackamas County's Children's Commission Headstart and other organizations to create family-centered early learning systems aligned with best practices.
- Participation on the Early Learning Hub of Clackamas County governance council, which seeks to make it easier for families to navigate and increase access to/enrollment in quality child care and preschool. We also are supporting creation of a county early childhood educator sector plan that identifies early learning expansion needs.
- Participation in the Clackamas County Early Childhood Committee, which brings community partners together monthly to discuss and share community resources.
- Engagement with stakeholders across the county dedicated to supporting inclusive practices, providing training and coaching on the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children, and adding community sites committed to improving quality as it relates to inclusive practices.

Administrative

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 provides strategic planning, policy and practices consultation for



Garden Dragon

Nguyen Truong, 10th grade
Adrienne C. Nelson High School

administrators and district equity teams across our region. This position is housed in human resources and serves as an additional support for the teaching and learning department.

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, and multiple education-focused organizations, 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 2025, 40 percent of all nominations for Oregon Teacher of the Year came from Clackamas County. In September 2025, we honored Margot Peek, a second-grade teacher at Willamette Primary School in the West Linn-Wilsonville School District, as our 2025-26 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 all 10 Clackamas County school districts took part in the 2025 art show, and more than \$100,000 in potential scholarship money and other prizes were awarded to nearly 50 student artists.

Panda
Mason Prudence, 6th grade
Welches Middle School



Commitment to accountability and continuous improvement

We undertake periodic surveys and direct interviews with partners about the quality and effectiveness of our services. We review results with district partners, and those learnings inform adjustments we make to programs and services, as well as exploration of new services to respond to partners' needs.

We collect data to determine the impact of services and programs on meeting district, school, classroom and student-level goals. In some cases, goal metrics are set by programs, such as those funded by the federal government; other metrics may be set by the districts receiving our services.

Our early intervention and early childhood special education programs contribute data to an annual state report card that measures progress of children we serve, and indicates how well we meet service metrics. Historically, we consistently meet or surpass all state metrics, and our performance is particularly strong in frequency of our services to children.

We provide ongoing professional development for staff focused on strengthening knowledge and skills that allow us to improve service delivery to children, educators, families and districts.

We contract with an outside accounting firm to undertake an annual financial audit. We consistently receive "unqualified opinions," free from major findings.

We work hard to maintain competitive pricing for services that in many cases is significantly less than what our partners would pay elsewhere.



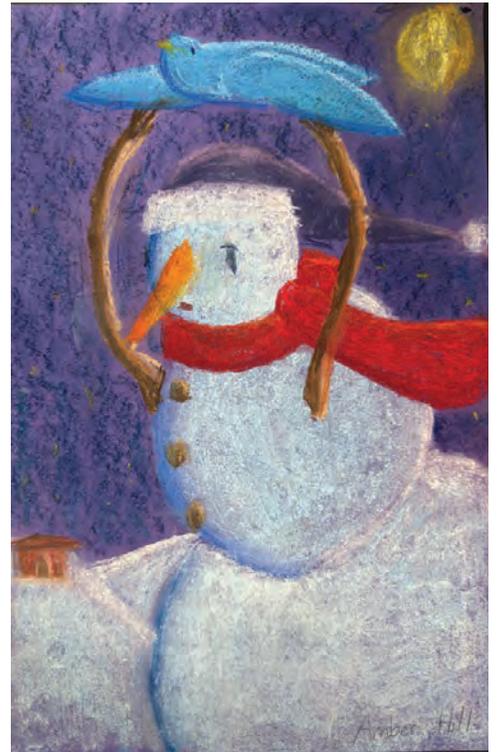
Watching World Domination
Ava Rosier, 12th grade,
Adrienne C. Nelson High School

Bird Days
Andy Goe, 9th grade
New Urban High School





She is Them
Lauren McCreary, 12th grade
West Linn High School



The Amazing Snowman
Amber Hill, 6th grade
Kraxberger Middle School

Self-portrait
Tricia Lee, 9th grade
Sabin-Schellenberg Professional
Technical Center



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

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

CHARTER SCHOOL RENEWAL REQUEST:

Milwaukie Academy of the Arts (MAA)

CONSENT D

January 29, 2026

SUPERINTENDENT’S RECOMMENDATION:

- Recommend approval of the request for renewal of charter school sponsorship from Milwaukie Academy of the Arts (MAA).

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 Milwaukie Academy of the Arts, grades 9-12. The current charter for the school expires on June 30, 2026.

On December 19, 2025, Milwaukie Academy of the Arts provided North Clackamas School District with a request for charter renewal (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 school’s charter sponsorships (January 2026). If the NCSD Board renews the charter sponsorships, NCSD will work together with MAA 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 (approximately March-April 2026).

North Clackamas School District has conducted a thorough program review of the 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 is provided as Attachment 4.

During this presentation (Attachment 5), MAA will provide current information about their educational programs, and NCSD staff will provide the Superintendent's recommendation to approve the renewal of sponsorship for the charter school.

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

ATTACHMENTS:

- Attachment 1: NCSD [LBE](#) and [LBE-AR](#)
- Attachment 2: MAA Charter [Renewal Requests](#)
- Attachment 3: NCSD Charter Renewal [Timeline](#)
- Attachment 4: Program Review, [Summary of Findings, MAA](#)

PRESENTER / STAFF CONTACT:

Ryan Richardson, Executive Director Multiple Pathways and Athletics
Louis Mair, Principal, Milwaukie Academy of the Arts
Danielle McKay, Director, Milwaukie Academy of the Arts
Erica Fuson, Coordinator, Milwaukie Academy of the Arts



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.



Ryan Richardson <richardsonr@nclack.k12.or.us>

Milwaukie Academy of the Arts Charter Renewal Request

2 messages

Louis Mair <mairl@nclack.k12.or.us>

Fri, Dec 19, 2025 at 10:37 AM

To: Shay James <jamess@nclack.k12.or.us>, Ivonne Dibblee <dibbleei@nclack.k12.or.us>, Tiffany Shireman <shiremant@nclack.k12.or.us>, Michelle Riddell <riddellm@nclack.k12.or.us>, Donna Collingwood <collingwoodd@nclack.k12.or.us>, Ryan Richardson <richardsonr@nclack.k12.or.us>
 Cc: Cynthia Wilson <wilsoncy@nclack.k12.or.us>, Ryan Wist <wistr@nclack.k12.or.us>, James Gill <gillja@nclack.k12.or.us>, Felicia Brown <brownfe@nclack.k12.or.us>, Temperance Delonkcrat <delonkcrat@nclack.k12.or.us>, Amber Broughton <broughtona@nclack.k12.or.us>, Nicole Ausmus <ausmusn@nclack.k12.or.us>, Danielle McKay <mckayda@nclack.k12.or.us>, Erica Fuson <fusone@nclack.k12.or.us>

Dear, North Clackamas School District and Board,

The Milwaukie Academy of the Arts (MAA) would like to submit to the North Clackamas School District this written request for renewal of the MAA charter, a 9-12 secondary school currently under contract with the District through June 30, 2026.

The Milwaukie Academy of the Arts, and the Board understands that dedicated collaboration and partnership among MAA, the Milwaukie High School campus, and the North Clackamas School District have led to unique and innovative ways to educate scholars. We wholeheartedly support continuing to offer all Oregon students the rigorous, arts-driven education our school provides.

During this renewal process, if we at Milwaukie Academy of the Arts can assist you in any way, please contact our director, Danielle McKay, any member of MAA's Board, or me, Louis Mair, principal of Milwaukie Academy of the Arts. We are all happy to help.

We strongly believe in the mission and vision of MAA, and the school and the Board appreciate the North Clackamas School District and its ongoing sponsorship of our thriving high school program.

Thank you.

Respectfully,

Proud Principal Mair

Milwaukie High School/Milwaukie Academy of the Arts

North Clackamas School District

2310 Willard Street

Milwaukie, OR 97222

503-353-5830 x35832



Student Centered/Relationships/Equity, Diversity & Inclusion/Future Ready

Ryan Richardson <richardsonr@nclack.k12.or.us>

Tue, Dec 23, 2025 at 9:41 AM

To: Louis Mair <mairl@nclack.k12.or.us>

Cc: Shay James <jamess@nclack.k12.or.us>, Ivonne Dibblee <dibbleei@nclack.k12.or.us>, Tiffany Shireman <shiremant@nclack.k12.or.us>, Michelle Riddell <riddellm@nclack.k12.or.us>, Donna Collingwood <collingwoodd@nclack.k12.or.us>, Cynthia Wilson <wilsoncy@nclack.k12.or.us>, Ryan Wist <wistr@nclack.k12.or.us>, James Gill <gillja@nclack.k12.or.us>, Felicia Brown <brownfe@nclack.k12.or.us>, Temperance Delonkcrat <delonkcrat@nclack.k12.or.us>, Amber Broughton <broughtona@nclack.k12.or.us>, Nicole Ausmus <ausmusn@nclack.k12.or.us>, Danielle McKay <mckayda@nclack.k12.or.us>, Erica Fuson <fusone@nclack.k12.or.us>

72

Greetings Principal Mair and the MAA Board Members,

North Clackamas School District has received your request for charter renewal for the Milwaukie Academy of the Arts. We will proceed through the charter renewal process per the attached timeline.

I look forward to the school presentation on January 15th, 2026. If, at any time during the process, you have questions, please don't hesitate to reach out.

Regards,
Ryan

[Quoted text hidden]

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Ryan Richardson, Ed.D
Executive Director, Multiple Pathways & Athletics



 **Charter Renewal Timeline MAA for 2025_26 SY.docx - Google Docs copy.pdf**
60K

**2025-2026 Charter Renewal Timeline:
Milwaukie Academy of the Arts**

	Policy Driven Timeline	Action	Policy/Charter Citation	Anticipated Timeline												
Phase 1: Charter Renewal Process (every 5-10 years per NCSD LBE-AR 8a; North Clack has gone 5 years)	(By January 1, 2026)	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"> Received Dec. 19, 2025 Acknowledgement of Receipt sent Dec. 23rd, 2025 												
	Within 45 calendar days of receiving renewal request	NCSD Board holds a hearing regarding each charter renewal request.	Per NCSD LBE-AR 8b2	January 15, 2026: NCSD Board Meeting <ul style="list-style-type: none"> MAA makes school presentation NCSD Staff present superintendent's recommendation for renewal/non-renewal Board holds hearing on renewal requests Presentation Timeline Slides due to Ryan Richardson by January 7th, 2026 <ul style="list-style-type: none"> -MAA Charter Renewal Request (30 min total) - Renewal Recommendation (RR-5) - MAA Presentation (15, MAA Principal) - Questions/Discussion (10) 												
	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 8b5-6 for process if renewal request is denied with timelines and appeals processes.	Per NCSD LBE-AR 8b3	January 29th, 2026 or at latest February 12th, 2026: 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	<table border="1"> <thead> <tr> <th>Approval</th> <th>If 1.29.26</th> <th>If 2.12.26</th> </tr> </thead> <tbody> <tr> <td>First chance</td> <td>2.26 (day #28)</td> <td>3.12 (day #28)</td> </tr> <tr> <td></td> <td>3.12 (day#42)</td> <td>4.9 (day #56)</td> </tr> <tr> <td>Last chance</td> <td>4.9 (day #70)</td> <td>5.7 (day #84)</td> </tr> </tbody> </table>	Approval	If 1.29.26	If 2.12.26	First chance	2.26 (day #28)	3.12 (day #28)		3.12 (day#42)	4.9 (day #56)	Last chance	4.9 (day #70)	5.7 (day #84)
Approval	If 1.29.26	If 2.12.26														
First chance	2.26 (day #28)	3.12 (day #28)														
	3.12 (day#42)	4.9 (day #56)														
Last chance	4.9 (day #70)	5.7 (day #84)														

Appendix A: Summary of Ratings

Exceeds	
2b	Economically Disadvantaged students' achievement on state assessments in math compared to Economically Disadvantaged 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	
2a	Economically Disadvantaged students' achievement on state assessments in English language arts compared to Economically Disadvantaged students in the sponsoring district.
4b	School promotes parental involvement/gains feedback regarding satisfaction with the educational program and their child's academic progress
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.
Approaches Standard	
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.
Does Not Meet	
1a	Meeting annual Measure of interim Progress (MIP) target of 71% 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?
1c	At least 86% of all students attended for more than 90 percent of their enrolled school days.
2e	Academic achievement in ELA for students with disabilities
2f	Academic achievement in Math for students with disabilities
Meets [Meets or Does Not Meet are the rating options for these measures]	
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.
Not Rated	
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.

Appendix B: Summary of Commendations & Recommendations

Commendations	
1	Consistent implementation of superior instructional practices
2	Development of the human community for each student across diverse population groups
3	Superior academic achievement in key metrics for a diverse student body

Recommendations	
1	Review the current model of coordination
2	Review the current funding model to appropriately support a complex arts-based program
3	Develop and implement an Internal and External Marketing Plan to promote MAA

ACCELERATION, RETENTION, AND TAG REPORT

REPORT
Agenda Item #1
January 29, 2026

ORIGINATED BY:

Board request for information and discussion regarding North Clackamas School District's policies and practices for meeting differentiated student needs.

BACKGROUND:

North Clackamas Schools (NCS) maintains a comprehensive policy framework for student promotion, acceleration, and retention that prioritizes research-based instructional design. While the concepts of "Rate and Level" are specifically mandated for students identified as Talented and Gifted (TAG), the district strives to apply this personalized approach to all learners. By ensuring instruction is tailored to each student's assessed learning level and individual pace, NCS emphasizes proactive intervention and acceleration to foster success.

Consistent with District policy, NCS follows formal retention procedures when determined appropriate for a student's specific educational needs or unique circumstances. These decisions are made through a collaborative, multidisciplinary team process—including parents and school leadership—to ensure that any exception to standard promotion is in the child's absolute best educational interest and supported by a holistic review of student data.

To protect individual student identities, specific data points for small groups are omitted from this public report.

Key Policy Highlights :

Promotion: The expected annual movement of students with same-age peers based on academic standards and the child's best interests.

Acceleration: Advancing a student through curriculum at a pace faster than grade-level standards, including classroom-based, single-subject, or whole grade-level acceleration.

Retention: Retains a student at the current level when the student's peers are promoted to the next grade. This is an exception-based process initiated when a multidisciplinary team determines it is the most appropriate intervention for a student's specific developmental or academic circumstances.

Talented and Gifted (TAG): Identification of students demonstrating exceptional performance, with services focused on accommodating their specific rate and level of learning.

Successful Strategies Include:

- Tier 1 Instruction: High-quality core instruction and strong Multi-Tiered System of Support (MTSS).

- Instructional Differentiation: Utilizing depth and complexity of standards to challenge and support all students at their current level.
- Instructional Support: Professional Learning Communities (PLCs), coaching, and literacy/math focused data teams.
- Adaptive Resources: Use of tools like Dreambox, Imagine IM, and Lexia to support individualized learning paths.

ATTACHMENTS:

Board Presentation: [Meeting Differentiated Needs and Policy Assessing Rate and Level of Learning \(2024- 2026\)](#)

Policy IKE: [Promotion, Retention, and Acceleration of Students](#)

IKE-AR(1): [Acceleration of Students](#)

IKE-AR(2): [Retention of Students](#)

Policy IGBBA: [Identification - Talented and Gifted](#)

Policy IGBB: [Talented and Gifted Program](#)

PRESENTER / STAFF CONTACT:

Tammy O’Neill, Executive Director, Teaching, Learning, & Professional Development

Rob Holloway, Associate Director, Teaching, Learning, & Professional Development

Kelli Rhea, Associate Director, Elementary Programs

Chelsey Maciag, Instructional Coach, Teaching, Learning, & Professional Development

Stephanie Van Eps, Instructional Coach, Teaching, Learning, & Professional Development

Luke Weinbrecht, Instructional Coach, Teaching, Learning, & Professional Development

Maranda Otto, Instructional Coach, Teaching, Learning, & Professional Development

Meeting Differentiated Needs and Policy

Board Report
January 29, 2026



District Policy Definition of Terms

“Promotion” is the expected, annual movement of students from one grade level to the next grade with same-age peers. Promotion to the next grade is based on the achievement of the academic standards for that grade and a consideration of the best interests of the child. Exceptions may be made when, in the professional judgment of the principal or designee and the site team, such an exception is in the best educational interest of the child involved. (IKE)

“Acceleration” is the advancement of a student through all or part of the curriculum in any content area at a pace that is faster than the expected grade-level standards. Acceleration from one grade to a higher grade at a rate that is faster than the expected annual promotion is sometimes referred to as “skipping a grade”. “ (IKE)

“Retention” retains a student at the current grade level when the student’s peers are promoted to the next grade. Retention at the current grade level can be recommended for all or part of the next school year. (IKE)

Talented and Gifted: Students identified as talented and gifted demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student’s opportunity to learn and to culturally relevant indicators of ability. (IGBB)

Retention: District Guidance and Practice



NCSA Administrative Regulation IKE-AR(2): Allows retention without encouraging its use based on research. Instead it centers intervention, acceleration, and instructional design as research based approaches when students are struggling.

- Promotion with same-age peers is the expectation; retention is an exception, not a routine practice.
- Decisions are individualized, based on multiple measures. Final decisions rest with the principal, informed by a multidisciplinary school team and family input.
- Schools and families face pressure to “do something” when students struggle. Retention is sometimes viewed as the solution, when in fact research shows it is a risk factor.
- Retention disproportionately impacts students with disabilities and students of color, English language learners and students experiencing poverty. NCSA Policy requires careful attention to bias and access to high-quality interventions prior to retention consideration.
- The most effective elementary strategy is not retention, but instead High-quality Tier 1 instruction, strong MTSS systems and early targeted intervention.

Retention is legally permissible and allowable under NCSA Policy however it is rarely effective in the long term, and if considered requires a robust multidisciplinary team to review and guide decisions.

Retention: Considerations

The retention process:

- Provides a structured opportunity for educators and families to consider whether unique academic or developmental circumstances, despite appropriate interventions, may warrant additional time and support outside of typical conditions.
- Provides for the consideration of the developmental alignment for students with delayed maturity relative to peers.
- Ensures decisions are data-informed and team-based, not automatic or punitive.

83

The NCSD Administrative Regulation states:

- There is no evidence that retention improves long-term academic achievement. (Denton, 2001; Silbergliitt, Appleton, Burns and Jimerson, 2006).
- Early elementary retention is associated with: Increased social-emotional challenges. Higher frustration and disengagement. No sustained academic gains. (Jimerson and Ferguson, 2007).
- Retention is identified by research as one of the strongest predictors of later school dropout (Jimerson, Anderson and Whipple, 2002).
- Research discourages retention as a motivational strategy and cautions against assuming “more time” alone leads to growth. (Jimerson, Anderson and Whipple, 2002).

Acceleration Options: IKE-AR(1)

Classroom Based	Single Subject Acceleration	Grade Level
Differentiated curriculum for a given topic or subject area to enable the student to explore different and more challenging work than grade-level peers.	Advancing a student to specific subject area curriculum identified from a higher grade level while the remainder of the student's work is at the current grade level with same-age peers.	Advancing a student to a higher grade level for whole or parts of the day so this student would no longer attend classes with same-age peers.

Criteria to be considered:

- Student academic progress (observations, measures of performance, growth and maturity)
- Attendance and productivity

Acceleration Consideration Process

1. The school team reviews relevant information
2. The school team must include the parent and student and, if another school is impacted, a staff member from that school.
3. The school team determines the most appropriate placement and if acceleration is recommended, suggests a timeline for the change.
4. The principal, and the principal of the other receiving school if appropriate, determines placement for the student.



Talented and Gifted

- Identification
 - Evidence based practices
 - Multiple modes of evidence
 - Bias mitigation
 - Instructional planning
 - Documentation
- Services
 - Professional development
 - Parent input
 - Accommodate level and accelerate rate
 - Reading and/or Math
 - Individualized Classroom Plan (ICP)
- Appeal
 - Board policy KL



Talented and Gifted



Identification:

- Intellectually Gifted
- Academically Talented in math, reading, or both

Based on a pattern or preponderance of evidence compiled with input from teachers and parents/guardians

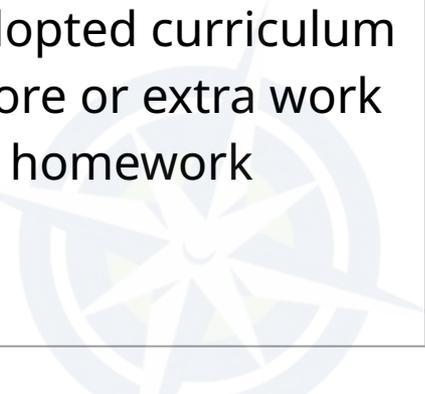
Services:

NCSD implements a service model as opposed to a program model

- Instructional services offered in classroom throughout the day
- Instruction is based on assessed rates and level⁸⁷ of learning

Not:

- Pull out program
- After school program
- Separate district adopted curriculum
- More or extra work or homework



What is Rate and Level?

LEVEL of learning is the student's instructional level in the curriculum--the place where the student will be successful but encounter knowledge and skills in which they have not yet developed the highest level of proficiency or mastery.

RATE of learning is a measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level: rate of learning will vary depending on the subject, the degree of interest to the student, the level of difficulty of the material, and/or learning style of the student.

How do **RATE** and **LEVEL** work together? Once a student has shown the highest level of proficiency of DOK 1 level work, they are ready to move into DOK 2 level work, followed by DOK levels 3 and 4 respectively. Students who demonstrate an accelerated rate of learning will typically spend significantly less time in DOK levels 1 and 2 and will be ready for more rigorous levels of work at the DOK levels 3 and 4.



Informing Instruction: Understanding Your Child's Unique Learning Profile

MATH				
Rate and Level of Learning <i>The instructor will collect information that allows them to determine the student's needs. Please describe the observed characteristics below.</i>				
Highly motivated and engaged	Grasps new concepts easily	Completes work quickly and accurately	Develops beyond proficiency at a quick rate	Considering grade level standards, the work is at a proficiency level that is:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> above <input type="checkbox"/> meeting <input type="checkbox"/> below



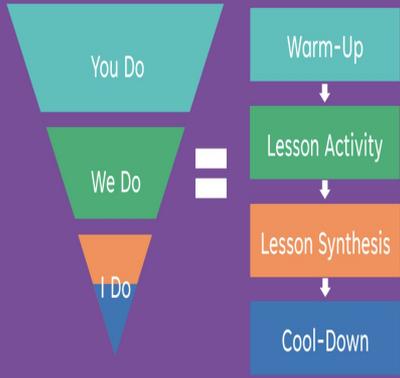
Assessments	Characteristics	Modification/Differentiation
<input type="checkbox"/> Pre Assessments <input type="checkbox"/> FastBridge Data <input type="checkbox"/> Dreambox <input type="checkbox"/> Entrance/Exit tickets <input type="checkbox"/> Formative/ Summative Assessments <input type="checkbox"/> Math Journal <input type="checkbox"/> Local Performance Assessments <input type="checkbox"/> Student work samples	<input type="checkbox"/> Is highly curious <input type="checkbox"/> Discusses in detail, elaborates on own thinking <input type="checkbox"/> Asks complex, unusual, or insightful questions <input type="checkbox"/> Manipulates information easily <input type="checkbox"/> Draws inferences <input type="checkbox"/> Thrives on complexity <input type="checkbox"/> Is highly adept at detecting relationships <input type="checkbox"/> Exhibits persistence on topics of interest	<input type="checkbox"/> Small/flexible grouping strategies <input type="checkbox"/> Depth and Complexity <input type="checkbox"/> Metacognitive Reflections <input type="checkbox"/> Assignment modifications <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Tiered assignment <input type="checkbox"/> Extension Activities <input type="checkbox"/> Targeted Dreambox Lessons <input type="checkbox"/> No Modification Necessary
89		

Add examples of specific modification/differentiation on back.

Responsive Math Instruction: Tools and Strategies for Growth

Elementary Curriculum Resources: Imagine IM and Dreambox

Imagine IM Lesson Structure



The warm up provides daily opportunities for students to **reason** about concepts using number sense, procedural fluency, and for teachers to **assess multiple ways of thinking**.

During the lesson activities, students have opportunities to **interpret, organize, classify and compare their thinking**.

Using Center phases, students have the opportunity to go **deeper into a concept to meet their level and rate of learning**.

How many do you see? How do you see them?

How did the first and second images help you find the number of dots in the third image?

C **R** **A**

Concrete Representational Abstract

Build and Manipulate Draw and Sketch Numbers and Symbols

--	--	--

Opportunities to Differentiate:

- **Depth and Complexity** of a Standard
- Concrete, Representational and Abstract thinking
- Imagine IM Centers
 - Phases designed to **differentiate** based depth of a concept
- Dreambox
 - **Adaptive**
 - Assignment feature

> Stage 1: Add and Subtract within 10	> Stage 6: Fractions
> Stage 2: Add and Subtract within 20	> Stage 7: Add and Subtract Fractions
> Stage 3: Multiply within 100	> Stage 8: Multi-digit Operations
> Stage 4: Divide within 100 with One-Digit Divisors	> Stage 9: Multiply and Divide Fractions and Whole Numbers
> Stage 5: Divide within 100 with One and Two-digit Divisors	

Responsive Reading Instruction: Tools and Strategies for Growth

Elementary Curriculum Resources: From Phonics to Reading, Fountas and Pinnell Classroom, Fountas and Pinnell Writing Mini lessons, NCSD Standards-Based Writing Unit Projections

Responsive Small Group Instruction

Extension, practice, application, universal intervention, and intervention connected to Word Recognition and/or Language Comprehension. Responsive to student need & based on data.

45 minutes

Interventions & Extensions

W.I.N. Time: What I Need

ADDITIONAL, intensified support based on assessment of student need - Groups are formed based on data regarding lagging skills and student strengths. Progress monitoring and data tracking needed.

30 minutes

Responsive Core Small Groups allows for students to be **Grouped flexibly** based on **assessment data**.

Extension, practice, and application examples:
 Partner reads
 Book Clubs
 Lexia Core5
 Connected Word Work
 Writing Conferences

Opportunities to Assess Rate and Level:

- Unit Monitoring Checklists
- Informal Assessments
- Progress Monitoring
- Conferring

Thinking *Within* the Text

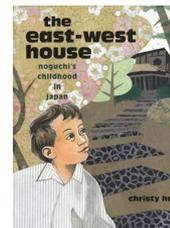
- Isamu Noguchi was a famous sculptor and designer born in the United States to a Japanese father and American mother.
- He grew up in Japan, where he was treated as an outcast because he was biracial. But he found joy in nature and art.
- After his mother bought a piece of land, Isamu helped design and build a house on it. The house reflected his Eastern and Western heritage.

Thinking *Beyond* the Text

- ◆ It was hard for Isamu to grow up in Japan. Because of his biracial heritage, he never quite fit in.
- ◆ He had no friends, so he developed a love of nature. As an artist he created things that reflected nature. In his art, Noguchi brought together Eastern and Western influences.
- ◆ An artist's heritage and childhood experiences can influence his or her art.

Thinking *About* the Text

- *The East-West House* is a biography that tells about the childhood of a famous artist: Isamu Noguchi.
- The illustrations help readers understand a place and a culture that may be unfamiliar.
- At the end of the book, the author provides extra information and photos.



IRA

WRITER'S NAME:			
Date	Strengths <i>What is the writer already doing?</i>	Teaching Point <i>mentor, envisioning, oral rehearsal, stay & watch it apply</i> <i>P = published, T = teacher, S = student</i>	Goals / Next Step / What got postponed?
Unit:		mentor P T S composition / convention	Title of Mentor Text The Raft  Realistic Fiction IRA (5th)



Messages and Themes

- Education is a basic human right; however, not everyone in the world has access to it.
- You do not have to be an adult to change the world.
- Hope is more powerful than fear.



Goals

Refer to *The Fountas & Pinnell Literacy Continuum* for Grade 5 and choose appropriate goals. Consider these:

Listening and Speaking

- Be a strong listener and a strong speaker
- Monitor your participation, and encourage others to participate
- Value and encourage diverse perspectives

- Understand that even young people can speak out for human rights and inspire others
- Infer that Malala's hope was more powerful than the fear of the Taliban

Building Deep Understanding

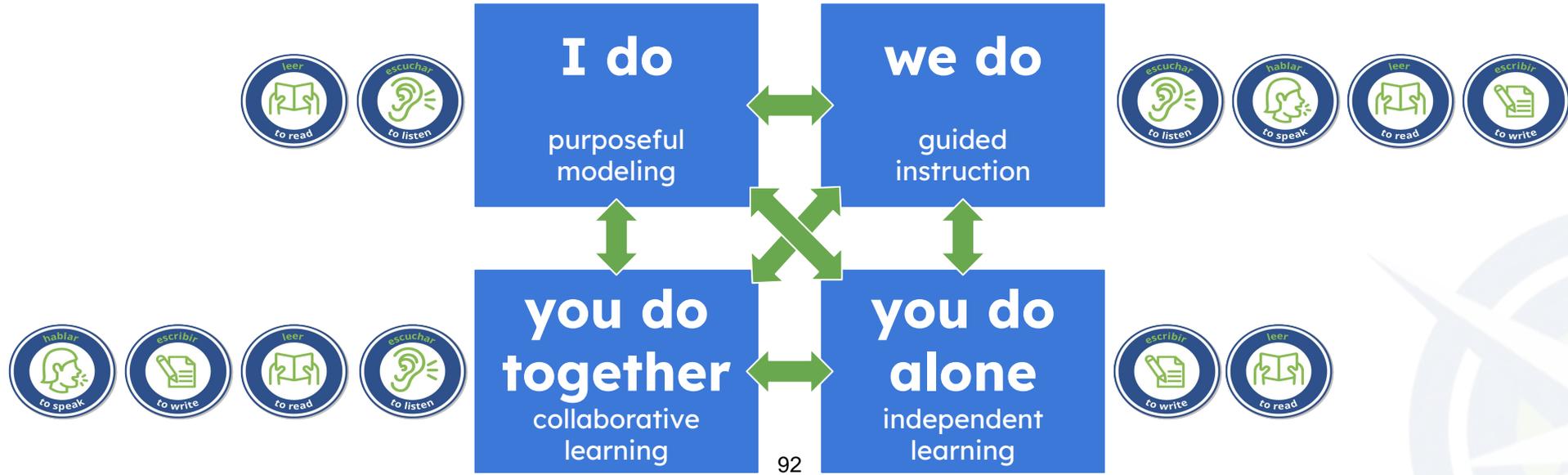
- Realize that even though everyone deserves the right to education, many people around the world do not have access to it

Extend the Discussion

- Write about how Malala inspired students and what they learned from her amazing story

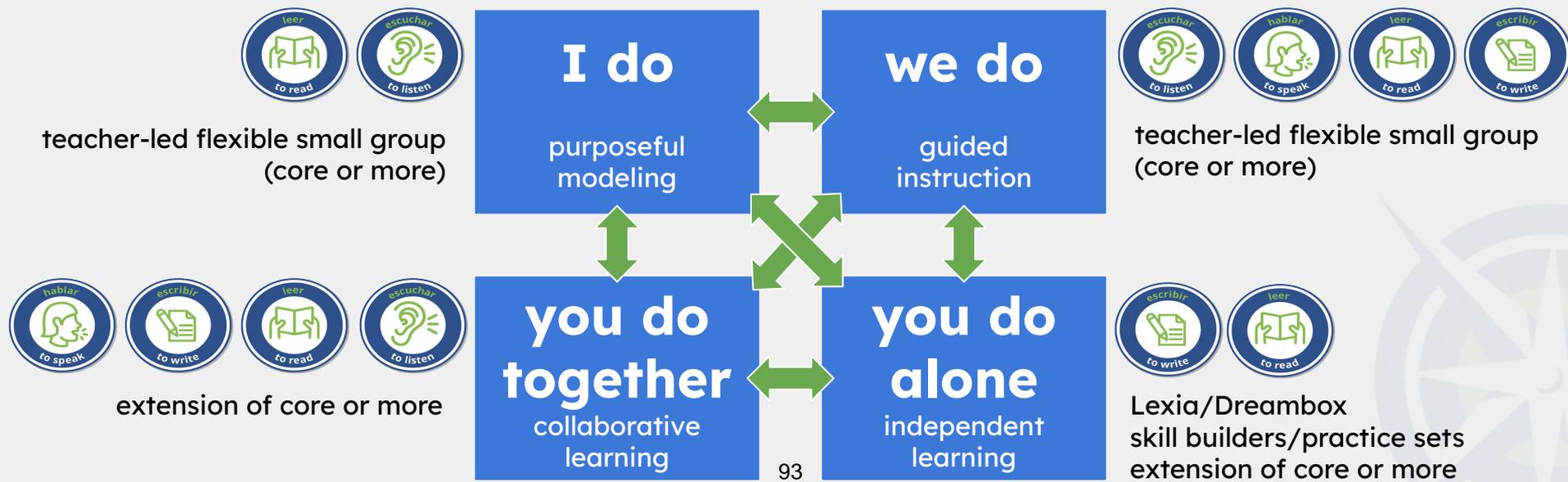
SECONDARY: CORE

The main part of instruction includes multiple opportunities for students to receive and produce academic language while learning grade-level content at their rate and level.



SECONDARY: ADAPTIVE

Adaptive instruction includes targeted and flexible opportunities, based on data, for students to access grade-level content at their rate and level.



student to teacher • teacher to student • student to student feedback

Meeting Rate and Level: Language Arts Core Curriculum

Curriculum Resources include: Oregon Writing Project, Inquiry by Design, Pre-AP, Advanced Placement (AP), and International Baccalaureate (IB). Curriculum supports *all* students through differentiation, including built-in extension opportunities.



ENRICHMENT ~ Search & Study

- Select a topic that arises in your book and research this topic.



Pre-AP[®]

EXTENSION OPPORTUNITY

As an extension, share the following independent writing prompt with students:

As a reader, you are part of Muncy's audience. Her intention or purpose is to persuade her audience (you) to see the debate on gaming as she does. She wants your mark on the scale to be the same as hers! Revisit the original scale where you marked your personal perspective on gaming. After carefully reading Muncy's argument, have your personal views on gaming shifted at all? Why or why not? Which of Muncy's rhetorical moves did you find the most effective? The least effective? Remember, this is a complicated issue, so you can write a nuanced response to this question.

InquiryByDesign

Topic	4	3	2	1
Development	Varying Your Claim/Evidence/Warrant Structure	94 How Do I Know My Evidence is Relevant? (6-12)	How Do I Know My Evidence is Relevant? (6-12)	Providing Evidence: Moving From weak to strong

Expanding Horizons: Advanced Pathways, College Credit Opportunities, and Interest-Based Pathways

Students also have access to rigorous high school courses that allow for various interests, depths, and readiness levels.



Advanced Placement (ANHS, CHS, MHS)	International Baccalaureate (RPHS)	Interest-Based Pathways & Electives
<ul style="list-style-type: none"> → AP Literature → AP Language & Composition → AP Seminar 	<ul style="list-style-type: none"> → IB Literature → IB Language & Literature 	<ul style="list-style-type: none"> → World Literature (CHS) → Women in Literature (CHS) → College Writing (ANHS) → Creative Writing (CHS, ANHS, MHS, RPHS) → Intro. to Journalism (SSC) → Advanced Journalism (SSC)

Meeting Rate and Level: Language Arts Curriculum

In addition to differentiated core instruction, Lexia PowerUp is adaptive curriculum for grades 6-8, which includes a three-pronged approach for meeting student needs:

Independent, Student-Driven Learning

Strands

Word Study

Grammar

Comprehension

Zones

Zones of skill development within each strand

Foundational

Intermediate

Advanced

Levels

Skills, grouped by Levels, increase with complexity in each zone

Activities

Activities in each level support instruction of specific skills

Units

Exercises and tasks in each activity focus on specific skills

Teacher-Led Instruction

[Reproducible page 3, Part C]

O Captain! My Captain!

by Walt Whitman

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;

The underlined words show that the author's tone is proud / annoyed.

But O heart! heart! heart!

O the bleeding drops of red,

Where on the deck my Captain lies,

Fallen cold and dead.

The underlined words create a mood in the reader that is happy / shocked.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning;

The underlined words create a mood in the reader that is calm / heartbroken.

Here Captain! dear father!

This arm beneath your head!

It is some dream that on the deck,

You've fallen cold and dead.

The underlined words show that the author's tone is selfish / painful.

Progress Monitoring

Zone ?

WS

GR

Comp.



Integrated Support Systems for Diverse Literacy Needs

Instructional Coach facilitates:

- District Content Meetings
- Teacher Leader Meetings
- Learning Walks
- PLC Support
- Adolescent Literacy Cohort
- Common Assessments and PDSA Cycles
- One-on-one Coaching

97



Secondary Mathematics: Amplify Desmos Math

Core instruction addresses grade-level standards while supporting, strengthening, and stretching students' domain specific content understanding.

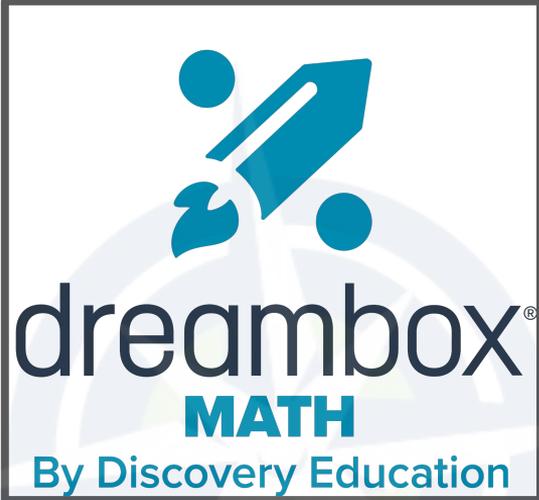
<p>Warm-Up Pairs Sharing a Device 5 min Pacing: Screens 1-2</p> <p>Students make sense of a water tank context and sketch graphs to model it. (MP1)</p> <p>1-2 1 Warm-Up</p> 	<p>Activity 1 Pairs Sharing a Device 15 min Pacing: Screen 3, Screens 4-5</p> <p>Students make connections between different representations of slope. (MP2) Routine: Decide and Defend</p> <p>3-5 3 Decide and Defend Ela and Jamal both calculated</p> 	<p>Activity 2 Pairs Sharing a Device 15 min Pacing: Screens 6-7</p> <p>Students match equations and graphs of proportional relationships.</p> <p>Key Takeaway (Screen 7): Each proportional relationship passes through the origin of a graph increasing with a constant slope. While graphs of the same relationship may look like they have different steepness with different axes, the slope is the same.</p> <p>6-7 6 Card Sort</p> 
<p>Synthesis Whole Class 5 min Pacing: Screen 8</p> <p>Students synthesize their understanding of equations and graphs of proportional relationships. MLR2: Collect and Display</p> <p>Lesson Takeaway: The equation $y = mx$ represents a proportional relationship, where m is the slope in the situation.</p> <p>8 8 Synthesis How are the equations of</p> 	<p>Show What You Know Independent 5 min Pacing: Screens 9-10</p> <p>Students demonstrate their understanding by writing an equation to represent the graph.</p> <p>9-10 9 Show What You Know Write an equation for</p> 	

D Differentiation

Look for students who:	Respond to Student Thinking
Need support getting started.	Support Invite them to create a slope triangle on the graph.
Represent slope triangles on the graph.	Strengthen Celebrate them for the strategies they have tried so far. Encourage them to use their triangles to determine a value for slope.
Write the equation as $h = \frac{1}{4}t$.	Strengthen Consider asking, "How do we determine slope? How did we do this in previous lessons?"
Write the equation as $h = 4t$.	Stretch Consider asking, "What might a graph or equation look like if the flag started at some height and was lowered to the ground?" Invite them to discuss and share with their partner.

Secondary Mathematics: Meeting Student Needs

Adaptive



Mini Lesson

Solving Linear Equations With Parentheses

ML 4.04

Modeled Review

Name: Kayla

Solve the equation.

$$-3(2x - 4) = 18$$

$$\begin{array}{r} -3(2x - 4) = 18 \\ -6x + 12 = 18 \\ -12 \quad -12 \\ -6x = 6 \\ x = -1 \end{array}$$

Name: Isaiah

Solve the equation.

$$-3(2x - 4) = 18$$

$$\begin{array}{r} -3(2x - 4) = 18 \\ -3 \quad -3 \\ 2x - 4 = -6 \\ +4 \quad +4 \\ 2x = -2 \\ x = -1 \end{array}$$

Guided Practice

Solve each equation. Complete the missing steps.

1. $4x + 9 = 5x + 7$

$$\begin{array}{r} 4x + 9 = 5x + 7 \\ -4x \quad -4x \\ 9 = \underline{\quad} + 7 \\ -7 \quad -7 \\ \underline{\quad} = x \end{array}$$

solution: $x = \underline{\quad}$

2. $x - 8 = 10 - 5x$

$$\begin{array}{r} x - 8 = 10 - 5x \\ + \quad + \\ 6x - 8 = 10 \\ + \quad + \\ 6x = 18 \\ x = \underline{\quad} \end{array}$$

solution: $x = \underline{\quad}$

Solve the equation $\frac{1}{2}(4x - 2) = 11$ using two different methods.

3. $\frac{1}{2}(4x - 2) = 11$

$$\begin{array}{r} \frac{1}{2}(4x - 2) = 11 \\ \times 2 \quad \times 2 \\ 4x - 2 = \underline{\quad} \\ \underline{\quad} + 2 \\ 4x = 24 \\ x = \underline{\quad} \end{array}$$

solution: $x = \underline{\quad}$

4. $\frac{1}{2}(4x - 2) = 11$

$$\begin{array}{r} \frac{1}{2}(4x - 2) = 11 \\ + \quad + \\ 99 \quad + \\ \underline{\quad} \\ x = \underline{\quad} \end{array}$$

solution: $x = \underline{\quad}$

Extensions

Student Choice Start with any problem. Remember to show or explain your thinking.

1 Han gets in his car to pick up his little brother from school.

- He starts the car and speeds up at a constant rate until he reaches the speed limit, then he drives the speed limit for a while.
- He thinks he might be able to get through the next light so he speeds up, but it turns yellow so he quickly slows down and comes to a complete stop for the duration of the light.
- When the light turns green, Han speeds up then drives the speed limit again.
- He slows down as he approaches his brother's school, and then comes to a complete stop to pick up his brother.

Sketch a graph that represents this situation. Be sure to label the axes.

2 In an experiment, a ball is launched straight up by some device and its height above the ground is recorded each second.

In the first and fifth seconds, the ball was 25 meters high. In the second and fourth seconds, it was 40 meters high. It reached its highest level, 45 meters high, at the third second. After six seconds, it was on the ground.

- Sketch a graph that represents this situation. Be sure to label the axes.
- Estimate the one-second interval(s) where the ball moved the fastest.
- Estimate the time(s) where the ball changed direction.
- Estimate the times the ball was at the following heights:

42 meters	35 meters	24 meters	10 meters

Expanding Horizons: Advanced Pathways and College Credit Opportunities

Access to rigorous high school courses that allow for dual enrollment in college courses.

Interest-Driven Pathways

Quantitative Reasoning Pathway

Math in Society
MTH 105Z
(ANHS, CHS, MHS)

IB Applications
(RPHS)

Financial Algebra
(NUHS, ANHS, RPHS)

Calculus Pathway

Pre-Calculus
MTH 111Z/112Z
(ANHS, CHS, MHS)

IB Analysis
MTH 111Z
(RPHS)

Calculus
MTH 251/252
(ANHS, CHS, MHS, RPHS)

Data Reasoning Pathway

Data Science
Explorations
MTH 108
(MHS)

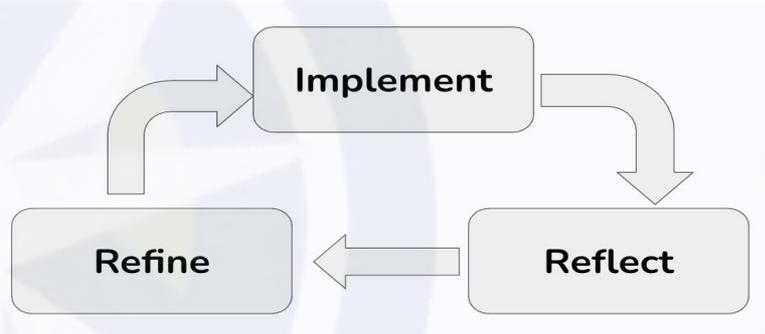
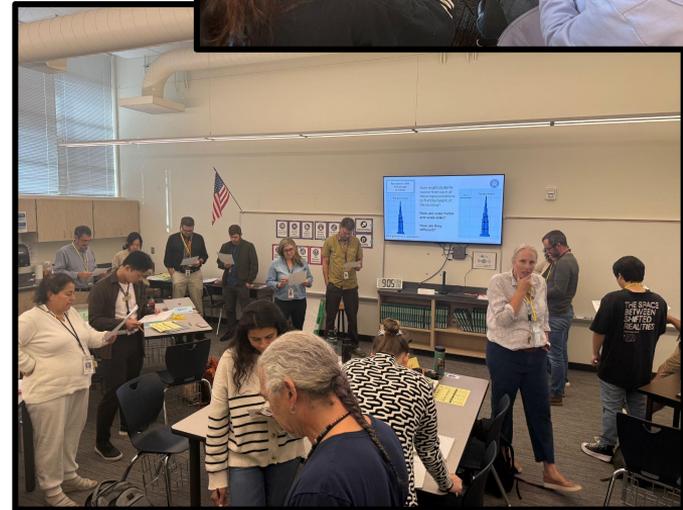
IB Statistics
(RPHS)

AP Statistics
STAT 243Z
(ANHS, CHS, MHS)

Secondary Mathematics: Instructional Support

Instructional Coach provides continuous feedback and refinement within:

- Teacher Leaders
- District Content Meetings
- PLC
- Math Studio
- One-on-One Coaching



Retention and Acceleration Practice



Retention is most often at the request of the parent and happens very infrequently.



Grade and single subject acceleration processes are most often initiated by parents.



Both grade and single subject acceleration placements approvals have been granted recently.



Acceleration and retention policy has been applied K-12.

102

**Actual numbers <10 and therefore cannot be reported because of student confidentiality.*



Assessing Rate and Level of Learning

“The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.”

ORS-581-022-2500

LEVEL of learning is the student’s instructional level in the curriculum--the place where the student will be successful but encounter knowledge and skills in which they have not yet developed the highest level of proficiency or mastery.

RATE of learning is a measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level: rate of learning will vary depending on the subject, the degree of interest to the student, the level of difficulty of the material, and/or learning style of the student.

How do RATE and LEVEL work together? Once a student has shown the highest level of proficiency of DOK 1 level work, they are ready to move into DOK 2 level work, followed by DOK levels 3 and 4 respectively. Students who demonstrate an accelerated rate of learning will typically spend significantly less time in DOK levels 1 and 2 and will be ready for more rigorous levels of work at the DOK levels 3 and 4.

RATE and LEVEL should be measured continuously by utilizing data collected from pre-assessments, daily classwork, and exit tickets.

Tools for assessment

- Pre-assessments (written at mastery)
- Daily classwork
- Exit tickets

Tips for addressing rate and level

1. Use data from pre-assessment
 - a. These should be written at mastery and match depth of complexity measured in the summative assessment.
 - b. It will tell you how well the students understand the standards they are about to be taught.
2. Exit tickets/Daily classwork
 - a. Informs the teacher how well the students understand the lesson or standard taught.
 - b. Can be utilized for flexible grouping as needed based on lesson or standard.

Meeting a student's rate and level IS....

- Replacing standards already mastered with standards not yet proficient
- Flexibly grouping students
- Using regularly collected data to make instructional shifts
- Students experiencing productive struggle
- Students working at DOK levels 2, 3, and 4 when they are ready

Meeting a student's rate and level is NOT....

- Students being designated as a helper if they finish early
- Students completing more/extra work at the same level when student has demonstrated beyond proficiently at lesson/standard
- Students sitting through instruction they don't need (based on data)
- Students completing practice problems for already proficient content



Code: **IKE**
Adopted: 2/03/00
Readopted: 9/20/12
Orig. Code(s): IKE

Promotion, Acceleration and Retention of Students**

It is the responsibility of the district to provide learning experiences for every child which will prepare them to advance to the next appropriate level of school.

The district will develop standards for each course or grade level including academic, behavioral and social/emotional indicators for success. These standards will be communicated to parents/guardians.

It is the responsibility of the district and site administrators to ensure that teachers use identified best practices to provide learning experiences aligned to state standards and to evaluate student progress based on current assessment data. With family support, it is the responsibility of each student to apply consistent and sustained effort toward achievement in all assigned learning experiences. For students who are exceeding or who are not yet meeting the grade level standards, the school team will identify available assistive learning experiences designed to support the student appropriately in achievement.

“Promotion” is the expected, annual movement of students from one grade level to the next grade with same-age peers. Promotion to the next grade is based on the achievement of the academic standards for that grade and a consideration of the best interests of the child. Exceptions may be made when, in the professional judgment of the principal or designee and the site team, such an exception is in the best educational interest of the child involved.

“Acceleration” is the advancement of a student through all or part of the curriculum in any content area at a pace that is faster than the expected grade-level standards. Acceleration from one grade to a higher grade at a rate that is faster than the expected annual promotion is sometimes referred to as “skipping a grade”.

“Retention” detains a student at the current grade level when the student’s peers are promoted to the next grade. Retention at the current grade level can be recommended for all or part of the next school year.

The decision to accelerate or to retain a student is based on the professional judgment of the principal and the site team based on multiple measures of a student’s achievement and productivity, as well as attendance, physical, social and emotional growth and maturity. The parent/guardian will be informed of progress throughout the review process, and shall be included as part of a team conference. Based on the site team’s process, the final decision regarding acceleration or retention shall be made by the principal.

END OF POLICY

Legal Reference(s):

[OAR 581-022-1130](#)
[OAR 581-022-1670](#)

Acceleration of Students**

The general expectation for student progress within the K-12 program is promotion to the next grade level with their same-age peers. However, different students develop at different rates, times or stages. What is developmentally appropriate for one student may not be appropriate for another student in similar circumstances.

Students routinely demonstrate exceptional talents and abilities in many areas. Many levels of accommodations are made across the K-12 program to support students who are achieving and performing at advanced rates. While accommodations for acceleration are frequently developed within the K-12 program, the decision to accelerate a student for an entire year (i.e., to “skip a grade”) is made far less often reflecting a variety of factors. To determine the appropriateness of acceleration for a specific student, multiple measures of several criteria will be reviewed by staff and reported to parents/guardians as a function of progress reports and report cards.

Acceleration Review Process

Decisions to accelerate a student are made on a case-by-case basis. Concerns and/or needs regarding an individual student’s performance may be initiated as appropriate by staff, by the student and/or by the student’s parent/guardian. Deliberations and decisions concerning satisfactory student progress and acceleration will consider all dimensions of a student’s achievement and development.

Acceleration Options

When a student demonstrates consistent achievement and performance uniquely above grade-level standards, opportunities to accelerate the student through part/all of the curriculum for that grade can be considered. Depending on the individual student’s needs, acceleration can take a variety of forms such as the following:

1. Differentiated curriculum for a given topic or subject area to enable the student to explore different and more challenging work than grade-level peers;
2. Advancing a student to specific subject area curriculum identified from a higher grade level while the remainder of the student’s work is at the current grade level with same-age peers (e.g., a third-grader working on fifth grade reading; a seventh grader taking Algebra; a freshman in a higher level of World Language or Advanced Orchestra);
3. Advancing a student to a higher grade level for part of the day (e.g., an elementary student who spends part of the day working in a classroom at a higher grade level; a middle school student who goes to the high school for one or more classes and returns to the middle school to complete the daily schedule); or

4. Accelerating the student completely to a higher grade (i.e., skipping a grade), so this student would no longer attend classes with same-age peers.

Criteria

1. Criteria to be considered for the acceleration of a student:

- a. Academic achievement:

Teachers will evaluate student academic progress with respect to the following measures:

- (1) Teacher observations;
- (2) Established and reliable measures of academic performance;
- (3) Scores from state assessments;
- (4) Diagnostic testing;
- (5) Informal assessment or inventories;
- (6) Other measures considered reliable by the site team (may include the principal, school psychologist, nurse, learning specialist, counselor, classroom teacher(s), etc.).

- b. Personal growth and maturity:

In addition to academic achievement measures, decisions regarding acceleration will be based on social, psychological, behavioral, emotional, language and physical development. Teacher observation, professional judgment and informal or formal assessment instruments may be used to gauge development.

- c. Attendance and productivity:

Students need to attend school regularly and produce according to grade-level expectations and assignments in order to be successful. A student's attendance record and in-school productivity (e.g., on-task behaviors, quality work submitted on time, etc.) will be considered in any decision regarding acceleration.

2. **Team Recommendation and Timetable for Decision**

- a. **Review pertinent information:** Working as a school team, appropriate staff members, the student and the parent/guardian will review the all pertinent information to determine the student's needs and the most appropriate structure or placement to support the learning. In the event acceleration involves personnel from a different school, appropriate staff members will be involved in all discussions and deliberations.

- b. **Timetable for acceleration:** When a student is recommended for an accelerated placement, the timing for placement is determined by the school team on an individual student basis.

- (1) In some instances, particularly at the K-5 level, it is appropriate to have a student move to more advanced curriculum when the student demonstrates readiness.

- (2) At the secondary level, decisions regarding the optimum timing to advance a student will typically coincide with the schedule for trimester/semester grades and, at the high school level, with the need to earn credits.

Recommendations for the timing of an accelerated placement will be made by appropriate staff members, such as content teachers, counselors, etc.

- c. **Timetable for Acceleration - Advancing an entire grade level:** When the school team is recommending a student be advanced (“skipped”) to a higher grade level, part of the recommendation to the principal or designee must include the specific timing to move a student forward. Ideally, information to support the recommendation will come forward to the team allowing ample time to process and develop support for accelerated students. In general, recommendations to accelerate a child an entire grade level are finalized by May 15th of the current school year. However, information regarding students who are new to the system or new information for current students will be reviewed in as expedient a manner as possible to support the accelerated placement of specific students in the summer and fall of the following year.
- d. **Recommendation and final decision:** Working with the recommendation of the school team, the final decision to accelerate a student is made by the principal or designee. If acceleration moves a student to another school, the principals of each site must be in agreement for student placement to occur.

Retention of Students **

The general expectation for student progress within the K-12 program is promotion to the next grade level with their same-age peers. However, different students develop at different rates, times or stages. What is developmentally appropriate for one student may not be appropriate for another student in similar circumstances.

When a student demonstrates achievement and performance at levels that consistently do not meet grade-level expectations, there are a variety of intervention responses to support increasing the student's exposure to content and practice of skills to close the achievement gap between grade-level expectations and performance. When instructional intervention strategies continuously fail to bring about satisfactory achievement results, retaining the student at the current grade level for all or part of the following school year can be considered.

The practice of social promotion, or moving a student forward to the next grade regardless of achievement level and academic performance, presents clear challenges to the student as a learner and to the educational systems of the district as a whole. However, the decision to retain a student has long-term effects that go beyond academic impact. Historically, there is no research to support the effectiveness of grade retention as a strategy to increase student achievement (Denton, 2001; Silbergitt, Appleton, Burns and Jimerson, 2006). Further, there is ample research to indicate student retention in the early/elementary grades can result in a profile of a secondary student with increased social adjustment challenges and frustrations yet no increase in academic achievement or growth in skills (Jimerson and Ferguson, 2007). Although retention has sometimes been seen as a deterrent strategy to motivate a student to achieve, at least, at grade level expectations, studies in the last decade indicate early retention is "one of the most powerful predictors" for dropping out of school (Jimerson, Anderson and Whipple, 2002).

For these reasons, any discussion of student retention will be conducted after extensive investment in grade-level achievement intervention strategies with same-age peers. Deliberation and decisions concerning satisfactory student progress and retention will occur in partnership with appropriate school personnel, the student and the parent/guardian.

Retention Review Process

Decisions to retain a student are made on a case-by-case basis. Concerns and/or needs regarding an individual student's performance may be initiated as appropriate by staff, by the student and/or by the student's parent/guardian. The retention review process will consider all dimensions of student development

1. **Criteria to be considered for the retention of a student:**

a. Academic achievement:

Teachers will evaluate student academic progress with respect to the following measures:

- (1) Teacher observations;
- (2) Established and reliable measures of academic performance;
- (3) Scores from state assessments;
- (4) Diagnostic testing;
- (5) Informal assessments or inventories;
- (6) Other measures considered reliable by the site team (may include the principal, school psychologist, nurse, learning specialist, counselor, classroom teacher(s), etc.).

b. Personal growth and maturity:

In addition to academic achievement measures, decisions regarding retention will be based on social, psychological, behavioral, emotional, language and physical development. Teacher observation, professional judgment and informal or formal assessment instruments may be used to gauge development.

c. Attendance and productivity:

Students need to attend school regularly and produce according to grade-level expectations and assignments in order to be successful. A student's attendance record and in-school productivity (e.g., on-task behaviors, quality work submitted on time, etc.) will be considered in any decision regarding retention.

2. **Team Recommendation and Timetable for Decision**

a. **Review pertinent information:** Working as a school team, appropriate staff members, the student and the parent/guardian will review all pertinent information to determine the student's needs and the most appropriate structure or placement to support the learning. In the event retention would involve personnel from a different school, appropriate staff members will be involved in all discussions and deliberations.

b. **Timetable for retention:** When a student is considered for retention, by mid-February, teachers of a potential retention candidate will have made initial contact with the principal and the parent/guardian regarding any concerns about the student's progress.

Prior to the first week of April, a conference will be conducted so members of the school team can meet directly with the student and the parent/guardian. The purpose of the conference is as follows:

- (1) To review all data to define key concerns;
- (2) To determine all instructional steps school personnel, the student and the parent/guardian must take to support increased student success prior to the end of the school year;

- (3) To determine the process and timetable for making a final recommendation and a decision whether or not to retain the student.
- c. **Recommendation and final decision:** Working with the recommendation of the school team, the final decision to retain a student is made by the principal or designee. If retention moves a student to another school or prevents the student from moving to another school, the principals of each site must be in agreement for student placement to occur.



Code: IGBBA
Adopted: 9/20/12
Revised/Readopted: 8/25/16; 1/25/24

Identification - Talented and Gifted Students**

In order to serve talented and gifted (“TAG”) students in grades K through 12, the superintendent or designee will establish an identification process.

This process of identification shall include at a minimum:

1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.
2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
 - a. Students who are racially/ethnically diverse;
 - b. Students experiencing disability;
 - c. Students who are culturally and/or linguistically diverse;
 - d. Students experiencing poverty; and
 - e. Students experiencing high mobility.
4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.
5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team’s decision and the procedures and data used by the team to make the decision.

The district will provide professional development for staff assigned the responsibility for identification of TAG students.

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student's assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal through Board policy KL - Public Complaints and begin at Step 1.

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)

[ORS 343.407](#)

[ORS 343.409](#)

[ORS 343.411](#)

[OAR 581-021-0030](#)

[OAR 581-022-2325](#)

[OAR 581-022-2330](#)

[OAR 581-022-2370](#)

[OAR 581-022-2500](#)

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



Code: IGBB
Adopted: 4/04/91
Readopted: 9/20/12; 6/09/22; 1/25/24
Orig. Code: IGBB

Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted. Students identified as talented and gifted demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

The Board directs the superintendent or designee to develop a process for identification of talented and gifted students in grades K through 12. (See Board policy IGBBA – Talented and Gifted Students – Identification**)

The district will develop a written plan of instruction for talented and gifted students in accordance with law. That:

1. Includes a statement of the district policy on the education of talented and gifted students (this policy);
2. Identifies and assesses special talented and gifted programs and services available in the district;
3. States goals related to providing such programs and services, including timelines for achievement;
4. Describes the programs and services intended to accomplish stated goals;
5. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;
6. Describes how the district will evaluate progress of the plan; and
7. States the name and contact information for the district's talented and gifted coordinator.¹

The district shall submit such plan to the Oregon Department of Education (ODE) as directed.

The plan will be provided at the school or the district office, when requested, and will be published on the district's website. The district website shall provide the name and contact information of the district's coordinator of special education and programs for talented and gifted. The district will annually report the name and contact information of the district's TAG coordinator to ODE.

¹ For the list of complete requirements of the plan, see ORS 343.397(1).

Complaints regarding programs and/or services can be filed in accordance with Board Policy KL – Public Complaints, beginning at Step 1. The superintendent or designee may choose to convene a committee in making a decision.

END OF POLICY

Legal Reference(s):

[ORS 343.391 - 343.401](#)
[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

WICHITA CENTER RENOVATION PROJECTS UPDATE

UPDATE

Agenda Item #2
January 29, 2026

BACKGROUND

The Wichita Family Center, originally constructed in 1941, has undergone several renovations over the decades, most notably in 1946, 1949, and 1992. In 2024, North Clackamas School District reacquired the facility from North Clackamas Parks and Recreation.

Following the acquisition, NCSF Facilities staff conducted comprehensive onsite walkthroughs, informed by both the Long-Term Facilities Assessment and a separate seismic study. These reviews identified a series of phased infrastructure improvements necessary to address safety needs, modernize building systems, and ensure the facility can continue to support the essential programs housed on site.

PROJECT SCOPE AND PRIORITIZATION

Projects have been organized by urgency and sequenced into three implementation phases. Phase one prioritized life safety, structural integrity, and core infrastructure, establishing a foundation for longer-term investments in phases two and three.

Phase 1 – Spring/Summer 2025 Funded Through The American Rescue Plan Act (ARPA) and District Capital Construction Funds.

- Fire system analysis
- Roof replacement and seismic upgrades
- Security system upgrades
- Boiler replacement
- Interior hallway painting

Phase 2 – Summer 2026 Funded through Community Development Grant and Capital Construction Funds.

- Generator replacement
- Asphalt repairs
- Building lock hardware upgrades
- Electrical system upgrades

Phase 3 – Summer 2027 Recommended for 2026 Capital Construction Bond Funding

- HVAC upgrades
- Carpet replacement
- Painting offices and internal rooms
- Furniture Review

PRESENTER/STAFF CONTACT:

Teresa Neff-Webster, Chief of Operations

David Kruse, Executive Director of Operations

Mike Waer, Director of Facility Operations

Leif Palmer, Facilities Operations Supervisor

Wichita Facilities Upgrades



Program Update

Teresa Neff-Webster, Chief of Operations
David Kruse, Executive Director of Operations
Mike Waer, Director of Facilities
Leif Palmer, Facilities Operations Supervisor



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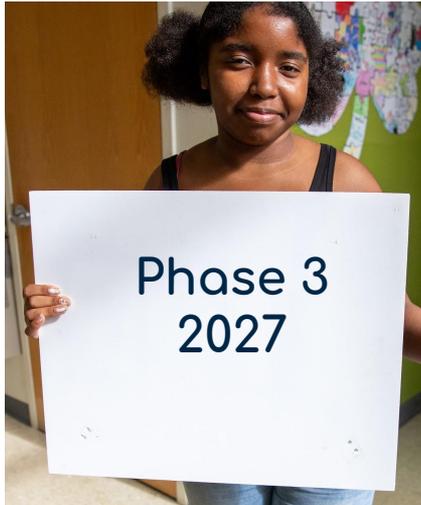
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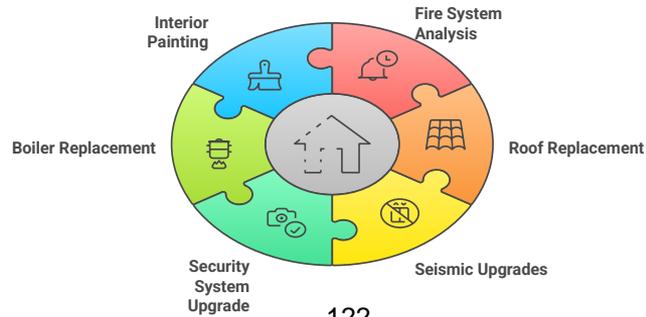
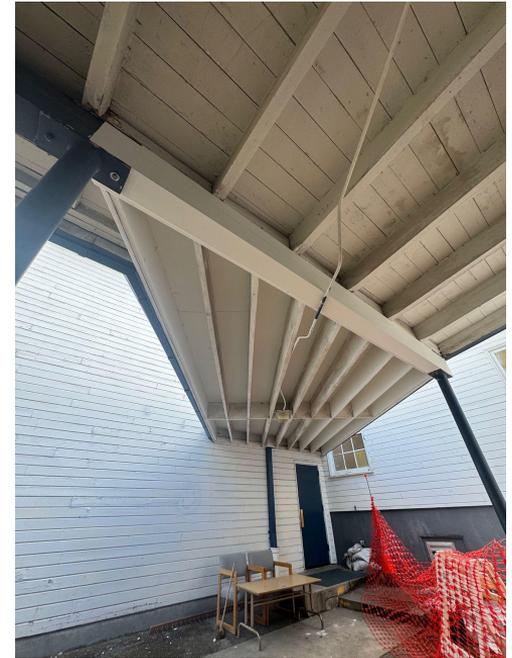
We maximize resources and services through strategic investment, innovative practices, and continuous improvement processes to strengthen the school community and advance student outcomes.

- Strengthen and develop partnerships that remove barriers to learning and advance the school district's vision and goals.
- Build clear systems and methods of communication among schools, departments, and families.
- Create impactful and sustainable systems that are adaptable to changing needs.
- Improve processes and systems to enhance accessibility while using culturally responsive practices.
- Invest in long term facilities planning, maintenance, and capital construction that provide safe, healthy and flexible learning and work environments.
- Continue effective decision-making that ensures financial stewardship and transparency.

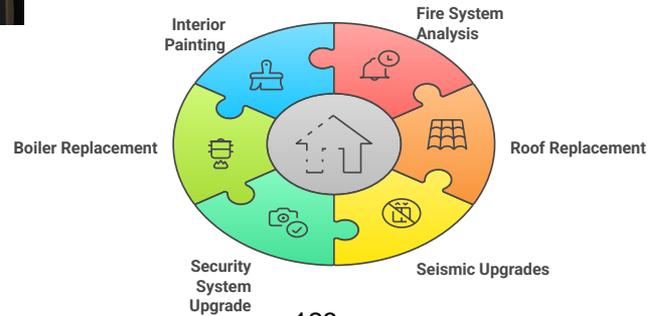
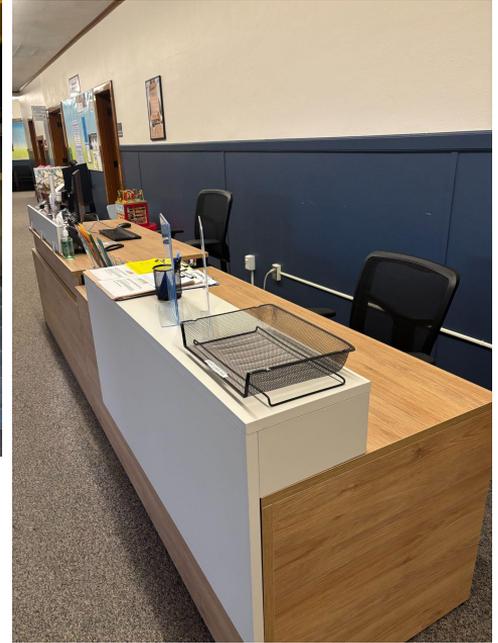
Wichita Center Phases of Renovations



Phase 1: Comprehensive Building Upgrades



Phase 1: Comprehensive Building Upgrades



Phase 2: Summer 2026 Enhancing Property Functionality



Phase 3: Summer 2027 Enhancing Comfort





GUIDING PRINCIPLES DURING LABOR NEGOTIATIONS

DISCUSSION/ACTION

Agenda Item #3
January 29, 2026

BACKGROUND:

NCSD Board [Policy BBA](#) identifies that the “Board will direct the collective bargaining process to establish labor contracts with the district’s personnel.”

The North Clackamas School District Strategic Plan further directs that the school district:

- “Recruit, hire and retain exceptional employees with a strong sense of commitment to the school district’s mission, vision, and core values.”
- “Cultivate a collaborative environment that empowers employees and provides job satisfaction.”
- “Continue effective decision-making that ensures financial stewardship and transparency.”

In order to facilitate the collective bargaining process with their employee labor associations, many school districts adopt Guiding Principles to guide the process.

During the Spring of 2026, North Clackamas School District and the North Clackamas Education Association will work together to establish a successor collective bargaining agreement for licensed educators.

During the 2026-2027 school year, North Clackamas School District and the Oregon School Employees Association will work together to establish a successor collective bargaining agreement for classified staff.

In the spirit of value driven decision-making and transparency, time is set aside for board discussion and action on a set of Guiding Principles to guide the district’s work during the negotiations of successor collective bargaining agreements.

ATTACHMENT:

Guiding Principles During Labor Negotiations, January 29, 2026

PRESENTER/STAFF CONTACT:

Michelle Riddell, Chief of Human Resources and Business Services
Tiffany Shireman, Chief of Staff

Guiding Principles During Labor Negotiations

These Guiding Principles articulate the Board's values and expectations, informed by NCSD's Strategic Plan and Core Values, for collective bargaining negotiations. They are intended to support transparent, respectful, and student-centered negotiations that strengthen the district's long-term stability and commitment to excellence.

The North Clackamas School Board adopts these Guiding Principles as the foundation for NCSD labor negotiations. These principles shall guide district leadership, bargaining teams, and communication with stakeholders throughout each bargaining cycle.

➤ **Students First**

All bargaining decisions will prioritize what best supports student learning, safety, well-being, and equitable access to high-quality educational experiences.

➤ **Fiscal Responsibility & Sustainability**

The district will:

- Steward public resources responsibly and transparently,
- Commit only to proposals that are sustainable over time and aligned with long-term financial projections,
- Avoid using one-time funds to support ongoing financial obligations, and
- Balance competitive employee compensation with responsible budgeting and anticipated financial resources available.

➤ **Support for Employees**

The district values its employees as essential to student success. Bargaining proposals will strive to:

- Provide working conditions that support employee well-being, professional growth, and retention,
- Promote safe, healthy, and productive learning environments, and
- Continue to provide high-quality, competitive employment packages within the district's fiscal limitations.

➤ **Data-Informed Decision Making**

Proposals will be guided by:

- Accurate and transparent financial data,
- Student enrollment trends and staffing needs,
- Operational realities, and
- Research on effective educational and organizational practices.

➤ **Equity & Inclusion**

Negotiated agreements will reflect NCSD's commitment to equity, inclusion, and belonging. The district will consider how proposals:

- Support the diverse needs of students and staff,
- Promote fair and equitable working conditions, and
- Remove barriers that disproportionately impact underrepresented groups.

➤ **Integrity of the Bargaining Process**

NCSD will engage in bargaining that is:

- Respectful, authentic, and collaborative, even when positions differ,
- Grounded in the district's core values and strategic goals,
- Conducted in compliance with all state and federal labor laws, and
- Clear communication with all stakeholders, including the public.

The district will strive to maintain strong, positive labor-management relationships throughout the process.

➤ **Focus on Long-Term Stability**

Bargaining outcomes will support:

- A stable, predictable financial outlook,
- Strategic allocation of resources aligned to district priorities,
- The long-term health and competitiveness of NCSD as a public school system, and
- Agreements that remain feasible under multiple economic conditions.

➤ **Transparency with the Community**

The district is committed to:

- Sharing timely, factual information about the bargaining process,
- Clarifying the rationale for district proposals, and
- Communicating in a manner that builds trust with staff, families, and taxpayers.