



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

## Agenda

North Clackamas School Board  
Thursday, February 23, 2023 - 6:00 PM  
Zoom/YouTube  
12400 SE Freeman Way  
Milwaukie, OR 97222

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

### EXECUTIVE SESSION

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

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

**6:00 Superintendent Evaluation**

**6:25 Adjourn Executive Session**

### WORK SESSION

**6:30 Call to Order**

**Native Land Acknowledgement**

**3**

**Flag Salute**

**4**

**Minutes - February 9, 2023**

**5**

**Consent Agenda**

**A. Employment Changes**

**B. Clackamas Education Service District Local Service Plan**

**8**

**6:35 1. Public Schools Week - Proclamation**

**45**

**Presenter: Mitzi Bauer**

**6:45 2. Classified Employee Appreciation Week - Proclamation**

**47**

**Presenter: Mitzi Bauer**

**6:55 3. Bilquist Elementary - School Presentation**

**49**

**Presenter: Khaliyah Williams-Rodriguez**

7:20	<b>4. 2023-2027 Integrated Grant Application for Student Success - Discussion</b> Presenter: Ivonne Dibblee	<b>64</b>
7:50	<b>5. Oregon Paid Family Medical Leave Update - Report</b> Presenter: Matt Makara Michelle Riddell	<b>127</b>
8:10	<b>6. Quarterly Financials - Report</b> Presenter: Matt Makara	<b>139</b>
8:20	<b>7. Authorization to Purchase K-2 Flexible Classroom Furniture and Developmentally Appropriate Materials - Discussion</b> Presenter: Joel Stuart	<b>144</b>
8:25	<b>8. School Calendars 2023-24 - Discussion</b> Presenter: Tiffany Shireman	<b>145</b>
8:35	<b>9. Technology E-Rate Award for Network Equipment - Action</b> Presenter: Joe Bridgeman	<b>150</b>
8:40	<b>10. Contract Award: Ventilation System Filters - Discussion/Action</b> Presenter: Cindy Detchon	<b>151</b>
8:45	<b>11. Contract Award: Tennis Court Replacements - Discussion/Action</b> Presenter: Cindy Detchon	<b>152</b>
8:50	<b>Adjourn</b>	



## Native Land Acknowledgment

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



## Flag Salute

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

**NORTH CLACKAMAS SCHOOL DISTRICT 12  
CLACKAMAS COUNTY, OREGON  
MINUTES — BOARD OF DIRECTORS MEETING  
February 9, 2023  
Zoom/YouTube**

***Open Session***

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

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

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

**Community Comments** -

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

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

R22/23-53

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

Motion passed unanimously, 6-0.

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

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

- Licensed appointments, additional assignment, transfer, and terminations

**Policy Revisions -**

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

**Travel Request -**

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

Motion passed unanimously, 6-0.

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

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

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

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

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

R22/23-55

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

Motion passed, 6-0.

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

**Unapproved**

**CLACKAMAS EDUCATION SERVICE DISTRICT**  
**LOCAL SERVICE PLAN**

**CONSENT B**  
February 9, 2023

**SUPERINTENDENT'S RECOMMENDATION:**

Approve the Clackamas Education Service District Local Service Plan, authorizing services for 2023-2024.

**ORIGINATED BY:**

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

**BUDGET IMPACT/SOURCE OF FUNDS:**

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

**BACKGROUND:**

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

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

**ATTACHMENTS:**

Local Service Plan for 2023-2024

**STAFF CONTACT/ PRESENTERS:**

Superintendent, Shay James

# Local Service Plan | 2023 – 24





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## A Message from Clackamas ESD: Thank you for your partnership

We're proud to share Clackamas Education Service District's 2023-24 local service plan, which offers a high-level review of the services we provide to our 10 partner public school districts in Clackamas County.

Each of Oregon's 19 education service districts provides distinct types of regional assistance, based on the needs of the school districts being served. Here at Clackamas ESD, our collaboration with our component school districts and many other community partners is reflected in a unique mix of services provided through board resolution, contracts and grants.

Our joint mission to support families and educators and help all students reach their full potential has never been more critical in the shadow of a pandemic that caused universal educational challenges. The Clackamas ESD team stands with you to offer support in a range of areas outlined in our local service plan, including:

- Providing tailored and highly specialized services to children and young adults, ages birth to 21, who face significant learning challenges and obstacles
- Offering hundreds of professional development, training and coaching opportunities to educators and other school and district staff focused on a range of needs, from updating and implementing new curricula to strengthening students' emotional, mental and physical health
- Providing reliable, secure data and internet hosting systems and other technology tools and hands-on assistance

In particular, our 2023-24 local service plan calls out new investments we have made in key areas, such as supporting math and early literacy education, and expanding resources to help our most vulnerable students – particularly those with significant mental health needs.

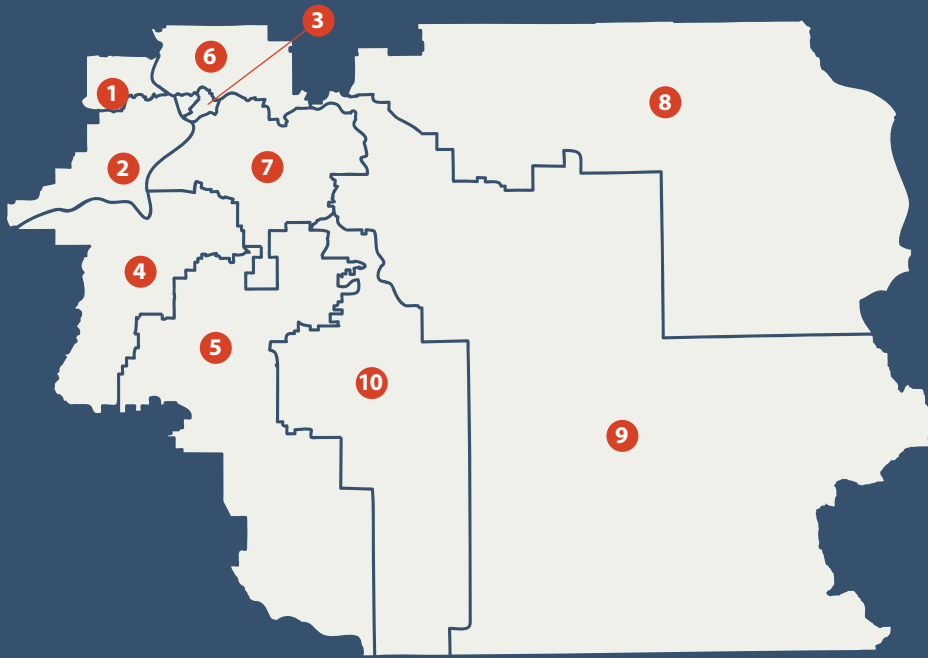
Do keep in mind this plan is a roadmap. It was approved by district superintendents and our Clackamas ESD Board of Directors in December 2022. It represents our best efforts to work with our district partners to predict needs for the coming year, but we know those needs evolve. We work hard to be nimble,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

Our mission is to ensure students and families in all Clackamas County communities have access to excellent and equitable education services, a goal that requires leadership, innovation and a healthy dose of teamwork. Our 10 component school districts are vital members of the regional team that is daily changing the lives of children in Clackamas County. We deeply appreciate your partnership and all you do in service for our youth.

With gratitude,

Larry Didway  
Superintendent

Wade Byers  
Chair, Board of Directors



- 1. Lake Oswego School District
- 2. West Linn-Wilsonville School District
- 3. Gladstone School District
- 4. Canby School District
- 5. Molalla River School District

- 6. North Clackamas School District
- 7. Oregon City School District
- 8. Oregon Trail School District
- 9. Estacada School District
- 10. Colton School District

## **About the Local Service Plan**

All 19 education service districts in Oregon must create and regularly update local service plans that reflect their state-mandated mission to promote equal educational opportunity, and provide programs and services to school districts that are best managed on a regional basis. Essentially, Clackamas ESD's annual local service plan is the roadmap to how we serve our 10 partner school districts in Clackamas County. The plan includes services required by state statute, services to all districts adopted by local school board resolutions, and explanations of services provided by contracts, grants and other partnerships.

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

## Plan development and approval

We work collaboratively with our school district partners throughout the year to assess the services we offer and determine additional needs. This year, for example, we have continued to increase the level and type of services and support we offer in reading and math, mental and physical health, and technology. We update the local service plan each fall, and it goes through a lengthy series of district and Clackamas ESD approvals before being implemented the following summer:



### September – October

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

### November

Proposed LSP produced



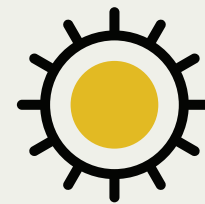
### December

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

Clackamas ESD Board of Directors approves LSP

### January – February

Clackamas ESD superintendent and board members present proposed LSP to school boards in each partner district, and boards take action to approve the plan; two-thirds of partner districts representing at least 50 percent of students enrolled in Clackamas County school districts must approve the plan, per ORS 334.175 (a)(b)



### May

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

### July

LSP is implemented

## Requirements

The local service plan must address how Clackamas ESD will provide support to component school districts in the following areas:

- **Programs for children with special needs**, including, but not limited to:
  - Special education services for at-risk students
  - Professional learning for employees who provide services to children with special needs
- **Technology support**, including, but not limited to:
  - Technology infrastructure services
  - Data services
  - Instructional technology services
  - Distance learning support
  - Professional development for employees who provide technology-related services
- **Teaching and learning support**, including, but not limited to:
  - Services that help districts meet the requirements of state and federal law
  - Services that allow the ESD to assist in review of state and federal standards requiring districts to provide a quality education
  - Services designed to address curriculum and school improvement issues
  - Professional learning for employees who provide teaching and learning services
- **Administrative and support services** including, but not limited to:
  - Services designed to consolidate school district business functions
  - Liaison service between the Oregon Department of Education and school districts
  - Registration of children being taught by private teachers, parents or legal guardians, pursuant to ORS 339.035

## Performance measures

Clackamas ESD regularly assesses the cost and effectiveness of its programs. As required by Senate Bill 250, Clackamas ESD submits an annual report to the Oregon Department of Education measuring performance and finances for the previous school year. We also compile student outcome data for the state's Early Intervention/Early Childhood Special Education Report Card. We conduct periodic surveys and interviews of ESD advisory groups to gauge satisfaction with programs and services. We also produce an annual report that provides Clackamas ESD impact highlights for the previous year. In addition, our local service plan is augmented by individual district reports that show the cost and reach of programs and services provided to each school district during the most recent year.

## Amendment procedure

If a situation occurs that requires an amendment to the local service plan, a resolution to amend the plan will be presented to the Clackamas ESD Board of Directors and partner school districts. The same criteria and process used to approve the original plan will be applied to approve and implement any proposed amendment.

## Other requirements

Oregon ESDs are required to spend at least 90 percent of funds received from the State School Support Fund and local property taxes for services approved by partner school districts, per ORS 327.019.

## Our District Partners

Clackamas ESD develops and implements programs and services in partnership with our regional school districts. Our regular collaborations with superintendents and other district leaders are critical to guiding and modifying our work.

### Chief Administrators' Council

The Chief Administrators' Council includes superintendents of all 10 Clackamas County school districts, as well as the president of Clackamas Community College. These leaders meet monthly to collaborate, connect with regional partners, increase shared understanding of current issues and initiatives, and coordinate educational services for our region's students.

2022-23 Chief Administrators' Council Chair

**Ryan Carpenter**

Superintendent, Estacada School District 108

**Aaron Bayer**

Superintendent, Oregon Trail School District 46

**Tim Cook**

President, Clackamas Community College

**Aaron Downs**

Superintendent, Canby School District 86

**Shay James**

Superintendent, North Clackamas School District 12

**David Kline**

Superintendent, Colton School District 53

**Kathy Ludwig**

Superintendent, West Linn-Wilsonville School District 3J

**Tony Mann**

Superintendent, Molalla River School District 35

**Jennifer Schiele**

Superintendent, Lake Oswego School District 7J

**Dayle Spitzer**

Superintendent, Oregon City School District 62

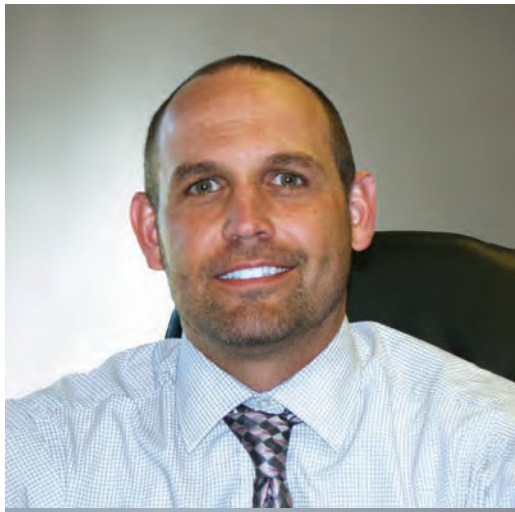
**Bob Stewart**

Superintendent, Gladstone School District 115

### District Advisory Groups

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

(See page 10 for advisory group members)



**Top row (left to right):** Aaron Bayer, Ryan Carpenter, Tim Cook. **Second row:** Aaron Downs, Shay James, David Kline. **Third row:** Kathy Ludwig, Tony Mann, Jennifer Schiele. **Bottom row:** Dayle Spitzer, Bob Stewart



## Clackamas County Advisory Groups

	Business	Communications	English Learners	Facilities	Human Resources
<b>Clackamas ESD</b>	Tim Witcher Jeremy Pietzold Carey Pinto	Shirley Skidmore Amy Mintonye Paul	Leah Hinkle	Tim Witcher Pam Bonner Rod Bashor	Chelsi Reno Carrie Hoffman
<b>Canby School District</b>	Denise Lapp	Kristen Wohlers	Danielle Reynolds	Larry Burich Shawna Grant	Andy McKean
<b>Colton School District</b>	Chris Gibb	Dave Kline Katrina Raasch	Jesus Ramos	Eric Bjarnson	Katrina Raasch
<b>Estacada School District</b>	Christina Irish	Maggie Kelly	Leah Riedell	Michael Waer John Simpson	Kelly Hayes Lisa Akins
<b>Gladstone School District</b>	Rachel Lopez Hopper	Leslie Robinette	Petra Hoghova	Ivan Leigh	Jeremiah Patterson Tammy Tracy
<b>Lake Oswego School District</b>	Stuart Ketzler	Mary Kay Larson	Ewa Chompka-Campbell	Tony Vandenberg Brent Paul	Donna Atherton
<b>Molalla River School District</b>	Keith McClung	Allison Holstein	Larry Conley Maria Segoviano	Tony Tiano Shalin Akins	Jennifer Ellis Kathleen Costley Lori Harper
<b>North Clackamas School District</b>	Matt Makara Dawna Burke	Seth Gordon Curtis Long	Laurie Meisner	Melinda Shumaker Stacy Skerjanec Cindy Detchon Amanda Wall	Michelle Riddell Alma Morales Galicia Will Ruehle Keylah Boyer Shawnee Halligan Jimmy Henry
<b>Oregon City School District</b>	Jason Jensen Matthew Deeds	Caitlin Bergstrom Lisa Normand	Rob Robinson	Michael Sweeten	Lisa Normand
<b>Oregon Trail School District</b>	Tim Belanger	Julia Monteith	Rachael George	Chelsea Lincoln Lane	Ken Bucchi Chelsea Leymaster
<b>West Linn-Wilsonville School District</b>	Son Le Hughes	Andrew Kilstrom	Elisa Lee	Pat McGough Jeff Chambers	Shyla Waldern Elizabeth Dayal

Integrated Planning	Migrant Education	School Safety/ Emergency Mgmt	Special Education	Teaching and Learning	Technology
Angie Kautz Alexis Burnett Schay Esparza Bill Blevins	Will Flores	Pam Bonner Mark Dodge Dan Kraus Tim Witcher	Jared Hayes	Ewan Brawley Robi Osborn Angie Kautz Schay Esparza	Jeremy Pietzold Schay Esparza Andrew Winter Matthew Threlfall
Danielle Reynolds Cari Sloan Michelle Wilson Kristen Wohlers	Danielle Reynolds	Bret Adkins Kathy Sullivan Michelle Wilson Kristen Wohlers Doug Rykken Larry Burich	Kathy Sullivan	Danielle Reynolds Michelle Wilson	Bret Adkins
Dave Kline Travis Remick		Chris Gibb	Jason Hobson	Dave Kline	Chris Gibb Daniel Hunter
Scott Sullivan Jennifer Behrman	Jennifer Behrman	Michael Waer	Jason Hobson	Scott Sullivan Jennifer Behrman	Kristy Cheshier
Jeremiah Patterson Leslie Robinette Bob Stewart Rachel Lopez Hopper	Petra Hoghova	Jeremiah Patterson Rachel Lopez Hopper Ivan Leigh Natalie Weninger	Michael Shelton	Jeremiah Patterson	Aubrey Jarvis
LaKeyshua Washington Whitney Woolf		John Parke	Scott Schinderle	LaKeyshua Washington	James Miller
Kathleen French Keith McClung Dave Atherton	Maria Segoviano	Amy Chapin	Robin Shobe	Kathleen French	Daniel Hunter Gary Dix
Jennifer Dove-Kiltow Mayra Gomez Joel Stuart	Laurie Meisner	David Kruse	Rob Holloway	Tammy O'Neill	Joe Bridgeman
Sara Deboy Lisa Normand Michael Sweeten	Rob Robinson	Gail Lockard Michael Sweeten	Melissa Berg	Sara Deboy Rob Robinson	David Klusmann
Rachael George Kim Ball Julia Monteith Katie Schweitzer	Rachael George		Katie Schweitzer	Rachael George Kim Ball	Scott Coleman
Jennifer Spencer-Iams Andrew Kilstrom Carey Wilhelm Nic Chapin	Alyson McKay	Caitlin Sullivan	Lauren Brigsby 19	Barb Soisson	Curtis Nelson



## Teaching and learning

The Clackamas ESD teaching and learning team collaborates with regional school districts to help improve student achievement. Educators increase their skills through the professional development and assessment literacy support we provide. We also offer an array of contracted services that enhance collaboration and cost savings. The skills and agility of our team allow us to respond rapidly to changing district needs. For example, we have expanded our support for math and early literacy, and continued ramping up educational support to students through science, technology, engineering and mathematics (STEM) and emerging bilinguals initiatives.

### Key leaders:

Ewan Brawley, Assistant Superintendent

Robi Osborn, Assistant Director, Teaching & Learning

Angie Kautz, Assistant Director, Student Services

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

Dawnnesha Lasuncet, Equity and Inclusion Coordinator

## Resolution services

### Instruction and assessment literacy improvement

We provide multiple services, all guided by our active collaboration with our teaching and learning advisory:

- Best and emerging practices in increasing student learning through effective use of data and technology, including practices that provide feedback for learning
- Curriculum renewal support, with a focus on high-quality materials that support students and teachers, including digital curriculum
- Increased capacity to meet the needs of diverse learners, with a focus on culturally responsive curriculum, practices, and data and assessment literacy
- Help in interpreting state and federal policies to implement assessments, graduation requirements and continuous improvement plans
- Representation of and advocacy for districts in work groups and ad-hoc task forces, such as the Region One Assessment Consortium, ODE Assessment Advisory Committee, South Metro STEM Partnership Executive Advisory Board, ODE ELA Collaborative and Oregon Community Foundation Healthcare Steering Committee
- Consultation services to district and building leaders and educators in the areas of early literacy, second language acquisition (including dual language immersion), math, STEM and educator mentor development

### Topic-specific professional learning, training and networks

Our high-quality professional development aligns with adult learning needs and best practices. It promotes equity, assessment literacy, data-driven decision making and personalized learning experiences. Our liaison role with districts helps them collaboratively prioritize and plan professional development opportunities, whether delivered to classroom and school staffs or countywide. Key topics include:

- Equity and culturally responsive instruction and assessment

- Instructional practices to support English learners and emergent bilinguals
- Building leader mentoring and support
- Classroom teacher mentoring
- Curriculum development
- STEM
- Embedded use of technology tools and personalized learning
- Increasing inclusive practices in classrooms and school buildings
- Best practices in K-2 literacy for teachers and building leaders
- Equity-based multi-tiered system of support (MTSS)
- Oregon Math Project

### Research and program evaluation support

We work with district administrators and teachers to help them use the most effective strategies to reach students. Our support includes:

- Technical assistance with development of program evaluation plans, logic models, and quantitative/qualitative data analysis
- Creation of equity briefs that disaggregate achievement, discipline and other data
- Survey design, consultation, training and reporting, including translations in Spanish and Russian, and interpretation of results
- Evaluation of curriculum adoption options
- Support in developing longitudinal growth targets and Student Investment Account progress markers
- Access to the Hanover Research Library, which provides insights into curricular, teaching, technology and operational topics

### Multilingual learner network

The multilingual learner network supports services for emergent bilingual students. The network shares best practices and identifies priorities to guide teaching and learning services. Clackamas ESD's multilingual learner supports include:

- Support with Title III district plans
- Use of the Sheltered Instruction Observation Protocol

- Training on best practices in interpretation and translation
- Dual Language Immersion Cadre
- Guidance on building academic language

### STEM leadership team

The Regional STEM Leadership Team is composed of exceptional science, technology, engineering and mathematics teachers and teachers on special assignment (known as TOSAs) from 21 school districts in the region who meet monthly. Together this group identifies common goals and creates collaborative regional action teams to meet school and district needs with grant funding through the South Metro-Salem STEM Partnership. Initiatives include Expanding Elementary Science (K-12) and Making and Tinkering (preK-2 engineering in the classroom).

### Assessment support and training

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

## Other services provided through contracts and grants

### Migrant Education Consortium

We coordinate the Migrant Education Consortium, comprised of eight local districts, which provides summer school, graduation support, preschool services, family engagement and other supplemental supports to students from pre-K through 12th grade. We also provide technical support to help all districts comply with state and federal Title I-C requirements.

### Career and Technical Education Consortium

Our teaching and learning team coordinates C-TEC, which facilitates career education and work-based learning for high school students in collaboration with Clackamas Community College. C-TEC's work is guided by a steering committee of district and community partners. Funding for the program comes mainly from the federal Carl Perkins grant, coordinated through ODE.

### C-TEC Youth Services

C-TEC Youth Services supports 16- to 24-year-old out-of-school youth in obtaining ongoing education and/or employment. Our career advisers help youth create goal plans that best fit their interests and strengths, and connect to the many resources and opportunities available to them. The program is funded through a Workforce Innovation Opportunity Act (WIOA) grant provided through Clackamas Workforce Partnership. The program emphasizes connections and partnerships among regional school districts, the Career and Technical Education Consortium, Clackamas Community College and other county programs for out-of-school youth.

## Seeking continuous improvement

### Ongoing feedback to meet district needs and priorities

We ask our school district partners to respond to periodic surveys about the quality and effectiveness of our services. Evaluation metrics are reviewed with district staff through formal and informal meetings and discussions.

### Evaluation of staff development

We use surveys and direct feedback from educators to evaluate department-sponsored professional development activities. We also collect and analyze a variety of data to determine the impact of our grant programs on meeting district, school, classroom and student-level goals. Data are determined by both program-specific metrics (such as Title IC and Perkins) and through discussion with advisories, education partners and work groups.



## Student services

Operating across departments at Clackamas ESD but formally housed within our teaching and learning structure, the student services team focuses on areas that help improve each child's access to their education opportunities through physical, social and emotional health. The team promotes and supports equitable practices to ensure that children and families in Clackamas County school communities are healthy, actively engaged, empowered, and have access to learning environments that are inclusive, and both physically and emotionally safe. The support this growing team provides is made possible primarily by funding from the Student Success Act, which continues to power our region to more expansively address pressing student needs that improve equity in our education system.

### Key leaders and staff:

Ewan Brawley, Assistant Superintendent

Angie Kautz, Assistant Director, Student Services

Sandy Mathewson, Mental Health, Safety and Prevention Specialist

Sierra Wilson, Crisis Prevention and Response Specialist

Hoa Nguyen, Student and Community Engagement Specialist

Elaine Merighi Morelock, Support Staff Partnership & Learning Coordinator

Dianne Holme, Health Services Coordinator

Dawnnesha Lasuncet, Equity and Inclusion Coordinator

Melanie Inns, Administrative Assistant

## Student services: Five main areas of focus

### Student mental and emotional health

The team offers support for school counselors and other mental health professionals from across all 10 regional districts. This support includes professional learning based on needs expressed by the counselors themselves, collaboration opportunities and shared resources. One of the key areas of professional learning provided by the team is suicide prevention. They provide training regionally and on demand for specific districts in QPR, ASIST and YouthSAVE. They also liaise closely between districts and key community partners such as the county suicide prevention coordinator.

Over the last year, the team has stepped into a new role as the coordinator of the Regional Flight Team. A flight team provides mental health after-care for students and staff following a crisis or

tragedy. We worked with a design team of representatives from all districts to develop a calibrated flight team response that can be utilized when districts request additional support from the Regional Flight Team. We provide the training on these calibrated processes and procedures as well as coordinate the logistics of recruiting and organizing Regional Flight Team members whenever requests are received.

### Physical health and safety

The health services branch of the team offers support for school nurses and other health professionals from across all 10 partner districts. This support includes professional learning based on needs expressed by the nurses themselves, collaboration opportunities and shared resources. This team also serves as a liaison between our district nurses and the Oregon School Nursing Association and both the state and county departments of health.



In addition to supporting the professional learning of school nurses, our team also provides training tools and resources to help school nurses meet the demands for training paraprofessionals and others in their individual schools.

With the development of this health services team, we have been able to begin offering contract school nursing services. Through these partnerships we can offer supervision, training and ongoing support for school nurses who serve in specific districts or programs.

Our team has a focus on equitable access to health care for all students and families. Our student health access coordinator provides parent education on various aspects of health and mental health for Spanish-speaking families across the county at district events and through the Head Start to Success preschool program.

To help give students a healthy and strong start to their K-12 education, our team is working on developing systems focused on the transition between Head Start to Success and kindergarten, with a particular focus on physical, mental and emotional health.

Our team is partnering with the Clackamas Behavioral Safety Assessment Program to provide training, calibration and support for districts on building effective systems for violence prevention, mitigation and response.

### **Student and community engagement**

Our team is concentrating on student and community engagement in multiple ways. Our student and community engagement specialist provides professional learning, consultation and coaching for districts on implementing strategies to recognize and address the root causes of chronic absenteeism. She works closely with our data and evaluation team to ensure districts have access to the relevant data they need for this work.

Our support staff partnership and learning coordinator provides professional learning, consultation and coaching for districts related to their professional learning/training plan for paraprofessionals and other classified staff. She offers training and resources in areas such as trauma-informed practices and culturally relevant practices. This work is tied closely with student engagement because paraprofessionals play a key role in creating

safe and inclusive learning environments for students. The social and emotional climate of a school can impact student engagement in school activities, as well as relationships with other students and staff. A positive social and emotional climate is conducive to effective teaching and learning and has an impact on academic achievement.

The team offers support for homeless student liaisons from across all 10 districts. This support includes collaboration opportunities, shared resources and connection with community partners who can support their work. Our team also serves as a bridge between our district liaisons and the Oregon Department of Education's Homeless Children and Youth Programs Department.

Communication is a key factor in student and community engagement. Our team uses available grant resources to help districts ensure their ability to communicate with families and the community through access to Linguava translation and interpretation services in more than 200 languages.

### **Evidence-based planning and decision making**

The team has continued to expand its ability to help districts collect and use relevant data to make thoughtful decisions about targeting resources and implementing other improvements to elevate student achievement. We provide multiple data services that include both the technical creation and implementation of data tools, and consultation and coaching around the analysis and reporting of the data.

### **Grant-related technical support**

We offer consultation, coaching and advocacy for districts as they navigate complex funding frameworks. Our team liaises with the Oregon Department of Education to ensure that we can accurately provide guidance to districts on the application, needs assessment, budgeting, implementation, reporting and evaluation aspects of multiple grants and funding frameworks.

View the complete 2023-25 Clackamas ESD SSA Comprehensive Support Plan online at [www.clackesd.org/SSAplan](http://www.clackesd.org/SSAplan)

Wishes,  
"William" Shawn Reeves, 12th grade,  
Estacada High School, LEEP classroom



## Special education

Many students in our region experience cognitive, physical, emotional or behavioral challenges that impact their ability to learn. Our partnership with area school districts gives them additional capacity to serve the educational needs of all of these children. Districts refer school-age children experiencing significant learning challenges to us, and we provide individualized services tailored to their needs. We also provide educational support for students in alternative living situations, from short-term, temporary foster care to longer-term residential facilities.

We collaborate closely with families, caregivers and school district partners to develop personalized learning plans that will allow students to return to their home schools as quickly as possible. We also help older students ages 18 to 21 to transition to the next stages of their lives by building employable skills and independent living capacity.

Our goal is to continue to enhance and diversify our resolution services to meet all districts' general programmatic needs, while also creating new options to fulfill the many individual district requests for support we receive. We partner with district special education staff, and focus heavily on providing consultation, coaching and professional development to districts to better help them deliver multi-tiered support to address the academic, adaptive, behavioral, communication and social/emotional needs of this valued group of students.

### Key leaders:

Jared Hayes, Director, Special Education

Stacey Sibley, Assistant Director, Heron Creek

Brandon Breeden, Program Supervisor, Heron Creek

Teresa Copeland, Assistant Director, LEEP

Tiffany Wiencken, Coordinator, LEEP

Charles Gallia, Medicaid Billing Specialist

Kriss Rita, Transition Network Facilitator

## Resolution services

### Life Enrichment Education Program

LEEP offers specially designed instruction and related services to students ages 5 to 21 who are living with complex and multiple disabilities. LEEP focuses on building independence so students exit with core communications skills, and greater ability to make positive choices and set a direction for their lives. Our adapted academic instruction reflects state standards. We create Individualized Education Program plans and provide multiple related services, including speech/language, occupational and physical therapy; adaptive physical education; and specialized behavioral and nursing support.

### Medicaid administrative claiming

Clackamas ESD helps school districts with the process of Medicaid administrative claiming, a three-times-a-year survey to collect federal dollars for connecting eligible students with community health supports. We use a “train the trainer” model to build district capacity to handle the surveys, and serve as a liaison to the Oregon Health Authority to develop cost pools, process match payments and resolve questions. We currently offer support in this area to the Estacada, Gervais, Gladstone and Oregon Trail school districts and we are exploring partnerships with the Molalla River School District, as well as with districts outside Clackamas County.

## Other services provided through contracts and grants

### Heron Creek Therapeutic Program

(includes educational support at Parrott Creek Ranch)

Our Heron Creek program, located on the Marylhurst Commons campus, supports students experiencing significant social and emotional challenges, addressing their barriers to success and helping them build the self-regulation skills that enable them to make a successful return to their home school; 15 students returned to their home districts in 2021-22. Districts’ Individualized Education Program teams refer students to our program. Our evidence-based strategies emphasize collaborative problem-

solving in a trauma-informed learning environment. We use strength-based assessments and collaborate with local systems of care. As needed, we provide a range of additional supports, including speech and language therapy; occupational therapy; specialized behavioral consultation; psychiatric consultation with the family’s medical providers; and nursing supports.

### Medicaid administrative billing

Medicaid’s fee-for-service process allows districts to recover the costs of providing medically necessary support to eligible students. Clackamas ESD collaborates with school districts and the Oregon Health Authority to identify and account for time spent on reimbursable activities, so that health and education funds are directed appropriately. We help staff use tools to collect the necessary data, and submit claims and reports. We currently support the Gladstone and Oregon Trail school districts through this service, and ESD staff members in the Heron Creek, LEEP, and early intervention and early childhood special education programs



Untitled,  
Katlyn McHenry, 10th grade,  
Gladstone High School, LEEP classroom

also participate. We are discussing future partnerships with the Molalla River, North Clackamas and Canby school districts, as well as partnerships outside Clackamas County.

### Transition network facilitation

A Clackamas ESD transition network facilitator works with educators in five counties to help students with developmental disabilities ages 16 to 21 shift from school to integrated, competitive employment. We share best practices, strategies and curriculum that help students explore vocations, gain work experience and set post-secondary goals. We're also a convener, connecting educators with relevant agencies to identify and address school-to-work transition barriers.

### Occupational/physical therapy program

We provide trained staff needed in four school districts to serve students whose IEPs require occupational and/or physical therapy support.

### Seeking continuous improvement

We conduct interviews with district special education directors every summer to identify areas of strength and growth to inform plans for the coming year.

We consistently work in both our LEEP and Heron Creek programs to diversify our services to support a continuum of district requests and needs, including facilitating positive transitions for LEEP and Heron Creek students back to their home school district programs; and providing consultation, coaching and professional development for districts to address the complete spectrum of students' needs through multi-tiered systems of support.



Untitled,  
William "Billy" Brinkley, 10th grade,  
Gladstone High School, LEEP classroom



## Early learning

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

We offer services in three primary areas:

- **Early intervention/early childhood special education** programs for young children who demonstrate disabilities or delays
- **Head Start to Success** free preschool program for young children experiencing poverty, as well as comprehensive services for their families
- **Child care resource and referral** to support high-quality child care

Our early learning department also is prepared to support district efforts to effectively partner with existing child care and pre-K providers, implement transition activities for incoming kindergarten students and their families, and explore opportunities for expanding access to district-run pre-K programs. Clackamas ESD received one-time approval in 2021 to use early learning funds to purchase a building adjacent to our Sunnybrook campus. This facility will allow us to expand our early learning programs. We are consulting with multiple stakeholders as we develop a vision for this facility that meets priority needs of regional children and families.

Our early learning programs are financed completely through contracts, grants and partnerships. Even though no resolution services are provided, our programs provide significant value to our districts in preparing our young learners for kindergarten.

### Key leaders:

Ewan Brawley, Assistant Superintendent

Sara Snow, Director, Early Intervention/Early Childhood Special Education Programs

Brett Walker, Assistant Director, Early Learning Programs

## Services provided through contracts and grants

### Child care resource and referral

CCR&R services support high-quality child care throughout our region. We deliver professional development, training, technical assistance and coaching to child care providers serving children ages 0-12 throughout Clackamas County. Our team provides additional support that helps child care providers earn licenses, as well as inclusion on the Oregon Registry and quality ratings in the state's Spark program. CCR&R also collaborates closely with the early intervention/early childhood special education team to promote and expand inclusive practices in early childhood settings.

### Early intervention services (birth to age 3) and early childhood special education (ages 3-5)

Clackamas ESD delivers EI/ECSE support to young children who exhibit delays or disabilities that affect learning. We coordinate services, and provide specialized consultation and instruction at no cost to families. We work hard to fully include children with disabilities in their communities, providing our services in local preschools, child care centers and homes. In 2022, we served more than 1,400 children, and hired more staff to support our inclusion work and to maintain appropriate service levels.

### Early childhood evaluation

All preschool children in Clackamas County suspected of experiencing disabilities or delays are referred to Clackamas ESD for comprehensive evaluations. Districts may contract with us for these evaluations to determine eligibility for our early intervention and special education services. Our specialized evaluation team includes early childhood specialists, speech and language pathologists, occupational therapists, physical therapists and school psychologists. Evaluations include:

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

We completed 695 such evaluations in 2022.

### Head Start to Success

Head Start to Success provides publicly funded, developmentally appropriate and culturally responsive preschool to three- and four-year-old children who are experiencing poverty. With services based in the Canby, North Clackamas and Oregon Trail school districts, Head Start to Success served a total of 222 children in the 2021-22 school year – more than 30 percent of age- and income-eligible children in Clackamas County. Approximately 30 percent of the children we serve also receive early childhood special education services. Our robust approach to family engagement provides every family with a home visitor who works with them to set goals, access resources in their community, and support children's learning and development at home. We also provide mental and dental health services, nutrition, mental health support, social services and parent education.

### Community partnerships

The early intervention/early childhood special education team continues multiple partnerships – including with Head Start to Success and Clackamas County's Children's Commission Headstart – to create family-centered early learning systems aligned with best practices. Other 2021-22 examples:

- Staff from our early childhood special education and Head Start to Success teams participated in a two-day training facilitated by the University of Denver to support implementation of "Learning Experiences – an Alternative Program for Preschoolers and Parents," with a focus on inclusive practices. This is a two-year commitment.
- Our early learning team continued development of the early childhood education sector plan for Clackamas County with the Clackamas Early Learning Hub. The sector plan identifies needs to expand early learning opportunities for children and their families.
- Our early learning leadership team continued participation in the Clackamas County Early Childhood Committee. CCECC brings community partners together monthly to discuss and share community resources.
- We work closely with stakeholders across the county on supporting inclusion. Our community inclusion team works to



foster inclusion of young children by providing training and coaching on the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children.

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

In addition, our early learning team has continued partnerships with several school districts, including Estacada, Gladstone and West Linn-Wilsonville. We're a founding partner of the Gladstone Center for Children and Families, an innovative early learning center that operates a Teaching Preschool model classroom, and offers professional development and parent education. We also have spent years participating in the North Clackamas School District's P-3 initiatives, hosting community events and providing resources.

Since the pandemic began, our CCR&R program has stepped up its support for regional child care programs to ensure children needing care are matched with quality providers. We also continue to look for ways to collaborate with regional groups looking to help families through increasingly stressful times.

## Seeking continuous improvement

### Student outcomes/state report card

Our annual state EI/ECSE report card reflects progress of the children we serve. Specifically measured are social-emotional development, knowledge and skill acquisition, and use of appropriate behavior. We also are measured on our ability to provide services in a home or regular childhood program. We meet or surpass all state metrics, and the frequency with which all of our services are delivered significantly exceeds state averages. For example, 90 percent of children enrolled in our early learning and early childhood special education programs receive service at least once a week, compared to the statewide average of 74 percent.

### Professional development

We provide ongoing professional development for staff. For example, our educational assistants have a dedicated professional learning community that allows regular access to staff development opportunities and peer-to-peer learning.



## Administrative Services

Clackamas ESD offers an array of administrative support and collaboration to school district leaders throughout our region. While we've highlighted administrative services offered via resolution, contracts, grants and other funding sources, much of our administrative support doesn't fall cleanly into one category. A few examples of those services:

- **Convening district leaders:** We facilitate regular meetings of the Chief Administrators' Council (all Clackamas County school district superintendents, plus the president of Clackamas Community College) and 11 other role-specific advisory groups.
- **Providing equity and inclusion support:** Clackamas ESD's equity and inclusion coordinator creates equity-focused professional development opportunities, and provides policy and practices consultation and coaching for administrators and educators across our region. This position is housed in human resources and funded through Student Success Act and teaching and learning dollars. As inequities in learning opportunities have intensified during the pandemic, Clackamas ESD proactively has helped our partner districts address barriers to student wellness and academic success.
- **Serving as a regional and state liaison:** We are closely aligned with partners at the Oregon Department of Education, Clackamas County and other agencies, helping to influence decision making and policies that affect our regional schools. This work continued to be important during 2022, as the ongoing COVID pandemic created shifts in school operations guidelines that required constant attention and coordination.

- **Facilitating Regional Teacher of the Year selection:** We promote nominations and coordinate selection of the Regional Teacher of the Year as part of the Oregon Teacher of the Year program. In 2022, 40 teachers from Clackamas County were nominated – the highest nomination total of any region in the state. In September 2022, we honored Alder Creek Middle School special education teacher Ron Antlitz as our 2023 Regional Teacher of the Year in a surprise all-student assembly at his school.
- **Coordinating Regional Art Show:** Each spring, we host a student art show to highlight the talents of students throughout Clackamas County. We coordinate the regional show in partnership with district middle and high school art teachers. The event culminates each year with an awards ceremony, which returned to an in-person event with a standing-room-only crowd in 2022. More than \$175,000 in potential scholarship money was awarded to 30+ student artists.

**Key leaders:**

Tim Witcher, Chief Financial Officer

Chelsi Reno, Chief Human Resources Officer

Shirley Skidmore, Director, Strategic Communications

Dawnnesha Lasuncet, Equity and Inclusion Coordinator

## Resolution Services

### Substitute teacher registration

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

### School announcement network

The FlashAlert Network, serving all school districts in Clackamas County, distributes emergency messages, breaking news, weather closures and news releases to local media outlets for broadcast and web display.

### Home school registration

Oregon law requires ESDs to maintain records of students who are homeschooled. Clackamas ESD maintains an online database of homeschooled students, accessible to all partner districts.

### Delivery services

Clackamas ESD provides delivery of instructional materials, printing projects, data, testing materials and correspondence to all school districts twice a week. We also provide delivery service to other metro-area schools via Multnomah ESD and Northwest Regional ESD.

## Other services provided through contracts, grants and other funding sources

### Human resources consultation

- Personnel management
- Employee contract management
- Customer service support in using data systems
- Labor and employment law
- "Grow your own" teacher pathways program
- Staffing and recruitment services

### Financial and safety consultation and advocacy

- Support and consultation in managing multiple finance systems, including payroll, accounts payable, fixed asset accounting, general accounting, fiscal analysis, and interpretation of local budget law and public bidding rules
- Assistance in filing budget documents with appropriate agencies
- Full business management services
- Facilities services
- Safety and emergency management training and consultation

### Printing services

- Graphic design pre-press assistance
- High-quality production of brochures, fliers and other specialty materials (all stored electronically for future reference and use)

### Communications services

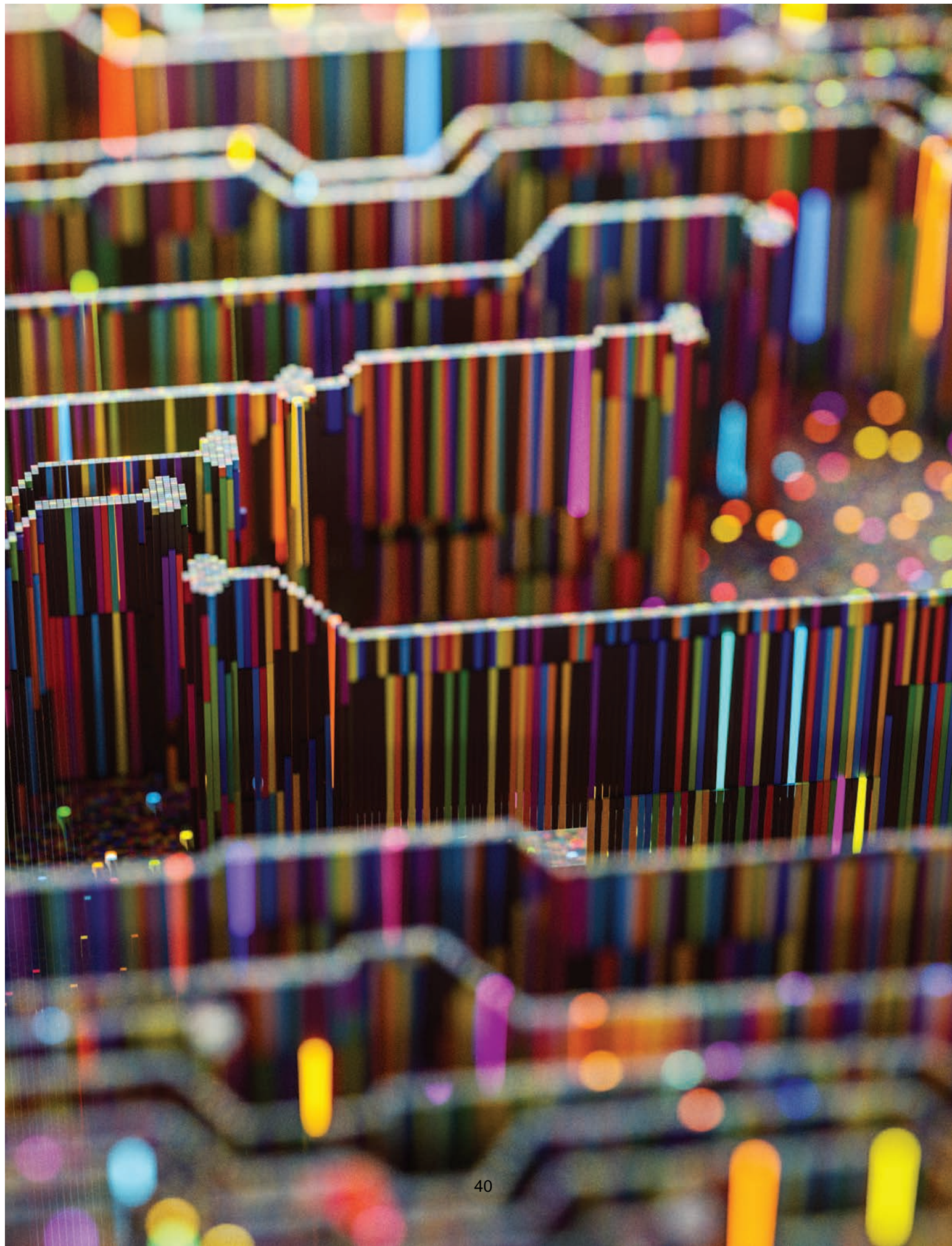
- Website development, maintenance and hosting
- Communications audits
- Writing, messaging and design support
- Social media support
- Translation support
- Community outreach support
- Crisis communications and management support
- General communications consultation

## Seeking continuous improvement

We undertake an annual financial audit in accordance with federal, state and General Accounting Standards Board requirements. Our goal each year is to have an "unqualified opinion," free from major findings.

Our printing services and communications teams maintain highly competitive pricing for their services compared to those available through other regional vendors.

We consult regularly with our advisory members to get feedback on our services and how we can improve our support to districts.



## Technology

Technology plays a foundational role in school operations, and its role has been elevated during the COVID-19 pandemic and subsequent growing reliance on online interactions. Clackamas ESD's technology services program is highly regarded regionally, offering support not only to our partner Clackamas County school districts, but to other school districts, governments and non-profit agencies throughout the state.

Our experienced, customer-focused team provides customer support and services in several core areas:

- Network and server administration and operations
- Finance and human resources management
- Student information and data management
- Data analysis
- Cybersecurity
- Technology hardware repair

Our technology team is an active inter-agency collaborator. We're a member of the Oregon Student Information System Consortium, which coordinates the statewide Synergy student information system contract. We're also a key partner in Clackamas County's initiatives to expand its broadband fiber-optic network, and we serve as a major node for Link Oregon in the Portland metro area.

### Key leaders:

Jeremy Pietzold, Chief Information Officer

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

## Resolution services

### Network and information security services

- Internet access, with a focus on working with providers to increase delivery capacity and speed
- Network design for both wired and wireless district online networks
- Internet firewall maintenance and yearly audits to ensure maximum protection from security threats
- Network and server status monitoring to provide proactive alerts on server outages and monitor usage trends and capacity
- Comprehensive network security configuration and monitoring
- Web filtering that restricts access to certain web pages
- Computer server administration to manage infrastructure for critical data systems
- Disaster recovery to protect mission-critical systems from failure
- Incident response planning to be prepared in the event of a cyberattack
- Internet services vulnerability monitoring and remediation

### Finance and human resources system

We deliver and maintain Infinite Visions software for finance and human resources operations. Infinite Visions is designed for K-12 school districts and used by more than 120 Oregon districts.

### Document image/storage system

Our system directly integrates document archival into Infinite Visions' existing business software and workflows.

## Other services provided through contracts and grants

### Student information management software

We deliver Edupoint Synergy, which provides an integrated platform to manage student data, scheduling, grade reporting, classroom administration and special education records.

### Data center hosting

We provide rack space in Clackamas ESD's data center for districts to house their technology equipment. This shared resource lowers the capital cost that districts would otherwise incur to build and maintain specialized facilities to power and cool computer equipment.

## Cloud computing

We offer cloud computer storage, using shared server capacity and data storage facilities, to lower districts' costs of purchasing and maintaining server capacity.

### Hardware repair

We repair computers, peripheral equipment and audio-visual equipment for eight school districts in Clackamas County and six outside agencies. This service allows districts to extend the useful life of computer hardware through post-warranty repair work and affordable sourcing of parts.

### Disaster recovery

This service allows districts to archive critical data from multiple computer systems to a secondary location outside of their district to minimize the chance of data loss if disaster strikes.

### Cooperative server administration

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

### Cooperative telecommunications support

We partner with eight school districts to provide telecommunications engineering, administration and support expertise, augmenting district technology staff resources. These shared services allow districts to access more high-quality technology support for a fraction of the cost of an additional full-time staff member.

### Cooperative district technology leadership support

We provide technology management expertise to two districts to augment district technology staffing, allowing districts to share staffing resources for a fraction of the cost of a full FTE.



































### Other services

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

## Seeking continuous improvement

We receive qualitative feedback throughout the year through meetings and other discussions, and dedicate an advisory meeting in the fall to discussing technology offerings and any desire for changes. In addition, we measure the effectiveness of our services through interest and demand, both within our component districts and with other external partners.

Clackamas ESD is proud of the solid reputation we've built as a trusted technology partner. In addition to the Clackamas County school districts we serve, we hold data center and/or technology repair service contracts with the following local, regional and state partners. These strong partnerships reduce data center and equipment replacement costs, benefiting all clients.

	Christ the King School		Hoodland Fire District
	City of Gladstone		LaSalle Preparatory High School
	City of Happy Valley		LINK Oregon
	City of Hillsboro		Multnomah Education Service District
	City of Milwaukie		Newberg School District
	City of Oregon City		Northwest Regional Education Service District
	City of Sandy		Oregon Health & Science University
	City of West Linn		Oregon Institute of Technology
	Clackamas Community College		Park Academy
	Clackamas County		Parkrose School District
	Clackamas County Library System		Portland Public Schools
	Clackamas Fire District #1		Riverdale School District
	Clackamas River Water		State of Oregon – Department of Administrative Services
	Clackamas Water & Soil Conservation District		State of Oregon – Department of Education
	Corbett School District		Sunrise Water
	Good Shepherd Community School		Yamhill-Carlton School District
	Gresham-Barlow School District		
	Hermiston School District		



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**PROCLAMATION: PUBLIC SCHOOLS WEEK**

**ACTION**  
Agenda Item #1  
February 23, 2023

**SUPERINTENDENT’S RECOMMENDATION:**

That the Board adopt the proclamation declaring February 27 – March 3, 2023, as “Public Schools Week” in North Clackamas School District.

**ORIGINATED BY:**

Affiliation with multiple national organizations that represent our employees

**BACKGROUND:**

“Public Schools Week” in North Clackamas School District has been scheduled for February 27 – March 3, 2023, in cooperation with a national effort, supported by over 40 organizations including the National School Boards Association, National Association of Elementary School Principals, National Association of Secondary School Principals, National Education Association, AASA-The Schools Superintendent Association, National PTA, and the National School Public Relations Association.

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

**ATTACHMENTS:**

Proclamation

**PRESENTER:**

Mitzi Bauer, Board Chair



# Public Schools Week

in

North Clackamas School District

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

WHEREAS, over 16,400 students representing a diversity of demographics are enrolled in the North Clackamas School District; and

WHEREAS, American public schools educate nine out of 10 students; consequently, high quality public schools are critical to the success of America’s democracy, along with the success of state, national, and global economies; and

WHEREAS, National Public Schools Week has been scheduled for February 27-March 3, 2023.

NOW, THEREFORE BE IT RESOLVED that the North Clackamas School District Board of Directors proclaims the week of February 27 – March 3, 2023, as Public Schools Week in the North Clackamas School District.

Signed:

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Chair, Mitzi Bauer, School District Board of Directors

**PROCLAMATION: CLASSIFIED EMPLOYEE APPRECIATION WEEK**

**ACTION**

Agenda Item #2  
February 23, 2023

**SUPERINTENDENT'S RECOMMENDATION:**

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

**ORIGINATED BY:**

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

**BACKGROUND:**

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

**ATTACHMENTS:**

Proclamation

**PRESENTER:**

Mitzi Bauer, Board Chair

**OTHERS NOTIFIED OF ITEM:**

OSEA Leadership



# Classified Employee Appreciation Week

in

## North Clackamas School District

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

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

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

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

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

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

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

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

Signed:

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Chair, Mitzi Bauer, School District Board of Directors

## **BILQUIST ELEMENTARY - SCHOOL PRESENTATION**

## **DISCUSSION**

Agenda Item #3

February 23, 2023

### **SUPERINTENDENT'S RECOMMENDATION:**

This item is presented for Board Information.

### **BACKGROUND:**

This year, a school will be highlighted each month and will make a presentation to the School Board to engage in a discussion on student achievement.

Bilquist Elementary School is featured this month and will present the following:

- Welcome
- School Mission and Demographics
- Video "Voices from Bilquist"
- Social and Emotional Learning (SEL)
- Academic Goals
- Community Engagement & PTA
- Thank You - Q&A

### **ATTACHMENTS**

- Oregon At-A-Glance School Profile
- Bilquist Elementary School Board Presenting Slides

### **PRESENTER/STAFF CONTACT:**

Khaliyah Williams-Rodriguez, Executive Director of Elementary Programs

Karon Webster, Bilquist Elementary School Principal

Milica Leamy, Assistant Principal

Vickie Beraka, Instructional Coach

Jen Oleson, PTA President/5th Grade Teacher

Adrienne Courbis, 4th Grade Teacher

### **OTHERS NOTIFIED OF ITEM:**

Bilquist Elementary Staff

Bilquist Elementary PTA and Families



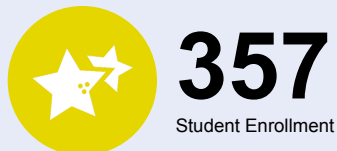
# OREGON AT-A-GLANCE SCHOOL PROFILE

## Bilquist Elementary School

PRINCIPAL: Karon Webster | GRADES: K-5 | 15708 SE Webster Rd, Milwaukie 97267 | 503-353-5340

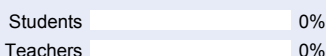
2021-22

### Students We Serve

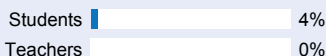


### DEMOGRAPHICS

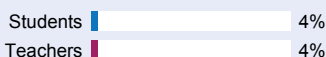
#### American Indian/Alaska Native



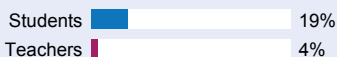
#### Asian



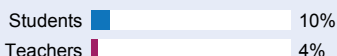
#### Black/African American



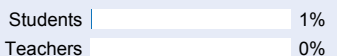
#### Hispanic/Latino



#### Multiracial



#### Native Hawaiian/Pacific Islander



#### White



**14%**

Ever English  
Learners



**15**

Languages  
Spoken

**27%**

Students  
with  
Disabilities

**97%**

Required  
Childhood  
Vaccinations

**>95%**

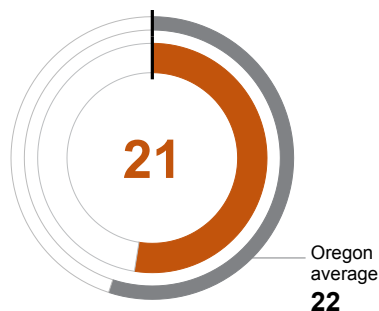
Free/  
Reduced  
Price Lunch

\* <10 students or data unavailable

### School Environment

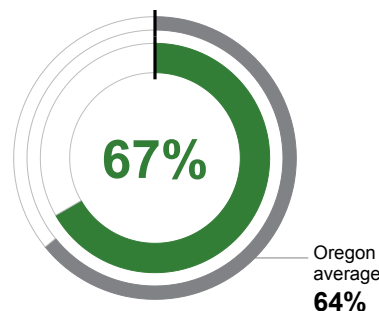
#### CLASS SIZE

Median class size.



#### REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.



### Academic Progress

#### INDIVIDUAL STUDENT PROGRESS

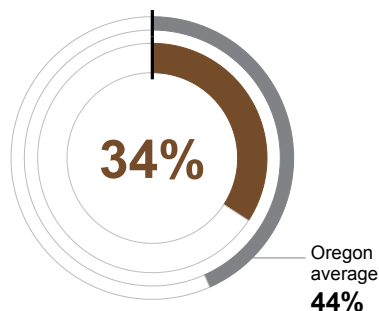
Year-to-year progress in English language arts and mathematics.

Data not available in 2021-22

### Academic Success

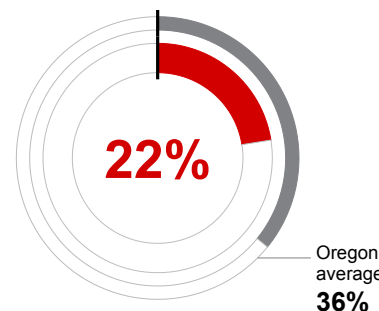
#### ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



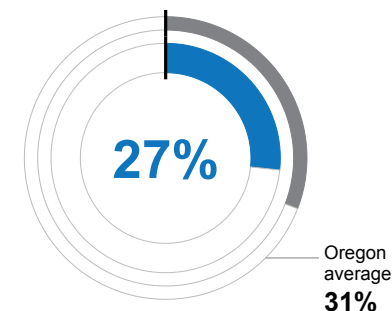
#### MATHEMATICS

Students meeting state grade-level expectations.



#### SCIENCE

Students meeting state grade-level expectations.



### School Goals

As NSCD elementary school students enter one of our vibrant neighborhood, magnet, or charter schools, NCSD fosters a joy of learning, nurtures a positive vision for their future, and cultivates a school environment where all cultural heritages are valued. NCSD's elementary schools are striving to achieve this vision by focusing on the whole child and ensuring social, emotional, physical, and academic needs are met.

### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

### Safe & Welcoming Environment

NCSD believes the physical, social, and emotional safety of all students is a priority no matter their demographics or identities. Therefore, NCSD has an obligation to each student, family, staff member, and community member to provide environments that hold a fundamental sense of safety and respect. NCSD values all people regardless of background, race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, disability, or familial status.



# OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

## Bilquist Elementary School

2021-22

### Outcomes

#### Our Staff (rounded FTE)



**23**

Teachers



**12**

Educational  
assistants



**1**

Counselors/  
Psychologists



**89%**

Average teacher  
retention rate



**79%**

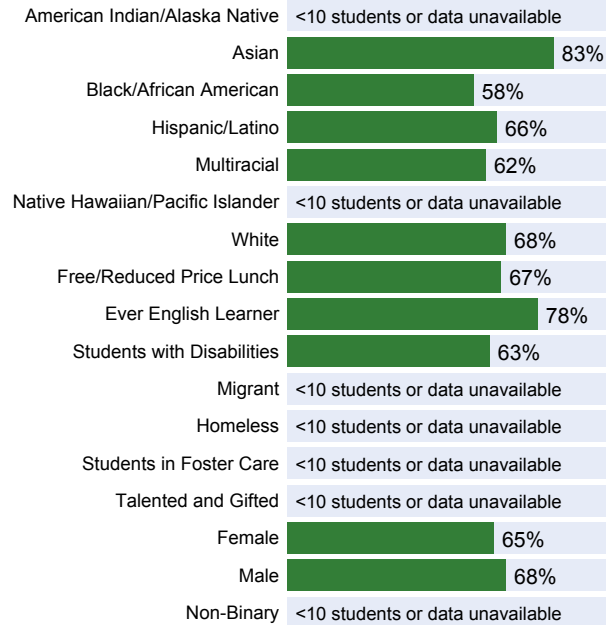
% of licensed teachers  
with more than 3 years  
of experience



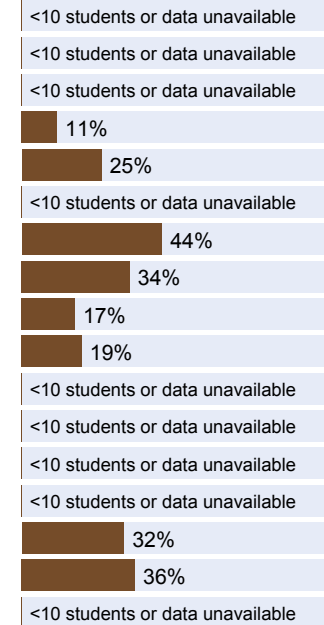
**No**

Same principal in  
the last 3 years

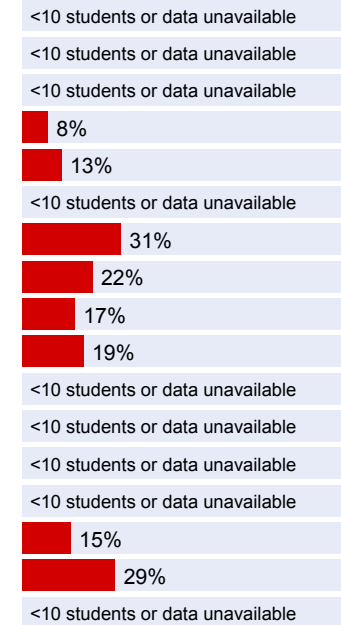
#### REGULAR ATTENDERS



#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS



### About Our School

#### BULLYING, HARASSMENT, AND SAFETY POLICIES

NCSD believes that in order for all students, families, and staff members to feel important and welcome as members of the school community, they must feel safe - physically, emotionally, and psychologically. For this reason, NCSD has a comprehensive set of policies that prohibit bullying and harassment, and NCSD has established multiple reporting and accountability measures designed to assist NCSD to respond quickly to these incidents. Information about NCSD's policies can be found at [bit.ly/2CrTbnk](https://bit.ly/2CrTbnk).

#### EXTRACURRICULAR ACTIVITIES

North Clackamas School District offers a range of extracurricular activities for our elementary-aged students. Some examples may include: morning/after school CARE program, PTA/PTO-sponsored events, music and arts education, and partnerships with local, community-based organizations.

#### PARENT ENGAGEMENT

Engaged families are a key component in the academic success of students. NCSD provides multiple forums for families to become invested in their child's education, their schools, and the larger NCSD community. Whether their students are striving or thriving, NCSD believes it is essential for families to actively participate in their children's education, and NCSD's schools know this is a key responsibility.

#### COMMUNITY ENGAGEMENT

North Clackamas Schools welcomes and values the contributions of its community partners. Local businesses, social service organizations, and numerous individual volunteers add to the richness of the NCSD experience, both inside and outside of classrooms. Volunteers are welcome at our schools, and are a valued source of knowledge and expertise benefiting students and staff.



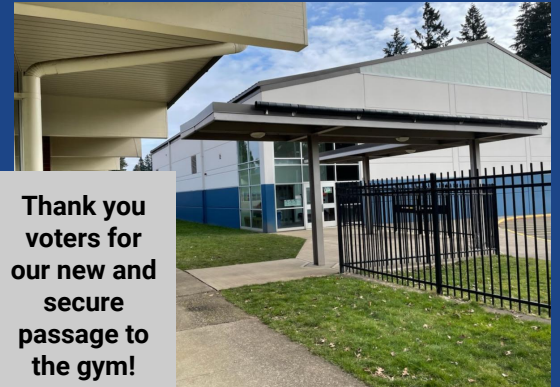
# Bilquist Elementary School

## 2022 -2023

52

## North Clackamas School Board Presentation

February 23, 2023



Thank you  
voters for  
our new and  
secure  
passage to  
the gym!

**Karon Webster, Principal**

**Milica Leamy, Assistant Principal**

**Vickie Beraka, Instructional Coach**

**Jen Oleson, PTA President/5th Grade Teacher**

**Adrienne Courbis, 4th Grade Teacher**



**Bilquist supports the North Clackamas Mission:** Inspiring **graduates** who are empowered to **act with courage** in life and to **strengthen local and global communities**.

*By building a caring school community, engaging students in academic learning, and strengthening social and emotional skills.*

# Current Demographics

Race:	Number:	Percent:
American Indian/ Alaskan Native	11	3%
Asian	27	7%
Black/ African American	36	10%
Hispanic	56	15%
Native Hawaiian/Other Pacific Islander	14	4%
Two More	32	8%
White	242	66%

**Additional home languages-** Amharic, Arabic, Cambodian, Cantonese, Chinese -other, Filipino, German, Korean, Hmong, Portuguese, Russian, Spanish, Ukrainian, Vietnamese

# Voices from Bilquist



56

Special thanks to Tino Herrera from our NCSD Technology Department for video production.

# Social and Emotional Learning (SEL)

## Our SEL curriculum is focused on

- Encouraging student **autonomy** by honoring student voice in class and school-based decisions
- Focusing on student **belonging** by exploring school-community partnerships and seeking family connections
- Building student **competence** by encouraging more student problem solving

## Biweekly assemblies that are focused on

- Developing a positive school culture
- Recognizing and acknowledging cultural events

## Leadership opportunities for students in 5th grade

- Beginning in February 2023
- School announcements, roles in the assembly, and classroom deliveries



# Academic Improvement Goals- Multi Tiered System of Support

## Academic Growth

- By the end of the school year, **each 3rd -5th grade student will demonstrate expected growth or more in math** as measured by the STAR math assessment.
- By the end of the school year, each of our students, **K-5**, will demonstrate **growth in reading** as measured by STAR and other literacy assessments.

## Components of MTSS supported by Instructional Coach

- Data and Data review process
- Documentation
- Collaboration
- Developing **teacher leadership** for MTSS

## How We Will Get There

- Implementing the **Hi-5 Strategies**
- Teacher Teams have time to meet in Professional Learning Communities
- Multi-Tiered Systems of Support (MTSS)
  - Facilitated Data Review
  - **Targeted Reading Interventions**
  - Literacy support for paraprofessionals
- Teachers are supported to embed strategies learned at trainings in the areas of phonics and writing
- Provide professional development as needed around math intervention curriculum.



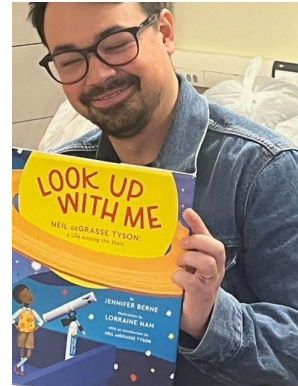
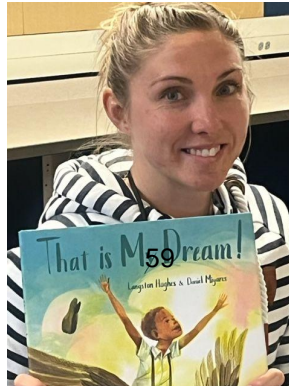
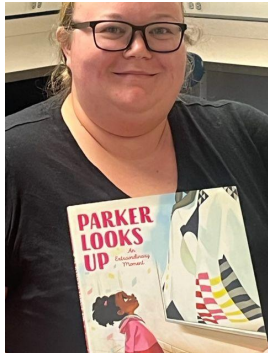
# Equity

## Overall goal

- To identify, remove and prevent barriers in order to help each student reach their full potential and improve student achievement.

## This year's focus

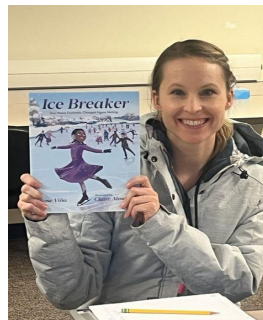
- To increase our knowledge of our students and their families, and expand on home cultures' representation at Bilquist.



# Equity- Specific Actions

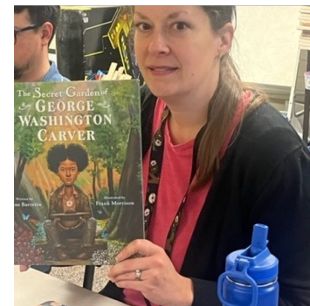
## Offer opportunities for staff empowerment by

- Forming an Equity Committee
- Including a member of the Equity Committee on hiring teams
- Increasing resources on race and culture for teachers



## Provide Professional development that will

- Encourage staff to attend district training on equity topics
- Offer monthly staff meetings focusing on equity
- Increase understanding of our school community

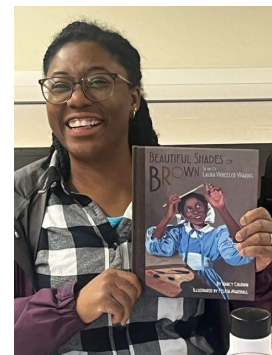


## Implement school surveys by

- Looking at our Youth Truth Survey specifically for issues around equity

## Incorporate learning about race and culture by hosting

- Assemblies
- Family events



# Community Engagement & PTA

- The **PTA** supports the school with needed equipment, field trips, teacher grants, music enrichment, literacy enrichment, and staff appreciation efforts.
- The **PTA** hosts numerous community events such as Walk & Roll to School Day, Family & Community Safety Night, Spaghetti Dinner & Staff Talent Show, movie nights, Bingo Night, and the Hippy Family Shake Dance .
- **Rotary Club** contributes funds to purchase Battle of the Books for 3rd-5th grade classrooms.
- **In 4 All, a STEM Connect Program**, facilitates hands-on lessons for 4th and 5th grade students in order to increase their interest in math and science.
- **Putnam High School Mentors** work in numerous classrooms on a daily basis.
- **Volunteers** are returning to support our school!
- Bilquist has an active **PTA** that fundraises via: *Jog-a-Thon, Cookie Dough & Gift Wrap Sales, The Bilquist Holiday Bazaar, monthly restaurant nights, and BoxTops for Education.*



This fall the PTA held the annual Bilquist **Jog-a-Thon**. Students, staff & families had a blast!



## We are looking forward to...

- Building more cross-grade activities to improve our whole school caring community.
- More participation at family activities including the *Dance Night*, *Bingo Night*, and the *STEAM Night*.
- Improved recess facilities including a GaGa Ball Pit and additional inclusive playground structures and playground equipment.
- Evidence of growth in academics through progress monitoring, STAR testing, and state tests.

**Questions?**

**Thank you for your continued support of  
Bilquist!**

**2023-2027 INTEGRATED GRANT APPLICATION FOR STUDENT SUCCESS**

**DISCUSSION**  
Agenda Item #4  
February 23, 2023

**SUPERINTENDENT’S RECOMMENDATION:**

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

**ORIGINATED BY:**

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

**BUDGET IMPACT/SOURCE OF FUNDS:**

Preliminary allocations to the North Clackamas School District are:

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

**BACKGROUND:**

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

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

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

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

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

**Class size and caseload reduction**

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

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

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

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

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

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

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

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

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

**ATTACHMENTS:**

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

**PRESENTER / STAFF CONTACT:**

Jennifer Dove-Kiltow, Director of Integrated Programs

North Clackamas School District  
Integrated Grant Application  
2023-2027

School Board Presentation  
February 23, 2023



# Purpose

- To share what was prioritized in our Integrated plan given the range of inputs.
- To explain how our Integrated plan was developed.
- To introduce the plan and seek approval at the March 9, 2023 meeting.



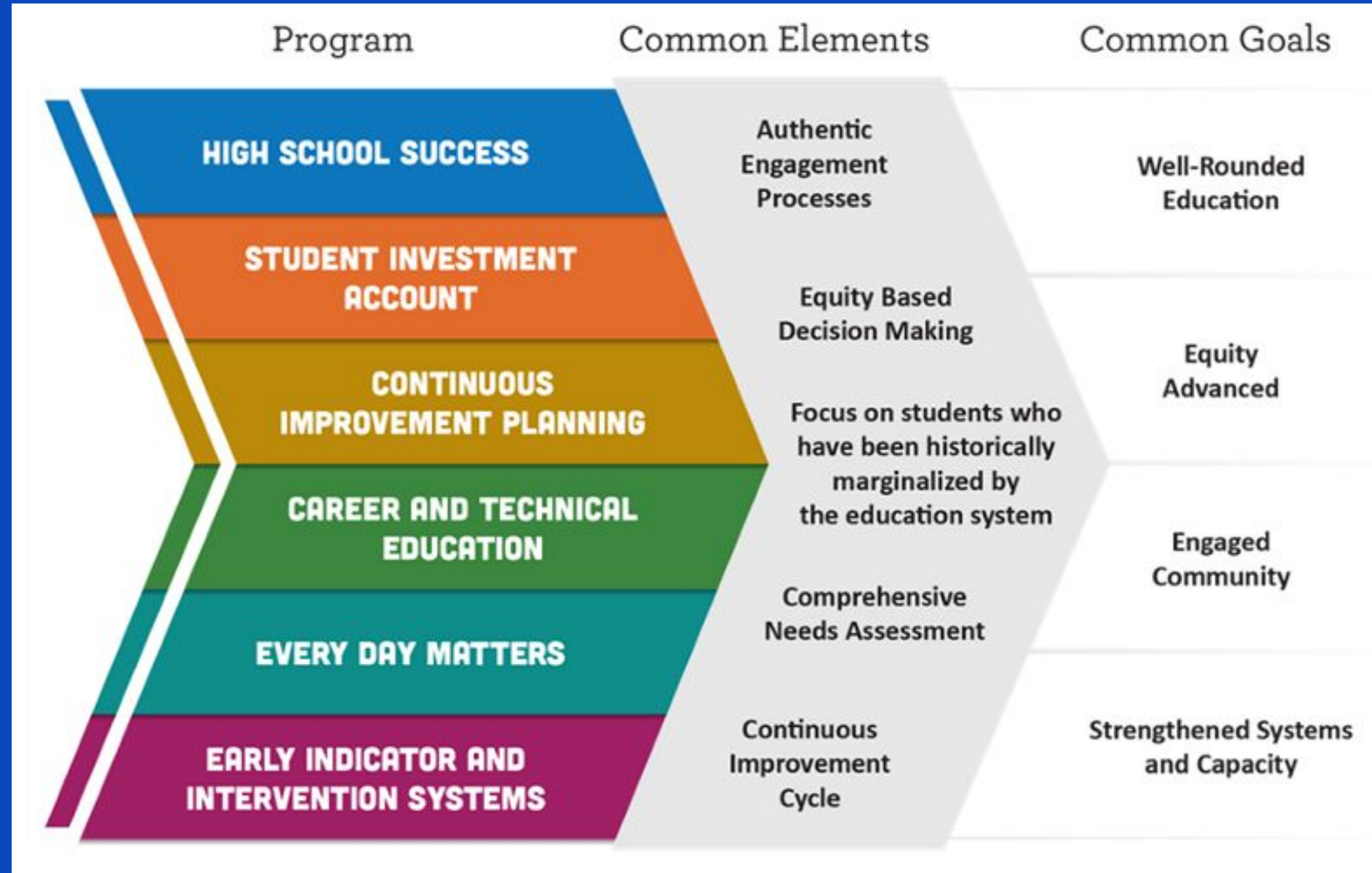
# Background

- Integration effort was responsive to requests from educational leaders and state legislators.

- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for six programs.

- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time.

# Six Programs & Common Goals



# Summary of Program Purposes

- **High School Success (HSS)** - Systems to improve graduation rates and college/career readiness.
- **Student Investment Account (SIA)** - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.
- **Continuous Improvement Planning (CIP)** - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.
- **Career and Technical Education - Perkins V (CTE)** - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.
- **Early Indicator and Intervention System (EIS)** - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.
- **Every Day Matters - (EDM)** - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

# Allocations

## Current 2022-2023

**Student Investment Account**  
\$12,588,000

**Measure 98**  
\$4,195,412

**Early Indicator & Intervention Systems**  
\$45,852

## Projected

**Student Investment Account**  
2023-2024 \$12,759,404  
2024-2025 \$13,280,196

**Measure 98**  
2023-2024 \$4,410,590  
2024-2025 \$4,590,614

**Early Indicator & Intervention Systems**  
2023-2024 \$45,852  
2024-2025 \$45,852

## Total North Clackamas Operating Budget

\$270 Million

# Planning Teams

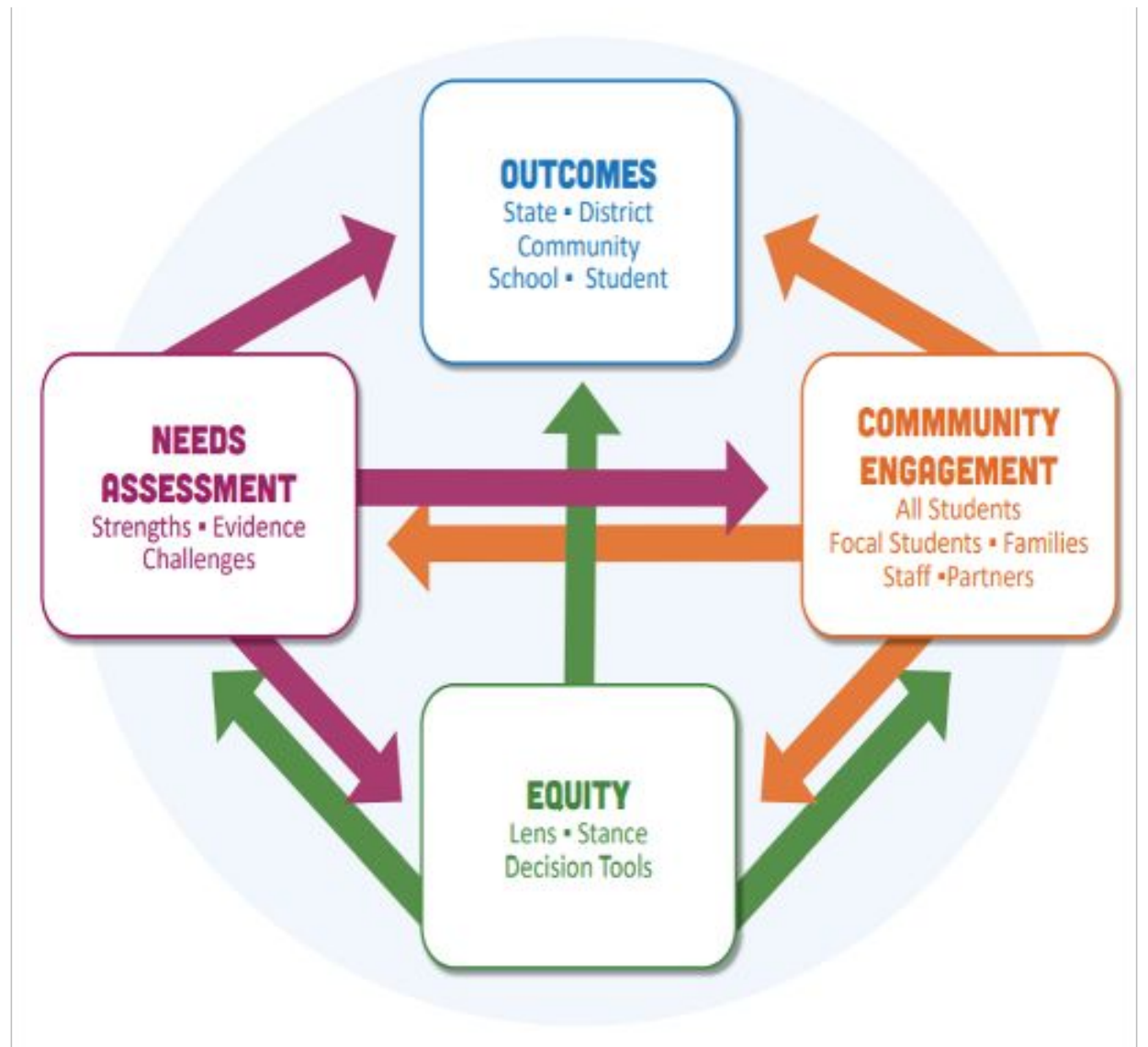
**Community Engagement Team**  
**Needs Assessment Team**  
**Narrative & Budgeting Team**

Supports Came From:

- Department Executive Directors/Directors/Associate Directors
- Teaching, Learning & Professional Development Coaches
- Community Outreach Coordinators/Liaisons/Engagement Specialists
- Communications Department
- Translation & Interpretation
- Building Level Administrators

# Required Process

- Use of an equity lens
- Community engagement
- Comprehensive Needs Assessment
- Consider the Oregon Quality Education Model
- Review and use regional CTE Consortia inputs
- Further examination of potential impact on focal students tied to planning decisions
- Development of a four-year plan with clear outcomes, strategies, and activities



# Decision Making through an Equity Lens

## **North Clackamas School District Equity Lens**

**When making decisions and taking action, utilize the following questions:**

- Does this decision align with the District mission/ vision?
- What systems of oppression might exist within this situation?
- Whom does this decision affect both positively and negatively?
- Does the decision being made ignore or worsen existing disparities or produce other unintended consequences?
- Are those being affected by the decision included in the process?
- What other possibilities were explored?
- Is the decision/ outcome sustainable?



# Community Engagement Highlights

- **Engagement came in the following ways:**
  - Districtwide ThoughtExchange
  - Focal group engagement
    - Surveys
    - Interviews (in-person & phone calls)
    - Community meetings (in-person & virtual)
  - Licensed staff survey
  - CESD community surveys
  - YouthTruth
  - Strategic planning surveys

Interpreters, food, and child care were available at in-person opportunities.

Documents were translated to meet the language of the participants.

# Student & Family Focal Groups

- Native American/Native Alaskan
- Native Hawaiian/Pacific Islander
- Black/ African American
- Hispanic/Latinx
- Families receiving migrant services
- LGBTQIA+
- Chinese
- Families experiencing poverty
- Families experiencing housing insecurities
- Students and families with disabilities
- Justice Involved Youth (CESD)

# Key Learnings

## Parents/Caregivers

- Parents want to be communicated with and involved in their child's school.
- Inclusion and culturally relevant practices are desired.
- General overall desire for additional academic supports.
- Need for mental health supports in culturally affirming ways.

## Staff

- Class size and caseload reduction remains the #1 concern.
- There is an increase in students who are needing behavioral and/or mental health support.
- Retention/hiring of bilingual and staff of color is a continued need.
- The substitute shortage remains a large concern.

## Students

- Mental health supports are needed **and** are needed in a culturally affirming way.
- Desire for school staff that reflects the student demographics.
- Desire for stronger connection to culturally relevant curriculum and instruction.

# Needs Assessment Highlights

## **50 people representing different areas of our district:**

- High School Student Representatives
- Parents/Caregivers
- Community Partners
- School Board Member
- Administrators
- School Staff

## **Meetings:**

January 11, 2023 & January 19, 2023

5:30-8:00pm

Interpretation services/child care/dinner were provided.

## **Goal:**

Analyze data to determine prioritized areas of strengths and areas of growth/need.



# Our Process Meeting #1

1. Established community within the groups.
2. Discussed our “Hopes and Dreams” for students of NCSD.
3. Analyzed both qualitative and quantitative data to look for themes and patterns.
4. Groups discussed and then created posters to identify areas of strength and areas for growth.
5. Those posters were turned into themed areas for the second meeting.



# Needs Assessment Data

## Quantitative Data

- Seven-year look back of Oregon State Assessment Results
  - Four-year graduation rates
  - English Language Arts
  - Math
  - Science
  - Regular attender rates

## Qualitative Data

- Student focal group feedback
- Staff survey results
- Parent focal group feedback
- Community feedback
- Student ThoughtExchange
- Strategic plan feedback

# Our Process Meeting #2

1. Reviewed our strengths and growth work from the previous meeting.
2. Groups determined what their priorities were based on their work from the previous meeting.
3. Broke into new groups with one person from each group in that new group. Each person shared what their original groups priorities were and why. This allowed everyone in the room to hear what was important to each group.
4. Used the “Dotocracy” method we voted on the most important priority areas.



District Needs Assessment  
January 2023

Academic Outcomes & Engagement	
Areas of Strength to Build Upon	Areas of Need
<div><input type="checkbox"/> Strong/Increasing Graduation Rates</div> <div><input type="checkbox"/> Increased numbers of 9th Grade Students On-Track to Graduate</div> <div><input type="checkbox"/> Meaningful relationships between teachers, counselors and students</div> <div><input type="checkbox"/> College Pathways opportunities</div>	<div><input type="checkbox"/> Increase the number of Regular Attenders</div> <div><input type="checkbox"/> Increase after school program options</div> <div><input type="checkbox"/> Tutoring to support academic needs</div> <div><input type="checkbox"/> Reduce class size/case loads</div> <div><input type="checkbox"/> Curriculum that honors history and learning styles of racially and culturally diverse students</div> <div><input type="checkbox"/> Intervention Supports</div> <div><input type="checkbox"/> Graduation rates for students experiencing disabilities</div> <div><input type="checkbox"/> Attention to specific focal groups who are not showing growth in academic areas (ELA, Math)</div> <div><input type="checkbox"/> Culturally relevant and responsive Professional Development and coaching that is ongoing.</div>

30  
31

District Needs Assessment  
January 2023

Equity & Diversity	
Areas of Strength to Build Upon	Areas of Need
<div><input type="checkbox"/> Ongoing commitment to equity</div> <div><input type="checkbox"/> Communication with specific focal groups (Latinx, Native Hawaiian, Migrant families were specific focal groups who called this out.)</div> <div><input type="checkbox"/> Cultural &amp; Linguistic Engagement Specialists and Community Outreach</div> <div><input type="checkbox"/> Sense of pride in the overall NCSD community</div> <div><input type="checkbox"/> Community Partnerships are valued</div>	<div><input type="checkbox"/> Tribal specific events</div> <div><input type="checkbox"/> Increased diversity of staff/schools to reflect students and families</div> <div><input type="checkbox"/> BIPOC teacher retention</div> <div><input type="checkbox"/> Equitable Grading-Desire for strength based feedback. Balance between teacher autonomy and systematic equitable grading systems</div> <div><input type="checkbox"/> Continue to support school s in this work so that they can with polarizing issues and culturally relevant and responsive teaching.</div> <div><input type="checkbox"/> Culturally relevant and responsive Professional Development and coaching is ongoing.</div>

7

District Needs Assessment  
January 2023

Mental Health & Behavioral Supports	
Areas of Strength to Build Upon	Areas of Need
<div><input type="checkbox"/> Meaningful relationships between teachers, counselors and students</div> <div><input type="checkbox"/> Community Partnerships are valued</div> <div><input type="checkbox"/> Student Health Centers</div>	<div><input type="checkbox"/> Culturally specific support services in the area of counseling</div> <div><input type="checkbox"/> Overall need for more mental and behavior supports for students</div> <div><input type="checkbox"/> Increase the number of Regular Attenders</div> <div><input type="checkbox"/> More after school programs</div>

15

District Needs Assessment  
January 2023

Communication	
Areas of Strength to Build Upon	Areas of Need
<div><input type="checkbox"/> Overall communication</div> <div><input type="checkbox"/> Latinx, Native Hawaiian, Migrant families were specific focal groups who called communication out as a strength.</div> <div><input type="checkbox"/> Access to Translation and Interpretation services</div>	<div><input type="checkbox"/> Communication w/specific focal groups in mind, access to translators</div> <div><input type="checkbox"/> Streamline Communication-Too many varied ways information goes out to families, some systems are not accessible to families</div>

1

5

# Our Plan: The Priorities

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

# Our Plan:

## Outcomes/Strategies/Activities

### Outcomes

- Long term goals.
- Reflect the priority work we are setting forward in our plan.

### Strategies

- Specific projects, tactics and approaches that will help us achieve our outcomes.

### Activities

- Key investments.
- Support positive growth toward outcomes.

# Example:

## Outcome/Strategies/Activities

### **Outcome:**

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

### **Strategies:**

1. Meet the mental and behavioral health needs of students by ensuring students have access to comprehensive counseling and mental health services.
2. Provide professional learning and coaching for the social and emotional needs through the Caring School Communities curriculum.
3. Provide direct equitable and increased access for focal group, students and families, to access mental health or social service supports.
4. Access to standards based health education including core Health and Comprehensive Sexual Education content provided by licensed professionals.

# Example:

## Outcome/Strategies/Activities

- School counselor positions
- Contract with outside mental health services
- Qualified Mental Health Providers
- Campus Monitor
- Elementary Social-Emotional Learning Coach
- Social Workers
- Family Advocate
- Family Support Workers
- Elementary Health and Wellness licensed teachers
- School Nurses
- Contract with Substance Abuse Counseling/Provider
- Restorative Justice Coordinator

# Our Plan-Tiered Approach

At this time, we are working with anticipated budget allocations. Should the actual allocations change, we alternate activities that address the goals of the grant. For example, if we are unable to hire for specific positions or if contracts with outside partners come in lower than anticipated, we would have additional funds available and would be able to nimbly move toward these activities.



# Tiered Examples

**Outcome:**

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

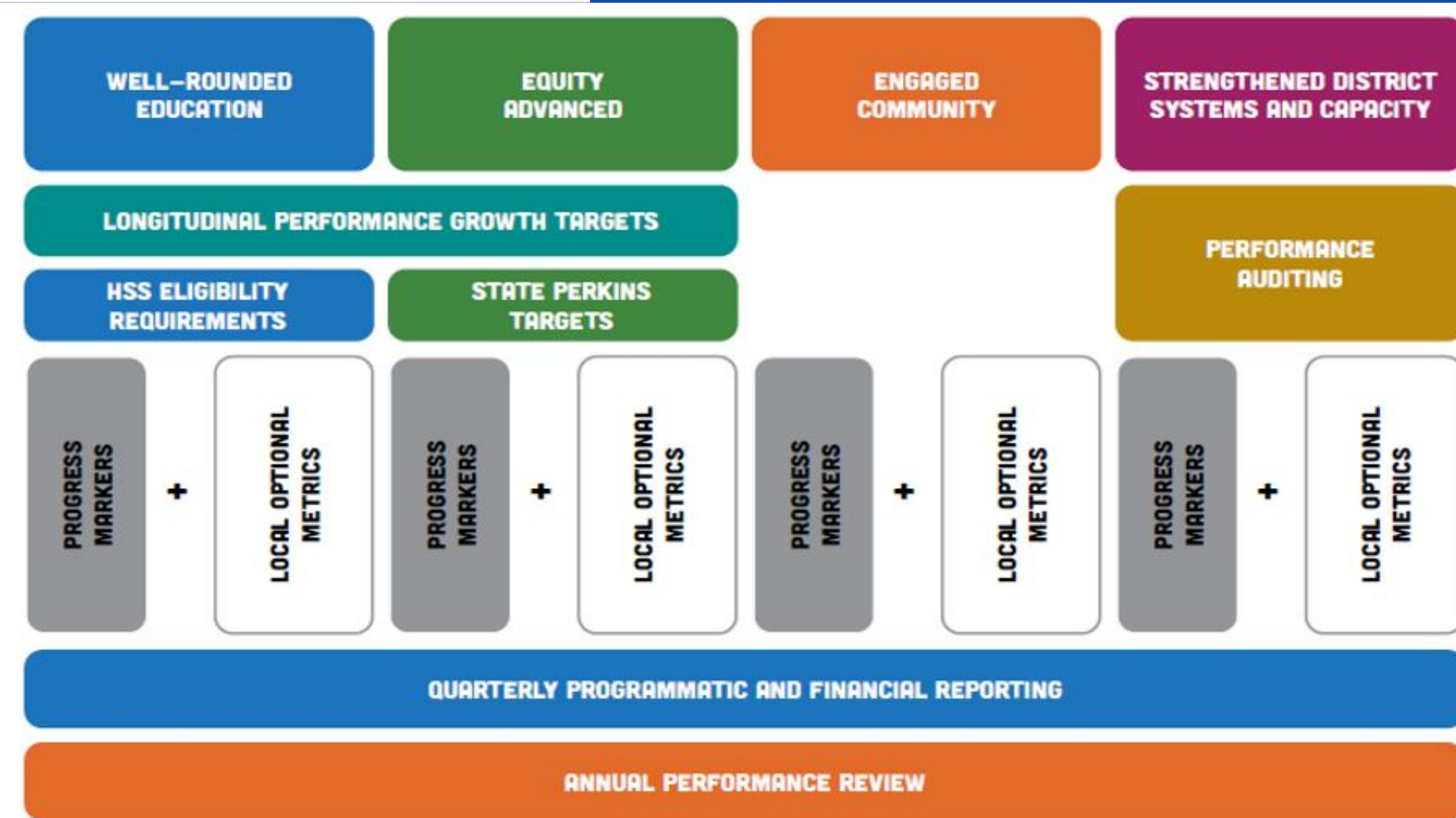
- Increase social workers.
- Purchase curriculum to support the social and emotional needs of students.

# Public Review and Comment

Link to website where the narrative and investments can be found here.

- This plan will be open to the public for feedback between February 24, 2023 and the March 9, 2023 School Board meeting.
  - A ThoughtExchange will go out via ParentSquare on Friday, February 24, 2023.
- Public comment regarding this plan can also be made during the March 9, 2023 School Board Meeting.

# How the State Defines Success



## Summary of Performance Measures

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

1. Longitudinal Performance Growth Targets (LPGTs)
2. High School Success Eligibility Requirements
3. State CTE Perkins Performance Targets
4. Progress Markers
5. Local Optional Metrics
6. Quarterly and Financial Reporting
7. Annual Reporting
8. Auditing (SIA funds only)
9. Performance Reviews

# Longitudinal Performance Growth Targets (LPGTs)

As a district, NCSD uses data for longitudinal analysis.

Guidance has been established by ODE to, in conjunction with our local ESD, collaborate in the developing Longitudinal Performance Growth Targets, using applicable metrics for the overall population and disaggregated for focal groups.

- Third-grade reading proficiency rates measured by ELA
- Ninth-grade on-track rates
- Regular attendance rates
- Four-year or on-time graduation rates
- Five-year completion rates



Referred to as  
“5 Common Metrics”

# What Happens Next?





# Questions?

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

**General Information**

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**School District Name:** North Clackamas School District

**Institution ID:** 1924

**Webpage:**

**Contact Person**

**Name:** Jennifer Dove-Kiltow

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***A brief description of your school district***

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

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

26% economically disadvantaged,

35% students of color,

17% students with disabilities,

23% English Language Learners,

Over 77 languages are spoken.

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

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

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

## **Application Narrative**

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### **Plan Summary**

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

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

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

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

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

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

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

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

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

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

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

### **Needs Assessment Summary**

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

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

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

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

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

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

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

### **Application Questions**

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

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## **Equity Advanced**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **CTE Focus**

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

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

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

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

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

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

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

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

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

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

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

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

**Well-Rounded Education**

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

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

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

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

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

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

### **Elementary**

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

### **Middle**

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

### **High**

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

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

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

### **Elementary**

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

### **Middle**

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

### **High**

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

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

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

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

## **Elementary**

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

## **Middle**

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

## **High**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Middle to High:**

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

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

#### **High to Postsecondary:**

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

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

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

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

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

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

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

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

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

**CTE Focus**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Engaged Community**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff
- Community-Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community

- Regional Educator Networks (RENs)
- Migrant Education and McKinney-Vento Coordinators
- CTE Regional Coordinators
- Early Learning Hubs
- Justice Involved Youth
- Community leaders

▪ ***How were they engaged?***

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- Focus group(s)
- Community group meeting
- Website
- Email messages
- School board meeting
- Partnering with unions
- Partnering with community-based partners
- Partnering with faith-based organizations
- Partnering with business

## **Evidence of Engagement**

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

### ***Top 5 Artifacts***

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

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

These artifacts were selected as they show the range of ways we reached out to engage the community. It was important to get feedback district-wide and then narrow down our focus with interviews and survey feedback from specific focal groups. Our students showed interest in engaging in conversation. For example, representatives from our Student Equity Advisory group

were a part of the process from beginning to end. Their passion for wanting to make a difference in their school and community at large was evident.

Individual artifacts were chosen for the following reasons:

1. Student Equity Advisory Survey/Interviews
  - a. Representative of our focal student groups. Opportunities with this group are ongoing and support two-way communication between the district and students.
2. Environmental Scan Summary
  - a. A summary of all of the responses to a district survey completed in partnership with Studer Education to find out what NCSD is doing well and what NCSD can do better.
3. Community Surveys, Listening Sessions, & Interviews (Parents)
  - a. These sessions were in-person and/or via electronic input after listening sessions. Interviews were done with interpreters based on linguistic needs.
4. NCEA Survey (Licensed Staff)
  - a. This survey went out to our Licensed staff members to identify their priorities specifically in regard to the spending of SIA dollars.
5. Community Forum (Students/Families/Community Partners/Staff)
  - a. A group of 50 members included staff, students, parents, community partners, and a school board member who represented our focal groups to determine our areas of strength to grow and our areas of need.

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

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

and then giving input from their lens was an invaluable piece to our planning process.

- b. Level-3 Involve

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

- 1. Survey

- a. Getting staff feedback on the impacts of SIA funding in the classroom was important. We surveyed our licensed staff using specific questions on current areas of focus in our SIA plan to understand better where they saw the most positive impact on student learning and achievement and where they saw the least impact.

- b. Level-2 Consult

- 2. Community Forum

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

- b. Level-3 Involve

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

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

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

Finally, families want to be engaged in what is going on in their child's classroom/school. They expressed a desire for ongoing, clear communication. Our focal groups of families made it clear

that they want the district to engage them in ways that are both culturally and linguistically relevant.

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

Those focus areas are:

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

### **CTE Focus**

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

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

### **Strengthened Systems and Capacity**

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

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

Recruitment is an ongoing effort. NCSD has a “Grow Your Own Pathways” program which targets and supports our current classified employees who want to further their education to become licensed teachers. We host a Meet and Greet reception with invitations to current NCSD interns, practicum students, and student teachers to introduce prospective employees to the

district and provide tips in preparation for interviews. Our Discover North Clackamas Job Fair will be a time for recruitment for all district positions with invitations to college/university partners and community organizations.

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

We have heard from our focal groups of students and families how important it is to have staff who are representative of them, and we understand this is a priority. We incorporate culturally responsive interviewing strategies and Bias Awareness training for hiring managers and interview teams. Reviewing historical cohort data by year helps determine if hiring reflects the demographics of students in the district. Recent data shows that there has been a slight increase in new hire staff of color over last year and although we see this growth, we recognize that we still have much work to do.

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

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

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

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

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

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

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

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

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

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

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

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

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

NCSD offers a new teacher mentoring program centered around retaining and supporting new teachers to our district. This allows newly hired teachers to receive strategic support throughout the year. Through our new hire support sessions, teachers attend sessions that match their needs and participate in a Plan-Do-Study-Act cycle focused on identifying and addressing potential classroom inequities. An additional layer of support is provided to our new-to-profession

educators. These teachers are assigned a site-based job-alike mentor. The pair works together throughout the school year through weekly mentoring and quarterly observation cycles. Site-based mentors work collaboratively to learn about and continually support our mentees around transformational coaching. This allows the educator to find their voice within their practice as well as receive support to achieve district strategic initiatives.

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

Feedback and coaching are multifaceted in North Clackamas. Teacher evaluations use a model of pre-observation meetings, observation with look-fors, and post-observation meetings with feedback from supervisors. New teachers engage in a mentoring program that pairs them with a site-based job-alike mentor. The pair works together throughout the school year through weekly mentoring and quarterly observation cycles. Through a PLC structure, our site-based mentors work collaboratively to learn about and continually support our mentees around transformational coaching (coaching from beliefs, ways of being, and practice). This type of coaching allows for the educator to find their own voice (internal and external) within their practice as well as receive support to achieve district strategic initiatives.

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

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

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

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

A team approach is very important in supporting students, and parents/caregivers are critical members. Families are invited to be a part of the planning process for supporting students, as

well as other specialists such as school counselors, social workers, nurses, and/or engagement specialists.

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

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

Early childhood to elementary school:

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

Transition to middle school:

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

Transition to high school:

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

Transition beyond high school:

- Students meet with their school counselor regularly to ensure steps are taken for preparation after high school.

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

**North Clackamas School District**  
**Integrated Grant Application For Student Success**  
**Draft Plan for Community Review and Comment**

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

Using feedback from our community, priority areas have been identified and outcomes for students have been linked to each of those areas.

**Priorities:**

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

**Direct Funding to Districts**

- **High School Success (Measure 98)** - Systems to improve graduation rates and college/career readiness.
- **Student Investment Account (SIA)** - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.
- **Early Indicator and Intervention System (EIIS)** - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

**Preliminary Allocations**

<b>SIA</b>	<b>M-98</b>	<b>EIIS</b>
2023-2024 \$12,759,404	2023-24 \$4,410,590	2023-24 \$45,852.99
2024-2025 \$13,280,196	2024-25 \$4,590,614	2024-25 \$45,852.99

This Draft Plan is for the estimated 17.2 million from the Student Investment Account, High School Success (Measure 98), and Early Indicators and Intervention Systems. It does not reflect the NCSD general fund budget of 270 million. When viewing this plan, please keep in mind this is one portion of the district's funding and that the key investments listed below are not an exhaustive list, rather highlights of each area's activities that will help us reach our goals.

**1. Class size and caseload reduction (\$6,000,000.00 )**

**Outcomes**

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

**Key Investments**

Maintain 46 teachers assigned to schools weighted on the number of students in the school from families navigating poverty and receiving special education and/or English language development instruction.

**2. Providing a well rounded, equitable education, where students see themselves reflected in the staff, curriculum, and instructional practices. (\$4,200,000.00)**

**Outcomes**

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

**Key Investments**

Transitional Kindergarten-Primary Coordinator  
Kindergarten-2nd Grade Literacy Support and Professional Development  
Educational Improvement Professional Development for Administrators  
Administrator of Staff Retention/Recruitment  
Maintain Emergent Literacy Support Coaches  
College and Career TOSA  
College and Career Readiness Teachers  
Portland Workforce Alliance partnership  
College and Career Readiness Day which includes support for college readiness assessments

Support for transition activities such as 8th grade field trips to SSC and college trips.  
Equal Opportunity Schools partnership

**3. Increasing academic achievement of students while reducing barriers and academic disparities for focal student groups. (\$2,400,000.00)**

**Outcomes**

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

**Key Investments**

No cost after school program for Middle School students  
Multi-Systems of Support Coach  
Help Desk Bilingual support  
Dean of Students for targeted support at secondary  
Summer School Programming  
Access to additional alternatives such as Portland Youth Builders  
Online platforms for learning and credit attainment  
Increased mentoring in schools  
9th Grade On-Track

**4. Supporting the behavioral and mental health needs of students and families. (\$3,500,000.00)**

**Outcomes**

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

**Key Investments**

Maintain school counselors positions  
Contract with outside mental health services  
Hire Qualified Mental Health providers  
Restorative Justice Coordination  
Maintain Social Workers  
Maintain Nursing  
Contract with Substance Abuse Counseling/Provider

**5. Providing ongoing and meaningful community engagement that is inclusive of race, culture, and linguistics. (\$720,000.00)**

**Outcomes**

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

**Key Investments**

Community Outreach Facilitators for Native American/Native Alaskan, Black/African American, and Native Hawaiian/Pacific Islander focal groups

Maintain Student Connections Administrator

ParentSquare contract

Juntos Program at secondary level

## **OREGON PAID FAMILY MEDICAL LEAVE UPDATE**

**REPORT**  
Agenda Item #5  
February 23, 2023

### **SUPERINTENDENT'S RECOMMENDATION:**

Information presented for review and discussion.

### **BACKGROUND:**

In 2019, the Oregon Legislature passed House Bill (HB) 2005, which established a Paid Family and Medical Leave Insurance (PFMLI) program. Beginning September 2023, employers with 25 or more employees are required to participate and pay into the program.

This presentation provides additional information on the program and its implementation at North Clackamas Schools.

### **ATTACHMENTS:**

Oregon Paid Family Medical Leave (OPFML) Flyer  
Oregon Paid Family Medical Leave/OFLA/FMLA Comparison

### **PRESENTER / STAFF CONTACT:**

Matt Makara, Executive Director, Finance & Business Services  
Michelle Riddell, Executive Director, Human Resources

## Important Announcement Regarding Benefit Changes

# Oregon Paid Family Medical Leave to begin September 2023

Paid Leave Oregon is a new program that will allow employees in Oregon to take paid time off for many of life's most important moments to care for yourself and those you love.



### Types of leave covered:

**Family Leave:** to care for a family member with a serious illness or injury, or to bond with a new child after birth, adoption or foster care placement.

**Medical Leave:** during your own serious health condition.

**Safe Leave:** for survivors of sexual assault, domestic violence, harassment, or stalking.

### Who pays for Paid Leave Oregon?

Both employers and employees contribute to paid leave. The total contribution rate will not be more than 1% of wages of which employers pay 40% and employees pay 60%.

### When will the Paid Leave Oregon program start?

Contributions will be via payroll deductions beginning September 2023. On **September 3, 2023**, employees can start applying for benefits.

The benefit amount paid to you will depend upon your wages and income. Paid Leave Oregon has provided the following example of weekly benefits paid based upon varying income levels:

	Annual Earnings (Weekly Earnings)	Weekly Payroll Deduction	One Week's Paid Leave Benefits
Minimum Wage Employee	\$28,080 (\$540)	\$3.24	\$540
Median Income Employee	\$67,058 (\$1,289.58)	\$7.74	\$1,042.86
High Income Employee	\$132,900 or more (\$2,555.78 or more)	\$15.33	\$1,469.78

### Who's covered under this new program?

Any employee, regardless of hours worked, who earned at least \$1,000 in the year before claiming paid leave.

### What are the benefits of Oregon Paid Leave?

- Up to 12 weeks of paid leave per year (up to 14 weeks for pregnancy-related medical leave).
- You can take your leave when you need – a day, week or month at a time.
- If you've worked for your employer more than 90 days, then your job is protected.

► **You can visit the following website for additional details:**  
[paidleave.oregon.gov/employees/Pages/frequently-asked-questions.aspx](https://paidleave.oregon.gov/employees/Pages/frequently-asked-questions.aspx)

Please stay tuned for additional details concerning this evolving program sponsored by the State of Oregon. Various details of the program are still being finalized and subject to change upon final approval. We will keep you apprised of details as they become available. Thank you.



## **Oregon Paid Family Medical Leave Update**

**February 23, 2023**

- ***Matt Makara, Executive Director, Finance & Business Services***
- ***Michelle Riddell, Executive Director, Human Resources***

# What is Oregon Paid Family Leave? (OPFML)



- In 2019, the Oregon Legislature passed House Bill (HB) 2005, which established a Paid Family and Medical Leave Insurance (PFMLI) program. Employers with 25 or more employees are required to participate and pay into the program.
- This program allows employees to take paid time off for some of important moments such as medical, family, bonding, or safe leave. This aligns to our Core Values.
- More information can be found at: <https://paidleave.oregon.gov>

# What is Oregon Paid Family Leave? (OPFML)



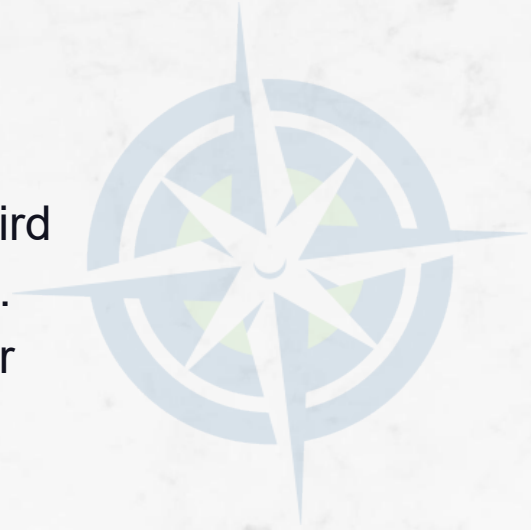
- Paid Leave Oregon contributions are the amounts employers and employees will pay into the program. Contributions start on Jan. 1, 2023 unless you apply and are approved for an “Equivalent Plan”.
- Contributions are a minimum 1% of payroll. Employee contribution is capped at 60% of that, with Employers covering any additional contributions, with a minimum of 40%.
- Employees can begin to apply for benefits starting Sept. 3, 2023.

# What is an “Equivalent Plan?”

An Equivalent Plan is a paid leave plan administered by a third party and approved by the Oregon Employment Department. Equivalent Plans provide benefits that are equal to or greater than the benefits Paid Leave Oregon provides.

An Equivalent Plan means:

- You must offer the same or greater benefits than Paid Leave Oregon offers.
- You cannot deduct more from the employee's contribution from their paycheck than allowed by Paid Leave Oregon.
- You must first have the Oregon Employment Department approve the plan.



# The Standard



NCSD has partnered with The Standard to provide our OPFML benefits to employees.

Benefits of using The Standard:

- Fully funds OPFML
- Anticipate faster payments to employees.
- The Standard already administers NCSDs Short and Long Term Disability benefits.
- Employees and the district do not have to contribute payroll deductions until September 2023, saving both money.

# Who Pays for OPFML?

- Both employers and employees contribute to paid leave.
- The total contribution will not be more than 1% (.0100) of wages; of which employers pay 40% (.0040) and employees pay 60% (.0060).
- NCSD will contribute an additional .0016 above the minimum contribution of .0040 of payroll (.0056 total).



# Who is Eligible?

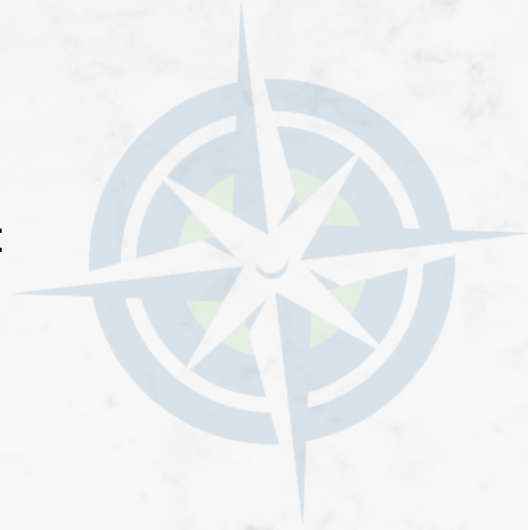
- Employees may be eligible to receive paid leave benefits if they have earned \$1,000 in wages in the previous year.
- Benefits are based on wages from all employment in Oregon, not just from the current employer, including full-time, part-time, temporary, and seasonal work.



# Leave types

Oregon employees can take leave for any of these reasons:

- *Family Leave*: to care for a family member with a serious illness or injury, or to bond with a new child after birth, adoption or foster care placement.
- *Medical Leave*: during your own serious health condition.
- *Safe Leave*: for survivors of sexual assault, domestic violence, harassment, or stalking.



# Benefits of Oregon Paid Leave



- Up to 12 weeks of paid leave per year (up to 14 weeks for pregnancy-related medical leave).
- If you've worked for your employer more than 90 days, then your job is protected.
- It runs concurrently with Oregon Family Leave Act (OFLA) and Federal Family Medical Leave Act (FMLA).

# Questions?



## **QUARTERLY FINANCIAL REPORT**

**REPORT**  
Agenda Item # 6  
February 23, 2023

### **ORIGINATED BY:**

Information presented for review and discussion. In accordance with NCSD Policy DFA and DFA-AR Investment of Funds, attached is the quarterly report containing information about the investment portfolio as of December 31, 2022.

### **BACKGROUND:**

#### **Financial Highlights:**

The 2022-23 General Fund ending balance is projected to be approximately \$35.7 million, or 12.84% of revenues and \$11.6 million less than the prior year. The district is currently in a stable financial position as it continues this fiscal year due to current state funding levels, the recent number of limited duration grants, and the vital support of our community in maintaining class sizes with the local option levy.

The 2021-22 ending fund balance becomes the 2022-23 beginning fund balance. The beginning fund balance on the attached Quarterly Financial Report has been adjusted to reflect the fund balance changes between the Budget, which was the best estimate during the budget development process in the spring, and the Activity columns. The projected ending fund balance for 2022-23 continues to be within the Board approved amount.

### **Notes:**

Forecasted revenue from Investments has been adjusted up \$675,000 due to favorable investment conditions. Forecasted revenue from Other Services and Fees has been increased by \$1,500,000 to reflect the recovery of expenses from the prior fiscal year. No adjustments have been made to forecasted expenditures at this time.

Some activities not reflected in this report that may impact the Budget in the next few months are:

- 1) Insurance premium rates that go into effect on January 1, 2023. This will change depending on employee insurance selections and premium costs to the district.
- 2) Short-term impact of unfilled positions due to market conditions.
- 3) Changes in student enrollment.

### **Investment Report:**

Investment of Funds is outlined in NCSD Policy DFA, requiring quarterly investment information reporting to the Board. The Local Government Investment Pool (LGIP) is one of the primary institutions used for district investments, producing the highest interest rate for short-term investments at this time. The current interest rate is .55% as of December 31, 2022.

In accordance with NCSD Policy DFA and DFA-AR Investment of Funds, attached is the quarterly report containing information about the investment portfolio as of December 31, 2022.

The Investment Portfolio Summary report is a summary of all fixed income investments, the LGIP, bank checking accounts and bank “money market” account balances. The combined portfolio contained \$202.7 million at a weighted average nominal rate of return of 0.14%. This report recaps the percentage of the portfolio invested in each category (i.e. US Government Treasury investments, US Government Agency investments, Corporate Notes) and compares to policy percentage restrictions. As of December 31, 2022 all categories were in compliance with Board Policy. This report also provides the weighted average yield by issuer.

The Investments by Fund and Maturity Date attachment lists the details on each fixed income investment subtotaled by Fund as required by Board Policy.

**ATTACHMENTS:**

Quarterly Financial Report

Investment Portfolio Summary

Investments by Fund and Maturity Date

**PRESENTER / STAFF CONTACT:**

Matt Makara, Executive Director of Finance and Business Services

**North Clackamas School District No. 12**  
**Quarterly Financial Report**  
**General Fund**  
**For the Period Ended December 31, 2022**

	Budget	2022 - 2023 Activity			
	Adopted Budget 2022-23	YTD Actuals Through 12-31-2022	Encumbrances Through 12-31-2022	Actuals Including Encumbrances	Forecast Through 6-30-2023
<b>REVENUES:</b>					
Beginning Fund Balance (BFB)	\$ 40,574,139	\$ 44,760,388	\$ -	\$ 44,760,388	\$ 44,760,388
Restricted Fund Balance		2,584,919	-		\$ 2,584,919
State School Fund:					
State Funds	119,425,929	69,199,429	-	69,199,429	119,425,929
Property Taxes	77,400,000	72,475,404	-	72,475,404	77,400,000
Local Option Levy	20,517,806	19,527,726	-	19,527,726	20,517,806
Federal Forest Fees	-	-	-	-	-
Common School Fund	1,831,694	-	-	-	1,831,694
County School Fund	-	-	-	-	-
High Cost Disability Grant	2,000,000	-	-	-	2,000,000
Investment Earnings	325,000	593,828	-	593,828	1,000,000
Intermediate Sources-CESD	2,810,204	113,055	-	113,055	2,810,204
Other Services and Fees	4,388,723	4,484,124	-	4,484,124	5,888,723
Transfers-in	-	-	-	-	-
Subtotal Revenues (excluding BFB)	\$ 228,699,356	\$ 166,393,566	\$ -	\$ 166,393,566	\$ 230,874,356
Total Revenues (including BFB)	\$ 269,273,495	\$ 213,738,873	\$ -	\$ 211,153,954	\$ 278,219,663
<b>EXPENDITURES:</b>					
Salaries	\$ 126,049,903	\$ 45,541,398	\$ 71,553,524	\$ 117,094,922	\$ 126,049,903
Benefits	73,442,431	25,003,349	40,405,656	65,409,005	73,442,431
Purchased Services	27,257,453	12,162,062	6,442,654	18,604,716	27,257,453
Supplies & Materials	7,980,251	3,173,453	1,678,132	4,851,585	7,980,251
Capital Outlay	355,000	5,540		5,540	355,000
Dues and Fees	1,750,595	1,613,232	31,892	1,645,123	1,750,595
Transfers-out	5,674,380	-	-	-	5,674,380
Subtotal Expenditures	\$ 242,510,013	\$ 87,499,033	\$ 120,111,858	\$ 207,610,891	\$ 242,510,013
<b>CONTINGENCY:</b>	\$ 26,763,482	\$ -	\$ -	\$ -	\$ -
Total Expenditures	\$ 269,273,495	\$ 87,499,033	\$ 120,111,858	\$ 207,610,891	\$ 242,510,013
<b>*Projected Ending Fund Balance on 6-30-23 (including Restricted Fund Balance)</b>					\$ 35,709,650
<b>Projected Ending Fund Balance as a Percentage of Forecasted Revenue at 6-30-2023</b>					<b>12.84%</b>



Investment Portfolio Summary

12/31/2022

**US Gov't Treasuries**

Issuer	Book Value	Percentage of Portfolio	Maximum allowed per Policy	Over	Weighted Ave Yield
US Gov't Treasury	\$ 108,269,404.16	53.41%	100%		0.00%
Sub Total	\$ 9,981,000.00	4.92%	100%		

**Municipalities**

	\$ -	0.00%	25%	N/A	
Sub Total	\$ -	0.00%	25%		

**US Gov't Agencies**

Federal Home Loan Mortgage	\$ -	0.00%	25%	N/A	0.00%
Sub Total	\$ -	0.00%	100%	N/A	0.00%

**Corporate Notes**

	\$ -	0.00%	5%	N/A	0.00%
Sub Total	\$ -	0.00%	35%	N/A	0.00%

**Total Investment Portfolio**

\$ 9,981,000.00	4.92%			0.00%
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**Banks/Money Market**

US Bank - Bond Checking	\$ 8,215,509.13	4.05%			
Umpqua Bank MMKT - Fund 420	\$ 51,673.09	0.03%			0.25%
Washington Federal MMKT - Fund 100	\$ 20,617,296.87	10.17%			0.15%
US Bank - General Checking	\$ 18,187,936.41	8.97%			
Sub Total - banks	\$ 47,072,415.50				

			LGIP Limit	Under/Over	
LGIP 3581 Bond Fund 420	\$ 6,036,666.93				0.55%
LGIP 4904 General Fund 100	\$ 41,350,724.01				0.55%
Total Cash and Equivalents	\$ 47,387,390.94	23.37%	52,713,000	5,325,609	

**Grand Total**

\$ 202,729,210.60					0.14%
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Investment By Fund and Maturity Date

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Fund	Type	Settlement	Maturity Date	Total days held	Coupon	Purchase Price	Yield	Original Cost	Remaining balance	Par Amount	Amortized Cost
100	US Treas	12/22/2022	1/19/2023	28	0.000%	99.720	3.66%	9,972,000.00	(19,000.00)	10,000,000.00	9,981,000.00
100	US Treas	12/22/2022	2/14/2023	54	0.000%	99.410	3.93%	9,941,050.00	(49,124.97)	10,000,000.00	9,950,875.03
100	US Treas	12/22/2022	3/16/2023	84	0.000%	99.050	4.07%	9,905,033.33	(84,791.63)	10,000,000.00	9,915,208.37
100	US Treas	12/22/2022	4/18/2023	117	0.000%	98.599	4.31%	9,859,925.00	(129,300.02)	10,000,000.00	9,870,699.98
100	US Treas	12/22/2022	5/18/2023	147	0.000%	98.215	4.37%	24,553,895.83	(418,791.69)	25,000,000.00	24,581,208.31
100	US Treas	12/22/2022	6/15/2023	175	0.000%	97.861	4.40%	44,037,500.00	(913,000.00)	45,000,000.00	44,087,000.00
Total General Fund										<u>110,000,000.00</u>	<u>108,385,991.69</u>
Grand Total										<u>110,000,000.00</u>	<u>108,385,991.69</u>

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

**DISCUSSION**  
Agenda Item #7  
February 23, 2023

**SUPERINTENDENT’S RECOMMENDATION:**

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

**BUDGET IMPACT/SOURCE OF FUNDS:**

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

**BACKGROUND:**

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

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

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

**PRESENTER / STAFF CONTACT:**

Joel Stuart, Administrator on Special Assignment for Student Success

## **2023-2024 SCHOOL CALENDAR**

**DISCUSSION**  
Agenda Item #8  
February 23, 2023

### **SUPERINTENDENT'S RECOMMENDATION:**

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

### **ORIGINATED BY:**

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

### **BUDGET IMPACT:**

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

### **BACKGROUND:**

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

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

### **ATTACHMENTS:**

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

### **ANALYSIS:**

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

- The calendar is designed to align with District Goals and Objectives related to quality educational services for all students.
- Whenever possible, there is a K-12 alignment of non-contact days for students. Therefore, whenever possible, a family will have children from all levels out of school at

the same time and district transportation/nutritional services will be maximized by a minimal number of days with only one or two levels attending school.

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

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

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

**PRESENTER / STAFF CONTACT:**

Tiffany Shireman, Chief of Staff

Ivonne Dibblee, Assistant Superintendent

Khaliyah Williams-Rodriguez, Executive Director of Elementary Programs

Petra Callin, Executive Director of High School Programs



## 2023-2024 LICENSED ELEMENTARY SCHOOL

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

6 Holidays  
3 Report Preparation Days  
13 Teacher In-service/Work Days  
2 Conference Days  
169 Student Days  
193 Contract Days

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

Student/Contract Days: 0/4

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

Student/Contract Days: 19/21

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

Student/Contract Days: 20/21

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

Student/Contract Days: 15/20

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

Student/Contract Days: 11/11

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

Student/Contract Days: 20/22

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

Student/Contract Days: 18/21

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

Student/Contract Days: 15/16

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

Student/Contract Days: 20/22

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

Student/Contract Days: 21/23

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

Student/Contract Days: 10/12

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

\*Emergency day in event of school closure

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

▲ Student First/Last Day

Board Proposed 2/23/23



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

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

174 Student Days  
193 Contract Days

## 2023-2024 MIDDLE/HIGH SCHOOL

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

Student/Contract Days: 0/4

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

Student/Contract Days: 19/21

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

Student/Contract Days: 21/21

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

Student/Contract Days: 14/20

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

Student/Contract Days: 11/11

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

Student/Contract Days: 21/22

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

Student/Contract Days: 19/21

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

Student/Contract Days: 15/16

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

Student/Contract Days: 21/22

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

Student/Contract Days: 22/23

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

Student/Contract Days: 11/12

SC
CD
T
RP
[ ]
H
F

School Closed - Not in Session  
Conference Day - School Not in Session  
Teacher Inservice/Work Day - School Not in Session  
Report Preparation - School Not in Session  
End of Grading Period  
Holiday - School Not in Session  
Certified First/Last Report Day  
College & Career Day  
Finals

\*Emergency day in event of school closure

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

▲ Student First/Last Day

Board Proposed 2/23/23



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

## **School Year/School Calendar**

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

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

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

END OF POLICY

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### **Legal Reference(s):**

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

[OAR 581-022-1620](#)

### **Cross Reference(s):**

ID - School Day

## **TECHNOLOGY E-RATE AWARD for NETWORK EQUIPMENT**

**ACTION**  
Agenda Item #9  
February 23, 2023

### **SUPERINTENDENT'S RECOMMENDATION:**

Recommendation to award a contract to CVE Technologies Group in the amount not to exceed \$1,071,396.66 for the purchase of network equipment.

### **BUDGET IMPACT/SOURCE OF FUNDS:**

The source of the funds will be the 2023-2024 Technology and Information Services General Fund.

### **BACKGROUND:**

The North Clackamas School District must continue providing reliable secure access to the Internet for teaching, learning, engagement and business and network operations. This level of effort requires lifecycle replacement and adding new equipment when new coverage areas are identified.

The Schools and Libraries (E-Rate) program provides funds towards eligible services for schools and libraries.

Three vendors responded to the District's E-Rate 470 Request for Proposal for Network Equipment. The RFP process uses the FCC's (Federal Communication Commission) E-Rate program for telecommunications and information services for schools and libraries. With funding from the Universal Service Fund, E-Rate provides discounts for Internet access, and internal connections to eligible schools and libraries. This solicitation was publicly advertised on the OregonBuys website in addition to E-Rate/USAC website.

Three (3) vendors submitted proposals: CVE Technologies Group, Inc. Questivity Inc. and Synchronous Technologies. Synchronous Technologies' Proposal was rejected as it failed to meet the specifications as required by the solicitation documents.

After a team review process, a selected vendor will be brought to the Board for approval in February. This contract will be for one (1) year.

### **PRESENTER / STAFF CONTACT:**

Joseph Bridgeman, Executive Director of Technology and Information Services

**CONTRACT AWARD:**  
**VENTILATION SYSTEM FILTERS**

**DISCUSSION/ACTION**

Agenda Item #10  
February 23, 2023

**SUPERINTENDENT'S RECOMMENDATION:**

Award contract in the amount of \$207,000 to Total Filtration Services for MERV 13 HVAC Filters.

**BUDGET IMPACT/SOURCE OF FUNDS:**

General Fund/ESSER

**BACKGROUND:**

Per OAR 437-001-0744, Rule Addressing COVID-19 Workplace Risk, the District needs to continue to comply with routine ventilation maintenance and evaluation of all District HVAC systems. Part of this requirement is quarterly replacement of all air filters as well as ensuring intake ports that provide outside air to the HVAC system are cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.

As of February 14, 2023 the District has spent approximately \$114,000 on MERV 13 Filters through Total Filtration Services and anticipates spending an additional \$93,000 this fiscal year to stay in compliance with the above mentioned OAR.

Total Filtration Services holds a Cooperative Contract and sells MERV 13 Filters at an 80% Discount off MSRP to the District, per State of Washington Contract 00418.

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

**PRESENTER / STAFF CONTACT:**

Cindy Detchon, Assistant Superintendent, Operations

**CONTRACT AWARD:**  
**TENNIS COURT REPLACEMENTS**

**DISCUSSION/ACTION**

Agenda Item #11  
February 23, 2023

**SUPERINTENDENT'S RECOMMENDATION:**

Award contract in the amount not-to-exceed \$1,204,990 to FieldTurf USA, Inc. for the demolition and installation of tennis courts at Alder Creek Middle School, Clackamas High School and Rex Putnam High School.

**BUDGET IMPACT/SOURCE OF FUNDS:**

2016 Capital Construction Bond Fund Capital Project Fund

**BACKGROUND:**

The voters approved a capital projects Bond measure in November 2016. Upgrades to District athletic facilities were part of the Bond commitments. FieldTurf USA, Inc. has been awarded a competitively solicited Cooperative Contract through the Association of Education Purchasing Agencies (AEPA). The Board-adopted Contracting Rules allows the Board to give advanced authority to the Superintendent to execute a particular District Contract or class of District Contracts. Joint Cooperative Procurements are exempt from the solicitation process.

This procurement includes a demolition and reconstruction of tennis courts at Alder Creek Middle School, Rex Putnam High School, and Clackamas High School.

Work may begin in summer 2023 and is scheduled to be completed by fall 2023.

The price includes a 15% contingency. As with all contracts, additional costs may be incurred for added or changed scope (e.g. change orders for unknowns, unforeseen, or agency requirements).

**PRESENTER / STAFF CONTACT:**

Cindy Detchon, Assistant Superintendent, Operations