

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

General Information

School District Name: North Clackamas School District

Institution ID: 1924

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

Contact Person

Name: Jennifer Dove-Kiltow

Email: kiltowj@nclack.k12.or.us

Phone Number: 503-353-5362

A brief description of your school district

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

Featuring 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

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.)

Equity Advanced

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CTE Focus

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

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

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

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

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

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

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

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

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

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

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

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

Well-Rounded Education

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

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

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

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

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

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

Elementary

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

Middle

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

High

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

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

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

Elementary

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

Middle

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

High

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

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

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

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

Elementary

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

Middle

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

High

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

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

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

Students in middle school have opportunities to engage in Engineering electives. Engineering tasks are embedded in NGSS-aligned FOSS, and SEPUP modules and 6th-grade Science and Math are blocked in some schools. There is a district focus on professional development around

collaboration, and The Habits of Mind and Habits of Interaction are taught to promote critical thinking and inquiry across all disciplines.

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

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

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

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

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

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

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

Professional Learning Communities allow teachers to look critically at assessment data which allows teachers to be intentional with instruction and instructional groups. Classroom

observations by peers and administrators, focusing on listening to student thinking, support teachers in assessing and developing their students' cognitive routines and intellectual capacity.

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

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

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

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

Middle to High:

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

- **College & Career Readiness 1:** Required 9th-grade CCR class. It provides a sense of community for students transitioning to high school, prepares students to succeed in high school, and beyond.
- **Naviance:** CCR Platform for 7-12th grade students; interest surveys that connect them with career and postsecondary pathways, research and apply for college, write SMART goals, and fulfill the requirements of the ODE Plan and Profile.

High to Postsecondary:

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

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

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

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

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

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

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

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

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

CTE Focus

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

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

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

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

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

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

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

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

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

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

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

Students have the opportunity to participate in a variety of Career Related Learning Experiences (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 NCS D 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?***

NCS D 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.