



**Dave Kline, Superintendent**

30429 S Grays Hill Rd  
Colton, OR 97017  
Ph 503.824.3535  
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[www.colton.k12.or.us](http://www.colton.k12.or.us)

## AGENDA

### REGULAR BOARD MEETING COLTON SCHOOL DISTRICT ADMIN OFFICE Monday, February 13, 2023

1. **Call to Order**
2. **Flag Salute**
3. **Executive Session 5:00pm** Colton School Board of Directors will meet in Executive Session under ORS192.660(2)(i) to review and evaluate the performance of the superintendent or any other public officer, employee or staff member, unless that person requests an open hearing. The news media is not permitted to attend executive sessions held under this statute.
  - a. Superintendent Evaluation Discussion
  - b. Review of performance survey

### THIS PORTION OF THE REGULAR SESSION WILL BEGIN AT 6:00pm

This meeting will be held in person and live streamed. Visit <https://www.colton.k12.or.us/domain/63> for the link to the live stream or to sign up to attend in person.

4. **Consent Agenda** - We have one consolidated motion for this series or the Board may choose to take action on each item separately.
  1. Approval of Minutes from the Board Meeting on 1-9-23
  2. Approval of Minutes from the Special Session Board Meeting on 1-30-2023
5. **Reports**
  - Student Liaisons
    - CHS
    - CMS
    - CES - Greyson Thomas and Cody Baker
  - Clackamas ESD Local Service Plan - Larry Didway, CESD Superintendent and Jon Eyman, Board Member
  - Principal Presentation - Jesus Ramos, CMS Principal
  - Financial - Chris Gibb, Director of Operations
    - Financials
  - Nutrition - Chris Gibb and Melinda Haines
  - Booster Club - Cezanne Decristoforo, Booster Club Vice President
  - Superintendent - Dave Kline, Superintendent
    - Satisfaction Surveys
    - State Updates
    - Work Sessions: Feb. 27 @ 5:30pm



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**6. Public Comment**

**7. ODE Grant initiative Draft for 23-24**

**8. Calendars for Revision for 23-24 and 24-25**

**9. Resolution 2023-02 - Bond Language Approval**

Approve Resolution 2023-02 calling district to submit to the electors of the district the question of contracting general obligations bonded indebtedness in one or more series an aggregate principal amount not to exceed \$8,000,000 to finance the costs of capital construction and capital improvements; declaring intent to reimburse expenditures; designating an authorized representative and delegating responsibilities; and related matters.

**10. Deferment of Elementary Math Adoption**

**11. Policy Updates**

- a. JECB - Admission of Nonresident Students - extend the date until the spring (April 15) for online courses
- b. Open Campus - Delayed until the spring discussion

**12. Disposal of Fixed Assets**

**13. Personnel**

**Hiring**

1. Temporary Online ACC English Teacher (.02 FTE) - Gabriella Sohl Taylor
2. Wrestling Coach - CHS - Jason Baurer
3. Boys Head Basketball Coach - CMS - Mateo Melius
4. Custodian 2 - Evan Lord
5. Boys Assistant Basketball Coach - CMS - Chris West
6. Baseball Assistant Coach 3 - CHS - Jeremiah Armas

**Resignation**

1. Assistant Track Coach HS - Debbie Anderson

**14. Board Reports**

**15. School Calendars:**

**High School**

**February**

- 2/9 Boys and Girls Basketball vs Regis 3:00 PM  
2/11 CHS Wrestling Meet @ Knappa OSAA District Tournament  
2/15 Statewide Immunization Exclusion Day  
2/22 CHS Juniors Career Expo Field Trip  
2/24 School Friday  
2/24 OSAA First Round Basketball Playoffs



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2/23 to 2/25 OSAA Wrestling Championships  
2/27 First Baseball & Softball Practice Date according OSAA  
March  
3/2 to 3/4 OSAA Boys & Girls Basketball Finals  
3/3 Senior Project Volleyball Tournament in CHS Gym

### **Middle School**

February 2023  
2/8 CMS Boys BBall @ Santiam  
2/9 STUCO Meeting 7:30 am  
2/9 End Of Semester Celebration (tentative)  
2/9 OBOB Meeting during lunch  
2/15 Immunization Exclusion Day  
2/16 STUCO Meeting 7:30 am  
2/16 OBOB Meeting during lunch  
2/16 CMS Boys BBall @ Jefferson  
2/20 Presidents Day No School  
2/21 CMS Boys BBall @ Mt. Angel  
2/22 CMS Boys BBall @ Home vs Gervais  
2/23 STUCO Meeting 7:30 am  
2/23 OBOB Meeting during lunch  
2/24 Friday School Day  
2/24 CMS Boys BBall @ Western Christian  
2/26 Potential date for OBOB Field Trip  
March 2023  
2/2 STUCO Meeting 7:30 am  
2/2 OBOB Meeting during lunch

### **Elementary School**

February  
2/9 Report cards in Student Take Home Folders  
2/14 Valentine Class Parties 1:30PM  
2/15 Immunization Exclusion Day  
2/20 No School, President's Day Observed  
2/24 School Friday  
March  
3/14 Vision Screening 8:30AM

## **16. Adjourn**



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REGULAR BOARD MEETING MINUTES  
Monday, January 9, 2023

<b>PRESENT:</b>	<b><u>BOARD</u></b>	<b><u>ADMINISTRATION</u></b>	<b><u>SECRETARY</u></b>
	Sid Gunter	David Kline	Katrina Raasch
	Tim Behrens		
	Eric Dilg		
	Jeremy Baurer		
	Cezanne DeCristoforo		

Jeremy Baurer called the meeting to order at 6:00pm.

**(:46) MOTION:** Eric Dilg made a motion to approve the minutes from the December 12th, 2022 meeting as presented. Tim Behrens seconded. The motion passed unanimously.

(1:31) Dave Kline read a proclamation - school board recognition month.

No Public Comment.

(3:27) Bobby Rice, Jordan Heavens, Ben Behrens, Natalie Irving, and Emily Brinkley played music for the board.

(9:54) Bobby Rice presented a music report.

(13:57) Tugg Frost and Greyson Thomas presented the CES student liaison report.

(18:06) Abigail Behrens, Ray Bauer, and Evelyn Brinkley presented the CHS student liaison report.

(30:28) Discussion on open campus.

(37:20) Miranda with FM3 presented information on the community polling project.

(1:14:02) Tim Cook and Jane Reid presented information on Clackamas Community College.

(2:01:23) Cheryl Wagner presented a CES library and robotics report.

(2:20:17) Sheryl Irving and Cezanne Decristoforo presented the Booster Report.

(2:32:44) Chris Gibb presented the financial report.

(2:38:16) Chris Gibb presented an update on the bus parking lot paving project.





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(2:38:39) Dave Kline presented the superintendent's report.

(2:45:00) Discussion on Resolution to amend appropriations for the general fund.

**(2:46:22) MOTION:** Tim Behrens made a motion to approve Resolution 2023-01 to amend the appropriations for the general fund for the 2022-2023 fiscal year. Cezanne Decristoforo seconded the motion. The motion passed unanimously.

**(3:04:21) MOTION:** Tim Behrens made a motion to approve a ballot measure to place a school improvement bond on the local community ballot for 8 million dollars for this May. Sid Gunter seconded the motion. The motion passed unanimously.

**(3:18:43) MOTION:** Eric Dilg made a motion to approve the pursuit of a bond attorney in conjunction with the bond committee. Cezanne Decristoforo seconded the motion. The motion passed unanimously.

(3:16:20) Discussion on Bond Design and Support.

**MOTION: (3:23:10)** Tim Behrens made a motion that we retain Kyle Laier with Assist as the owner's rep and we retain Scott Marshall with Straighline as our architecture for our bond design and support. Sid Gunter seconded the motion. The motion passed unanimously.

(3:26:57) Sid Gunter presented a board report.

(3:38:16) Tim Behrens presented a board report.

Jeremy Baurer adjourned the meeting at 9:30pm

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Board Chair

Date

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Board Secretary

Date



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**BOARD SPECIAL SESSION MINUTES  
COLTON SCHOOL DISTRICT ADMIN OFFICE  
Monday, January 30, 2023**

**PRESENT:**

**BOARD**

Sid Gunter  
Tim Behrens  
Eric Dilg  
Jeremy Baurer  
Cezanne DeCristoforo

**ADMINISTRATION**

David Kline

**SECRETARY**

Katrina Raasch

**SPECIAL SESSION**

Jeremy Baurer called the meeting to order at 6:43pm

**(:15) MOTION:** Tim Behrens made a motion to approve the communication plan as shared by Kyle Laier. Eric Dilg seconded the motion. The motion passed unanimously.

**(3:33) MOTION:** Tim Behrens made a motion to select Hawkins as the bond attorney for the Colton School District upon the awarding of the bond. Cezanne Decristoforo seconded the motion. Motion failed (3 no - Gunter, Dilg, Baurer).

**(9:15) MOTION:** Sid Gunter made a motion to recommend Orrick as the bond attorney. Eric Dilg seconded the motion. The motion passed unanimously.

Jeremy Bauer adjourned the meeting at 6:55pm

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Board Chair

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Date Board Secretary

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Date

# Local Service Plan | 2023 – 24



**Clackamas**  
EDUCATION SERVICE DISTRICT



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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.

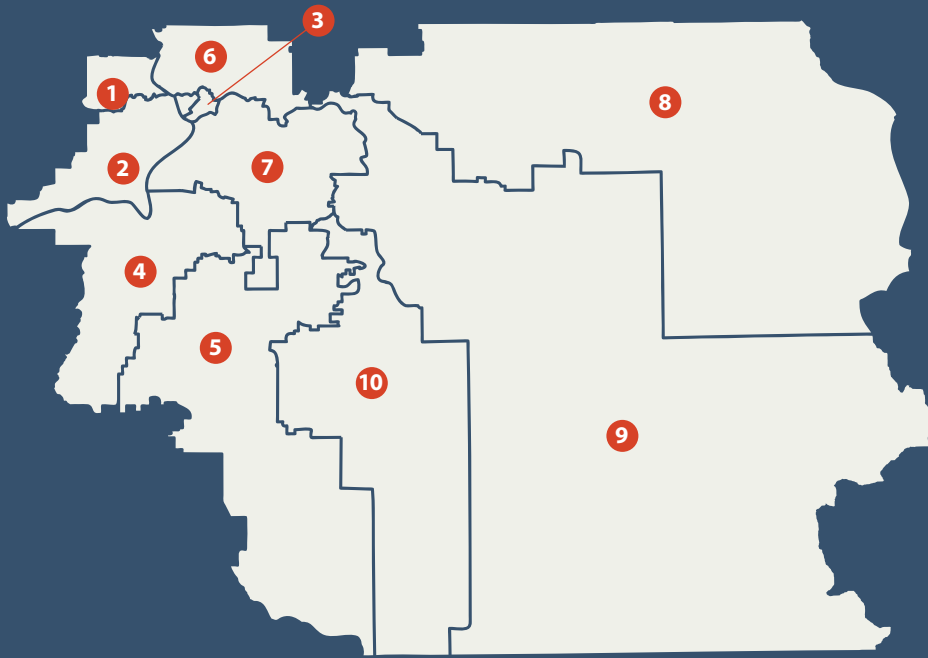
Our mission is to ensure students and families in all Clackamas County communities have access to excellent and equitable education services, a goal that requires leadership, innovation and a healthy dose of teamwork. Our 10 component school districts are vital members of the regional team that is daily 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



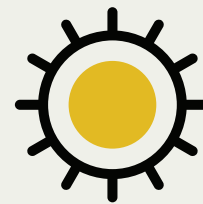
### December

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

**Kathy Ludwig**

Superintendent, West Linn-Wilsonville School District 3J

**Tim Cook**

President, Clackamas Community College

**Tony Mann**

Superintendent, Molalla River School District 35

**Aaron Downs**

Superintendent, Canby School District 86

**Jennifer Schiele**

Superintendent, Lake Oswego School District 7J

**Shay James**

Superintendent, North Clackamas School District 12

**Dayle Spitzer**

Superintendent, Oregon City School District 62

**David Kline**

Superintendent, Colton School District 53

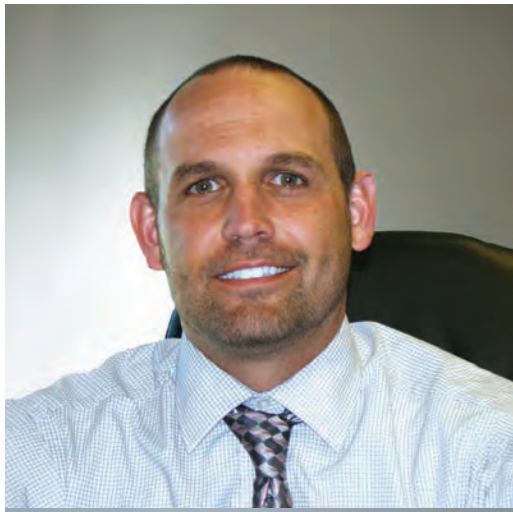
**Bob Stewart**

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 Briggsby	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.







## 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

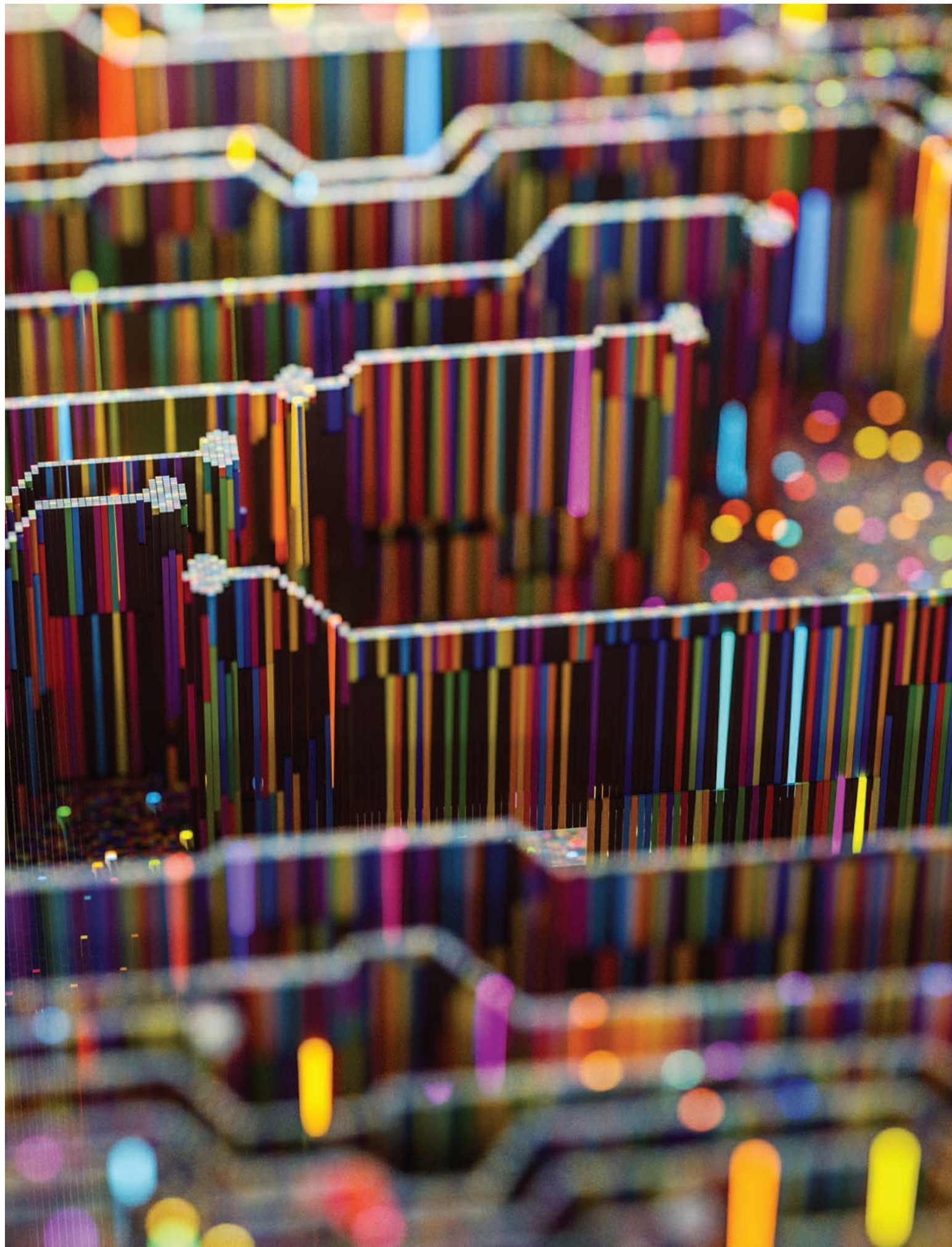
- Website development, maintenance and hosting
- Communications audits
- Writing, messaging and design support
- Social media support
- Translation support
- Community outreach support
- Crisis communications and management support
- General communications consultation

## 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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## OUTDOOR SCHOOL STUDENT CODE OF CONDUCT

Version 5.4 | Updated on 13 September 2022



**The guidance in this document is designed to create a safe, fun place to learn outdoors!**

**Your safety and enjoyment during this outdoor learning experience is very important.**

All students participating in outdoor school are expected to adhere to the guidance in this document.

Please read the information on the following pages carefully before outdoor school. Students who do not follow these rules may lose the privilege of participating in outdoor school.

Please talk with your classroom teacher or school principal if you have questions about how to follow these rules.

Thank you!

- The Straub Outdoors Education Team



## Successful Student Conduct at Outdoor School

### ☒ Students are responsible for:

- 1) Following all directions given by school staff, chaperones, and outdoor school staff.**
- 2) Staying within outdoor activity boundaries and away from off-limit areas.
- 3) Following the rules for all games as they are explained by an outdoor school staff member.
- 4) Leaving personal toys and electronic equipment at home.** Check with your school about bringing your phone. Phones, if permitted, are only allowed to be used during cabin time.
- 5) Leaving jewelry and expensive items at home.
- 7) Leaving dirt, stones, sticks, rocks, living plants, animals, and other natural objects alone.**
- 8) Handling natural science specimens carefully under the direction of the outdoor school staff.
- 9) Staying away from structures, such as fences, or other things not intended as activity equipment.
- 10) Respecting other people's space. Keeping your hands and feet to yourself.**
- 11) Being courteous and a good sport.
- 12) Speaking respectfully to others.**
- 13) Stopping an activity immediately when a predetermined signal is given.
- 14) Reporting bullying to a teacher or other school/district supervisor.
- 15) Not entering the restroom if it is being cleaned or is being used by adults unless instructed to do so by the school staff. Use another restroom or wait until the cleaning is complete or the adult is finished.
- 16) Not loitering in the restroom after using the facilities.
- 17) Reporting any toilet or sink malfunctions to a school or outdoor school staff person.
- 18) Washing your hands with soap and water before exiting restroom.**
- 19) Following all COVID procedures explained by the school and outdoor school staff as needed.
- 20) In an emergency or during inclement weather, following all adult instructions.
- 21) Telling a school or outdoor school staff member if you feel uncomfortable or unwell.
- 22) Lining up to leave one activity immediately when directed to do so and staying with your group.**
- 23) Walking when entering or exiting the outdoor activity areas.
- 24) Reporting any student who is injured to a school or outdoor school staff member immediately.





**☑ The following behaviors are not acceptable at outdoor school:**

- 1) Bullying wrestling, pushing, fighting, hair pulling, or threatening to harm others
- 2) Throwing rocks, sticks, dirt, grass, sand, or similar objects
- 3) Teasing, name calling, swearing
- 4) Bringing candy, drinks, or other treats from home (not as part of a sack lunch)
- 5) Eating or gum chewing during learning activities
- 6) Walking near or under moving equipment or moving vehicles or crossing traffic without permission
- 7) Using field supplies and equipment inappropriately or breaking equipment
- 8) Not following COVID procedures consistently when directed to do so.
- 9) Not following proper hand washing and sanitization procedures
- 10) Not maintaining at least three feet of distance during indoor snack and lunch breaks
- 11) Wading into water without permission, wading into water with rubber boots above the level communicated by the Straub Outdoors staff, or wading into water without waterproof boots
- 12) Engaging in horseplay near moving water, in parking areas, or on roadways
- 13) Startling, chasing, poking, harming, or scaring wildlife, including insects, fish, and other animals

**☑ Students are expected to use supplies, materials, and equipment appropriately:**

- 1) Use recreational equipment for the purpose for which it is intended. Jump ropes are for jumping, basketballs are for basketball, and soccer balls are for soccer.
- 2) Balls may not be kicked or thrown at others outside of regular game rules.
- 3) Do not bring recreational equipment from home.
- 4) No tackling or grabbing is allowed during games.
- 5) Any student who wants to participate in a team activity or game should be allowed to participate.
- 6) During group games, stop playing immediately when the school or outdoor school staff gives a predetermined attention signal.



**☑ It is the school's responsibility to ensure that you:**

- 1) Will be kept safe and returned to parents/guardians without injuries
- 2) Understand the educational value that outdoor school provides
- 3) Understand the opportunities for socio-emotional learning that outdoor school provides
- 4) Will be treated with respect by school adults and fellow students
- 5) Will be provided with monitored activity spaces
- 6) Will receive fair discipline and positive behavioral support

**☑ The following high-risk activities will not take place at outdoor school:**

Trampolining • Scuba diving • Skateboarding or use of scooters • In-line or roller skating or use of skate shoes • Sailing, boating, or water skiing • Snow skiing • Snowboarding • Motorcycling • Horseback riding • Rock wall climbing • Stand up paddleboarding • Canoeing • Diving • Mountain biking • High ropes courses • Tree climbing • Swimming • Eating wildcrafted mushrooms or plants • Archery • Shooting firearms and/or fireworks • Rocket launching • Fire building (except during wilderness skills lessons) • Go carts • Ziplining • Paddle Boats • Kayaking • Surfing • Whitewater rafting

Certain activities above may be permitted with school permission if a qualified staff person provided by Straub Outdoors or the host facility who has all relevant and required certifications is available to lead and monitor the activity.

**Thank you for helping us keep you safe during outdoor school!**

**STRAUB OUTDOOR SCHOOL SCHEDULE | COLTON MIDDLE SCHOOL 53 | DAY 1**
**EXHIBIT C-1**

*School staff: Please provide students with a snack before arriving at the D River State Recreation Site*

Time	Activity
11:00a	Arrive @ D River State Recreation Site, 101 US-101, Lincoln City, OR 97367
11:05a	<i>(School staff: please keep students on the bus)</i> Welcome/Orientation/Distribute rain ponchos and boots as needed
11:15a	Restroom/Divide into discovery teams
11:30a	Field Activity: Intertidal Species Scavenger Hunt <i>(Life Science - Nearshore Ecology   Earth Science - Earth's Systems)</i>
12:15p	Return to bus/Collect rain ponchos
12:30p	Load Bus/Travel to Lincoln City Cultural Center, 540 NE Hwy 101, Lincoln City, OR 97367
12:45p	Restroom/Wash Hands/Sack Lunch/Movie: <i>Saving Otter 501</i> ( <a href="https://vimeo.com/80408723">https://vimeo.com/80408723</a> )
1:45p	Skit Activity: "The Mysterious Case of the Zombie Sea Urchins" <i>(Earth Science - Earth &amp; Human Activity)</i>
2:15p	Restroom/Board Bus/Travel to Drift Creek Camp
3:00p	Arrive @ Drift Creek Camp/Unload Bus
3:30p	Check into Lodge/Bus Departs <i>(Students bring their gear to the sleeping floors and return to main floor.)</i>
3:45p	Camp Tour
4:15p	Unpack/Cabin Time <i>(Students go to sleeping floors to unpack with school staff/chaperone supervision.)</i>
5:00p	Wash Hands/Dinner <i>(Straub Outdoors staff off 5:00-5:30 pm.)</i>
5:20p	School & Lodge Staff Announcements/Dessert/Dinner Clean-Up
5:30p	Divide into Discovery Teams/Evening Lodge Lessons <i>(See below)</i>
	Coyotes   Herbivores & Carnivores Lesson/Naure Journaling: Who Eats What? <i>(Life Science - Forest Ecology)</i>
	Raccoons   Trade Goods, Tools & Trinkets Lesson/Resource Trading Game <i>(Social Science - Economics &amp; Historical Knowledge)</i>
6:30p	Reflection Circle/SEL Track Stamps
6:45p	Restroom/Transition
7:00p	Campfire Program
7:45p	Transition <i>(Straub Outdoors staff off @ 8:00 pm.)</i>
8:00p	Night Owl Lodge Activities <i>(nature movies &amp; popcorn, board games, crafts, puzzles, reading time, table games)</i>
9:00p	Showers/Personal Hygiene <i>(Students go to sleeping floors with school staff &amp; chaperone supervision.)</i>
10:00p	Lights Out/Quiet Time Begins



**STRAUB OUTDOOR SCHOOL SCHEDULE | COLTON MIDDLE SCHOOL 53 | DAY 2**
**EXHIBIT C-2**

Time	Activity
7:00a	Showers/Personal Hygiene/Early Bird Lodge Activities ( <i>board games, crafts, reading time, puzzles - no table games</i> )
8:00a	Wash Hands/Breakfast ( <i>Straub Outdoors staff on @ 8:30 am; school staff &amp; chaperones supervise students 7:00-8:30 am.</i> )
8:20a	School & Lodge Staff Announcements/Clean-Up
8:30a	Transition/Divide into Discovery Teams ( <i>Coyotes meet at the fireplace; Raccoons meet in the chapel.</i> )
8:45a	Morning Circle
9:15a	Restroom/Transition ( <i>Students gear up in outerwear &amp; boots and meet in teams on main floor.</i> )
9:30a	Coyotes   Field Activity: Looking for Wildlife Signs/Animal Tracking ( <i>Life Science - Forest Ecology</i> )
	Raccoons   Field Activity: Fish-friendly Waters/Creekside Critter Catch ( <i>Life Science - Freshwater Ecology</i> )
10:30a	Restroom/Wash Hands/Snack/Hydration
10:45a	Raccoons   Field Activity: Looking for Wildlife Signs/Animal Tracking ( <i>Life Science - Forest Ecology</i> )
	Coyotes   Field Activity: Fish-friendly Waters/Creekside Critter Catch ( <i>Life Science - Freshwater Ecology</i> )
11:45a	Reflection Circle
12:00p	Wash Hands/Lunch ( <i>Straub Outdoors staff off 12:00-12:30 pm.</i> )
12:20p	Announcements/Clean-Up/Students sign up for "Choose Your Own Adventure" activities ( <i>Activities begin @ 3:30 pm.</i> )
12:30p	Brain Break! Indoor Lodge Activities or Outdoor Group Games
1:00p	Transition/Divide into Discovery Teams ( <i>Students gear up in outerwear &amp; boots and meet at fireplace or in chapel.</i> )
1:15p	Coyotes   Field Activity: Native Plant Scavenger Hunt/Terrestrial Critter Catch ( <i>Life Science - Forest Ecology</i> )
	Raccoons   Indoor Activity: Wildcrafting & Siletz First Foods ( <i>Social Science - Geography &amp; Historical Knowledge/Thinking</i> )
2:15p	Restroom/Wash Hands/Snack/Hydration
	Raccoons   Field Activity: Native Plant Scavenger Hunt/Terrestrial Critter Catch ( <i>Life Science - Forest Ecology</i> )
	Coyotes   Indoor Activity: Wildcrafting & Siletz First Foods ( <i>Social Science - Geography &amp; Historical Knowledge/Thinking</i> )
3:15p	Reflection Circle
3:30p	"Choose Your Own Adventure" Activities ( <i>School staff &amp; chaperones off until 5:00 pm.</i> )
5:00p	Dinner ( <i>Straub Outdoors staff off 5:00-5:30 pm.</i> )
5:20p	School & Lodge Staff Announcements/Dessert/Dinner Clean-Up
5:30p	Divide into Discovery Teams/Evening Indoor Lessons ( <i>See below</i> )
	Coyotes   Trade Goods, Tools & Trinkets Lesson/Resource Trading Game ( <i>Social Science - Economics &amp; Historical Knowledge</i> )
	Raccoons   Herbivores & Carnivores Lesson/Naure Journaling: Who Eats What? ( <i>Life Science - Forest Ecology</i> )
6:30p	Reflection Circle/SEL Track Stamps
6:45p	Restroom/Transition
7:00p	Campfire Program
7:45p	Transition ( <i>Straub Outdoors staff off @ 8:00 pm.</i> )
8:00p	Night Owl Lodge Activities ( <i>nature movies &amp; popcorn, board games, crafts, puzzles, reading time, table games</i> )
9:00p	Showers/Personal Hygiene ( <i>Students go to sleeping floors with school staff &amp; chaperone supervision.</i> )
10:00p	Lights Out/Quiet Time Begins

**STRAUB OUTDOOR SCHOOL SCHEDULE | COLTON MIDDLE SCHOOL 53 | DAY 3**
**EXHIBIT C-3**

Time	Activity
7:00a	Showers/Personal Hygiene/Early Bird Lodge Activities ( <i>board games, crafts, reading time, puzzles - no table games</i> )
8:00a	Wash Hands/Breakfast ( <i>Straub Outdoors staff on @ 8:30 am; school staff &amp; chaperones supervise students 7:00-8:30 am.</i> )
8:20a	School & Lodge Staff Announcements/Clean-Up
8:30a	Transition/Divide into Discovery Teams ( <i>Coyotes meet at the fireplace; Raccoons meet in the chapel.</i> )
8:45a	Morning Circle
9:15a	Restroom/Transition ( <i>Students gear up in outerwear &amp; boots and meet in teams on main floor.</i> )
9:30a	Coyotes   Field Activity: Mushroom Foray/Indoor Activities: Spore Prints/Fungi ID ( <i>Life Science - Forest Ecology</i> )
	Raccoons   Field Activity: Getting to Know a Tree/Sensory Poem ( <i>Life Science - Forest Ecology/Applied Math/ELA</i> )
10:30a	Restroom/Wash Hands/Snack/Hydration
10:45a	Raccoons   Field Activity: Mushroom Foray/Indoor Activities: Spore Prints/Fungi ID ( <i>Life Science - Forest Ecology</i> )
	Coyotes   Field Activity: Getting to Know a Tree/Sensory Poem ( <i>Life Science - Forest Ecology/Applied Math/ELA</i> )
11:45a	Reflection Circle
12:00p	Wash Hands/Lunch ( <i>Straub Outdoors staff off 12:00-12:30 pm.</i> )
12:20p	Announcements/Clean-Up/Students sign up for "Choose Your Own Adventure" activities ( <i>Activities begin @ 3:30 pm.</i> )
12:30p	Brain Break! Indoor Lodge Activities or Outdoor Group Games
1:00p	Transition/Divide into Discovery Teams ( <i>Students gear up in outerwear &amp; boots and meet at fireplace or in chapel.</i> )
1:15p	Coyotes   Field Activity: The Dirt on Soil/Indoor Activity: Rock & Roll ( <i>Earth Science - Soil Composition &amp; Rock Cycle</i> )
	Raccoons   Indoor Activity: Mushroom & Mycelium Microscope Studies ( <i>Life Science - Forest Ecology</i> )
2:15p	Restroom/Wash Hands/Snack/Hydration
	Raccoons   Field Activity: The Dirt on Soil/Indoor Activity: Rock & Roll ( <i>Earth Science - Soil Composition &amp; Rock Cycle</i> )
	Coyotes   Indoor Activity: Mushroom & Mycelium Microscope Studies ( <i>Life Science - Forest Ecology</i> )
3:15p	Reflection Circle
3:30p	"Choose Your Own Adventure" Activities ( <i>School staff &amp; chaperones off until 5:00 pm.</i> )
5:00p	Wash Hands/Dinner ( <i>Straub Outdoors staff off 5:00-5:30 pm.</i> )
5:20p	School & Lodge Staff Announcements/Dinner Clean-Up ( <i>No dessert - s'mores after campfire program</i> )
5:30p	Divide into Discovery Teams/Evening Indoor Lessons ( <i>See below</i> )
5:45p	All Teams   Indoor Lesson: How Trees Grow ( <i>Life Science - Forest Ecology   Earth Science - Earth &amp; Human Activity</i> )
6:15p	All Teams   Indoor Lesson: Siletz Currency/Beading Activity ( <i>Social Science - Economics, Geography &amp; Historical Knowledge</i> )
7:00p	Reflection Circle/SEL Track Stamps
7:15p	Restroom/Transition
7:30p	Campfire Program
8:00p	S'mores ( <i>Straub Outdoors staff off @ 8:00 pm; s'more ingredients &amp; roasting sticks provided to school staff &amp; chaperones.</i> )
8:45p	Clean-Up/Transition
9:00p	Showers/Personal Hygiene ( <i>Students to sleeping floors with school staff &amp; chaperone supervision.</i> )
10:00p	Lights Out/Quiet Time Begins

**STRAUB OUTDOOR SCHOOL SCHEDULE | COLTON MIDDLE SCHOOL 53 | DAY 4**
**EXHIBIT C-4**

Time	Activity
7:00a	Personal Hygiene/Pack-up Gear/Students clean sleeping floors ( <i>sweep, pick up trash, double-check for gear &amp; missing items</i> )
8:00a	Wash Hands/Breakfast ( <i>Straub Outdoors staff on @ 8:30 am; school staff &amp; chaperones supervise students 7:00-8:30 am.</i> )
8:20a	School & Lodge Staff Announcements/Clean-Up
8:30a	Transition/Divide into Discovery Teams ( <i>Coyotes meet at the fireplace; Raccoons meet in the chapel.</i> )
8:45a	Morning Circle
9:15a	Coyotes   Patterns in Nature (Bilateral/Radial Symmetry) Lesson/Field Activity: Nature Mandala Activity ( <i>Creative Arts</i> )
	Raccoons   Field Activity: I'm Lichen The Air! ( <i>Life Science - Forest Ecology   Earth Science - Air Quality</i> )
10:00a	Restroom/Wash Hands/Snack/Hydration
10:15a	Raccoons   Patterns in Nature (Bilateral/Radial Symmetry) Lesson/Field Activity: Nature Mandala Activity ( <i>Creative Arts</i> )
	Coyotes   Field Activity: I'm Lichen The Air! ( <i>Life Science - Forest Ecology   Earth Science - Air Quality</i> )
11:00a	Closing Ceremony/Track Stamp SEL Prizes
11:15a	Sleeping Floor Inspections ( <i>led by school staff &amp; chaperones</i> ) /Students bring gear to main floor/Bus Arrives
11:30a	Restroom/Wash Hands/Load Bus ( <i>Sack lunches will be provided by the lodge meal service staff to take on the bus.</i> )
12:00p	Depart Camp



# Nature Academy

Outdoor School  
La Escuela al Aire Libre

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Learning together in nature!  
¡Aprendiendo juntos en la naturaleza!



## **Your students are about to have an exciting and safe learning adventure at Straub Outdoor School!**

This is an opportunity to explore local habitats and ecosystems, discover wildlife and native plants, and find out why Oregon is a special place for everyone who lives here today.

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**¡Su estudiante está a punto de tener una aventura de aprendizaje emocionante y segura en la escuela al aire libre!**

Esta es una oportunidad para explorar los hábitats y ecosistemas locales, descubrir la vida silvestre y las plantas nativas y descubrir por qué Oregón es un lugar especial para todos los que viven aquí hoy.





# Frequently Asked Questions

## Preguntas Comunes



- Where are the students going?
- How many adults will be there?
- What will the students learn?
- What clothing and outerwear does my child need?
- What if a child becomes injured or ill?
- Can I contact my child during outdoor school?
- What COVID precautions will be taken?
- ¿Adónde van los estudiantes?
- ¿Cuántos adultos estarán con los niños?
- ¿Qué aprenderán los estudiantes?
- ¿Qué ropa y capas necesita mi hijo?
- ¿Qué pasa si un niño se lesiona o enferma?
- ¿Puedo contactar a mi hijo durante la escuela al aire libre?
- ¿Qué precauciones de COVID se tomarán?



# Where are the students going?

## ¿Adonde van los estudiantes?

**Straub Outdoor School  
takes place in state  
parks and scenic camp  
facilities in Oregon.**



## **Drift Creek Camp**

(near Lincoln City)

**Straub Outdoor School  
se sucede en parques  
estatales y otras áreas  
naturales pintorescas  
en Oregon.**





# What will the students eat at outdoor school?

Students will bring their own sack lunch or the school will provide a lunch for them on the first day. (Check with your school this.) We provide all other meals, healthy snacks, and beverages.



# ¿Qué comerán los estudiantes en la escuela al aire libre?



Los estudiantes traerán su propia bolsa de almuerzo o Ofrecemos un refrigerio saludable y agua embotellada todos los días. Proporcionamos un refrigerio saludable por la mañana.

# How many adults will be at outdoor school?

## ¿Cuántos adultos estarán en la escuela al aire libre?

Straub Outdoors will provide two educators for each classroom or cohort of 20-35 students. We ask the school to provide two staff members or a teacher and an adult chaperones per classroom/group.

**The ratio of adults to students is typically 1:7 or four adults per classroom.**

Straub Outdoors proporcionará dos educadores para cada clase o cohorte de 20 a 35 estudiantes. También pedimos que la escuela proporcione dos miembros del personal o chaperones adultos por cada clase/grupo.

**La proporción de adultos por estudiantes es típicamente de 1:7 o cuatro adultos por salón de clases.**





# What will the students learn at outdoor school?

## ¿Qué aprenderán los estudiantes en la escuela al aire libre?



The lessons at outdoor school highlight ecology, which is the study of life in nature:

- **Freshwater Ecology** (streams, rivers and the importance of clean water for wildlife and human health)
- **Forest & Grasslands Ecology** (the animals and plants that live in forests and prairies)
- **Cultural Ecology** (how Indigenous and immigrant people care for the land and use natural resources)

Las lecciones en la escuela al aire libre destacan la ecología, que es el estudio de la vida en la naturaleza:

- **Ecología del agua dulce** (arroyos, ríos y la importancia del agua limpia)
- **Ecología de bosques y pastizales** (los animales y las plantas que viven en bosques y praderas)
- **Ecología cultural** (cómo la gente indígena e inmigrantes cuidan la tierra y utilizan los recursos naturales)



# What other activities happen at outdoor school?

## ¿Qué otras actividades suceden en la escuela al aire libre?

- Nature hikes
  - Outdoor games
  - Writing and drawing
  - Orienteering
  - Craft projects
  - Campfire programs
- 
- Caminatas por la naturaleza
  - Juegos al aire libre
  - Escribir y dibujar
  - Leer un mapa y usar una brújula
  - Proyectos artesanales
  - Programas de fogata



# What if a student becomes injured or ill?

## ¿Qué pasa si un estudiante se lesiona o enferma?

Our educators are First Aid certified. In the event of illness or injury at outdoor school, our staff will:

- **Administer minor first aid as needed**
- **Consult with your student's teacher**
- **Contact a parent/guardian if the situation is urgent**
- **Transport to a medical facility, if needed**

Nuestros educadores están certificados en Primeros Auxilios. En caso de enfermedad o lesión en la Escuela al aire libre, nuestro personal hará lo siguiente:

- **Administrar primeros auxilios menores.**
- **Consulte con el maestro del estudiante.**
- **Comuníquese con los padres si la situación es urgente.**
- **Transporte a un centro médico, si es necesario.**





# Can I contact my child at outdoor school?

## ¿Puedo contactar a mi hijo en la escuela al aire libre?



Outdoor school is an opportunity for students to learn and gain confidence.

**Please contact the school if you need to talk with your child.** The school will be able to contact your student's classroom teacher at any time during outdoor school.

La escuela al aire libre es una oportunidad para que los estudiantes aprendan y ganen confianza.

**Puede comunicarse con la escuela si necesita hablar con su hijo.** La escuela podrá comunicarse con el maestro del aula de su estudiante en cualquier momento durante la escuela al aire libre.

# What does my child need to wear?

## ¿Qué necesita llevar mi hijo/a?



long pants  
pantalones



fleece jacket or hoodie  
chaqueta de vellón o suéter



thick socks  
medias gruesas



rain jacket  
impermeable



hat  
gorro



rubber boots  
botas de goma



gloves  
guantes



# What COVID precautions will be implemented at outdoor school?

## ¿Qué precauciones de COVID se implementarán en la escuela al aire libre?

**Our educators are trained in COVID prevention measures to keep everyone safe and healthy at outdoor school.** We follow school and district health guidance, including COVID vaccinations, COVID testing, daily health checks, hand washing, sanitizing supplies and restrooms, and wearing masks, if applicable.

**Nuestros educadores están capacitados en medidas de prevención de COVID para mantener a todos seguros y saludables en la escuela al aire libre.** Seguimos las pautas de salud de la escuela y el distrito, incluidas las vacunas COVID, las pruebas COVID, los controles de salud diarios, el lavado de manos, los suministros y baños desinfectantes y el uso de máscaras, si corresponde.



# How is outdoor school funded?

## ¿Cómo se financia la escuela al aire libre?

Several years ago, Oregon voters decided that all Oregon 5th- or 6th-grade public school students should have the opportunity to participate in outdoor school and passed Ballot Measure 99, which provides funds from Oregon Lottery dollars.

**Every Oregon student attending a public or charter school in 5th OR 6th grade can now attend an Outdoor School program at no cost to schools. (Foundation grants are available for private schools.)**

Hace varios años, los votantes de Oregón decidieron que todos los estudiantes de quinto o sexto grado de Oregón deberían tener la oportunidad de participar en la escuela al aire libre y aprobaron la medida electoral 99, que proporciona fondos de dólares de la Lotería de Oregón.

**Todos los estudiantes de Oregón de quinto o sexto grado ahora tienen la oportunidad de asistir a un programa de escuela al aire libre sin costo alguno para las escuelas.**



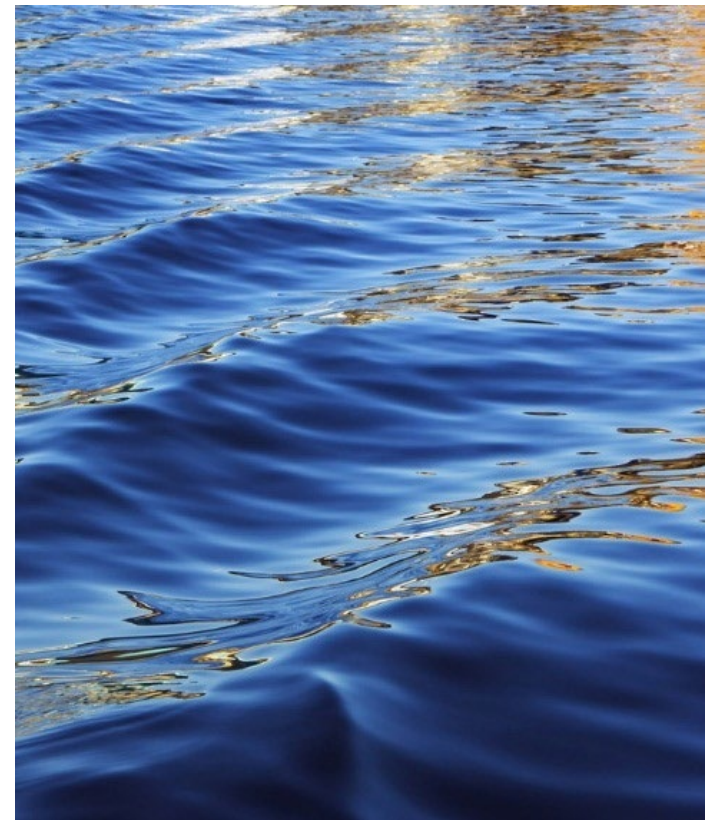




Outdoor school is safe, educational,  
and **FUN!**

¡La escuela al aire libre es segura,  
educativa y **DIVERTIDA!**

For more information, talk with your child's teacher or call  
us at 503-779-5227. Nosotros hablamos español. Correo  
electrónico: [Info@StraubOutdoors.org](mailto:Info@StraubOutdoors.org).







**Learning together in nature!**  
**¡Aprendiendo juntos en la naturaleza!**

COLTON SCHOOL DISTRICT  
2022-2023 FINANCIAL SUMMARY OF MAJOR CHANGES  
Regular Board Meeting – February 2022

GENERAL FUND (General Operations) -

- Resources – ODE has provided projections, which are reflected in the statements. A State School Fund estimate was revised November 2022. Other resources are actual year to date or estimates only.
- Expenditures – Most salaries and fixed costs for positions filled and paid. The statements also include all purchase orders approved and substitute costs are actual figures for 2022-23. The following explains the areas that exceed budget, (items in bold are in addition to previously reported).

1131 – Colton Virtual Academy Second Half of Year Tuition  
2543 – Contract services for grounds  
2620 – Bond Work

OTHER FUNDS –

- ATHLETICS-Reflects all athletic positions currently filled and funds collected year to date, with the detail by sport for your review.
- SPECIAL REVENUE-Represents grants awarded during this fiscal year or carried over from the prior year.
- FOOD SERVICE- The food service program represents dollars collected through current. Expenditures represent positions filled and current purchase orders. The last month ended with 30% of our students eligible for free or reduced pricing.
- DEBT SERVICE – Represents monies allocated from taxes for a general obligation bond passed in 2015.
- CAPITAL PROJECTS (BUS) - Represents monies transferred from General Fund and payment of outstanding debt on buses.

AUDIT - Our 21-22 annual was completed November 2022, it will be presented to the board by the March 2023 board meeting.

**GENERAL FUND  
STATEMENT OF RESOURCES  
FOR THE FISCAL YEAR 2022-23  
AS OF JANUARY 31, 2023**

<u>SOURCE</u>	<u>BUDGET</u>	<u>Y-T-D 1/31/2023</u>	<u>PROJECTED</u>	<u>TOTAL 1/31/2023</u>	<u>BALANCE OVER/(UNDER)</u>
<b>STATE SCHOOL SUPPORT FORMULA</b>					
1111 CURRENT YEAR'S TAXES	\$ 2,308,981.00	\$ 2,023,929.75	\$ 285,051.25	\$ 2,308,981.00	\$ -
1112 PRIOR YEAR'S TAXES	25,552.00	21,669.70	3,882.30	25,552.00	-
1114 PAYMENTS IN LIEU OF PROPERTY TAXES	-	1,224.07	-	1,224.07	1,224.07
1190 INTEREST ON TAX COLLECTIONS	5,000.00	1,888.53	3,111.47	5,000.00	-
2101 COUNTY SCHOOL FUND	-	-	-	-	-
3103 COMMON SCHOOL FUND	54,130.00	-	54,130.00	54,130.00	-
3101 STATE SCHOOL SUPPORT FUND	5,176,992.00	2,773,376.00	2,402,968.25	5,176,344.25	(647.75)
4801 FEDERAL FOREST FEES	-	-	-	-	-
<b>TOTAL SSF SOURCES</b>	<b>7,570,655.00</b>	<b>4,822,088.05</b>	<b>2,749,143.27</b>	<b>7,571,231.32</b>	<b>576.32</b>
<b>NON STATE SCHOOL SUPPORT FORMULA SOURCES</b>					
<b>LOCAL SOURCES</b>					
1510 INTEREST ON INVESTMENTS	20,000.00	25,394.66	4,605.34	30,000.00	10,000.00
1740 CO-CURRICULAR ACTIVITIES	-	-	-	-	-
1412 TRANSPORTATION REIMB - OTHER DISTRICTS	-	110.29	389.71	500.00	500.00
1910 RENTALS	5,000.00	1,000.00	4,000.00	5,000.00	-
1940 SERVICE PROVIDED OTHER LEAS	-	-	-	-	-
1980 FEES CHARGED TO GRANTS	-	1,537.06	4,462.94	6,000.00	6,000.00
1990 MISCELLANEOUS REVENUE	25,000.00	3,500.99	21,499.01	25,000.00	-
<b>TOTAL LOCAL SOURCES</b>	<b>50,000.00</b>	<b>31,543.00</b>	<b>34,957.00</b>	<b>66,500.00</b>	<b>16,500.00</b>
<b>OTHER SOURCES</b>					
2102 ESD FLOW THROUGH FUNDS	150,000.00	-	150,000.00	150,000.00	-
2199 OTHER INTERMEDIATE REVENUE	-	3,035.59	-	3,035.59	3,035.59
3299 STATE GRANTS	-	2,680.00	-	2,680.00	2,680.00
4500 FEDERAL REVENUE	-	3,300.00	-	3,300.00	3,300.00
5300 SALE/LOSS OF FIXED ASSETS	-	3,445.00	-	3,445.00	3,445.00
5400 BEGINNING CASH	2,099,605.00	1,985,025.98	-	1,985,025.98	(114,579.02)
<b>TOTAL OTHER SOURCES</b>	<b>2,249,605.00</b>	<b>1,997,486.57</b>	<b>150,000.00</b>	<b>2,147,486.57</b>	<b>(102,118.43)</b>
<b>TOTAL NON SSSF SOURCES</b>	<b>2,299,605.00</b>	<b>2,029,029.57</b>	<b>184,957.00</b>	<b>2,213,986.57</b>	<b>(85,618.43)</b>
<b>TOTAL RESOURCES</b>	<b>\$ 9,870,260.00</b>	<b>\$ 6,851,117.62</b>	<b>\$ 2,934,100.27</b>	<b>\$ 9,785,217.89</b>	<b>\$ (85,042.11)</b>



**GENERAL FUND  
STATEMENT OF EXPENDITUES COMPARED TO BUDGET  
FOR THE FISCAL YEAR 2022-23**

		ACTUAL			TOTAL	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
		Y-T-D					
		BUDGET	1/31/2023	ENCUMBERED	1/31/2023		
INSTRUCTION							
1111	ELEMENTARY PROGRAM K-5	\$ 1,326,937.53	\$ 545,858.99	\$ 777,309.82	\$ 1,323,168.81	3,768.72	99.72%
1121	MIDDLE SCHOOL - REGULAR	868,230.52	364,153.31	494,034.73	858,188.04	10,042.48	98.84%
1122	MIDDLE SCHOOL - CO-CURRICULAR	-	-	-	-	-	0.00%
1131	HIGH SCHOOL - REGULAR	1,681,307.46	835,491.90	1,179,186.86	2,014,678.76	(333,371.30)	119.83%
1132	HIGH SCHOOL - CO-CURRICULAR	25,009.70	12,110.50	12,728.03	24,838.53	171.17	99.32%
1150	TEXTBOOK ADOPTION	45,000.00	6,784.50	1,300.00	8,084.50	36,915.50	17.97%
1210	TALENT AND GIFTED	9,790.71	-	-	-	9,790.71	0.00%
1220	STUDENTS WITH DISABILITIES	138,000.00	54,298.48	81,258.60	135,557.08	2,442.92	98.23%
1250	RESOURCE ROOMS	703,317.38	305,518.11	395,449.38	700,967.49	2,349.89	99.67%
1281	PUBLIC ALTERNATIVE PROGRAMS	-	-	-	-	-	#DIV/0!
1291	ENGLISH SECOND LANGUAGE	42,144.52	23,920.74	16,450.68	40,371.42	1,773.10	95.79%
TOTAL INSTRUCTION		4,839,737.82	2,148,136.53	2,957,718.10	5,105,854.63	(266,116.81)	105.50%
SUPPORT SERVICES							
2114	STUDENT ACCOUNTING SYSTEM	18,000.00	-	-	-	18,000.00	0.00%
2115	ATTENDANCE/SECURITY	668.25	-	-	-	668.25	0.00%
2120	GUIDANCE SERVICES	25,829.46	10,591.69	14,531.51	25,123.20	706.26	97.27%
2134	HEALTH SERVICES	18,586.37	9,115.71	9,076.47	18,192.18	394.19	97.88%
2140	PSYCHOLOGICAL SERVICES	43,023.39	24,078.25	17,715.00	41,793.25	1,230.14	97.14%
2150	SPEECH PATHOLOGY & AUDITOLOGY	100,000.00	31,313.00	68,100.00	99,413.00	587.00	99.41%
2160	OTHER STUDENT SERVICES	55,000.00	11,384.00	41,335.00	52,719.00	2,281.00	95.85%
2190	SERVICE DIR, STUDENT SUPPORT	69,605.38	22,690.19	42,438.92	65,129.11	4,476.27	93.57%
2210	IMPROVEMENT OF INSTRUCTION	5,692.00	2,732.42	40.00	2,772.42	2,919.58	48.71%
2220	EDUCATIONAL MEDIA SERVICES	99,785.54	51,068.99	47,128.40	98,197.39	1,588.15	98.41%
2222	LIBRARY/MEDIA CENTER	2,484.70	1,330.13	1,141.85	2,471.98	12.72	99.49%
2225	TECHNOLOGY	20,853.90	9,943.64	7,340.58	17,284.22	3,569.68	82.88%
2230	ASSESSMENT & TESTING	9,506.95	2,497.94	3,530.06	6,028.00	3,478.95	63.41%
2240	STAFF DEVELOPMENT	20,000.00	12,992.00	-	12,992.00	7,008.00	64.96%

**GENERAL FUND  
STATEMENT OF EXPENDITUES COMPARED TO BUDGET  
FOR THE FISCAL YEAR 2022-23**

		ACTUAL		TOTAL 1/31/2023	BALANCE	--%--	
		Y-T-D			FAVORABLE/ (UNFAVORABLE)		
		BUDGET	1/31/2023	ENCUMBERED		COMMITTED	
SUPPORT SERVICES, CONTINUED							
2310	BOARD OF EDUCATION	68,070.00	55,227.22	11,770.15	66,997.37	1,072.63	98.42%
2321	OFFICE OF SUPERINTENDENT	226,971.53	132,998.14	92,929.09	225,927.23	1,044.30	99.54%
2410	OFFICE OF PRINCIPAL	774,281.20	418,529.95	353,028.67	771,558.62	2,722.58	99.65%
2521	FISCAL SERVICES	163,883.28	84,916.66	60,295.82	145,212.48	18,670.80	88.61%
2542	CARE AND UPKEEP OF BUILDINGS	892,226.15	553,035.84	334,390.07	887,425.91	4,800.24	99.46%
2543	CARE AND UPKEEP OF GROUNDS	35,000.00	47,314.57	63,123.23	110,437.80	(75,437.80)	315.54%
2552	TRANSPORTATION	575,475.99	243,784.90	330,736.88	574,521.78	954.21	99.83%
2558	SPECIAL ED TRANSPORTATION	122,057.14	46,412.48	70,107.36	116,519.84	5,537.30	95.46%
2620	DATA PROCESSING	-	33,827.50	31,302.50	65,130.00	(65,130.00)	#DIV/0!
2640	HUMAN RESOURCES	146,640.68	90,004.65	52,886.96	142,891.61	3,749.07	97.44%
2669	COMPUTER & TECHNOLOGY	140,000.00	53,435.40	86,513.19	139,948.59	51.41	99.96%
2680	Interpretation and Translation Services	500.00	-	-	-	500.00	0.00%
2700	EARLY RETIREMENT	8,530.00	5,491.33	2,704.69	8,196.02	333.98	96.08%
TOTAL SUPPORT SERVICES		3,642,671.91	1,954,716.60	1,742,166.40	3,696,883.00	(54,211.09)	101.49%
OTHER REQUIREMENTS							
4190	FACILITY IMPROVEMENTS	500,000.00	383,512.05	19,000.00	402,512.05	97,487.95	80.50%
5210	TRANSFER - FOOD SERVICE	50,000.00	-	-	-	50,000.00	0.00%
5210	TRANSFER - CAPITAL PROJECTS	80,826.00	80,826.00	-	80,826.00	-	100.00%
5210	TRANSFER - ATHLETICS	169,886.55	-	139,886.55	139,886.55	30,000.00	0.00%
5210	TRANSFER - TECHNOLOGY	70,000.00	-	70,000.00	70,000.00	-	0.00%
5400	PERS UAL Lump Sum Payment	-	-	-	-	-	100.00%
6110	CONTINGENCY	530,357.68	-	-	-	530,357.68	0.00%
TOTAL OTHER REQUIREMENTS		1,401,070.23	464,338.05	228,886.55	693,224.60	707,845.63	49.48%
TOTAL EXPENDITURES		\$ 9,883,479.96	\$ 4,567,191.18	\$ 4,928,771.05	\$ 9,495,962.23	\$ 387,517.73	96.08%

**ATHLETICS**  
**STATEMENT OF RESOURCES AND EXPENDITURES COMPARED TO BUDGET**  
**FOR THE FISCAL YEAR 2022-23**  
**AS OF JANUARY 31, 2023**

<u>SOURCE</u>	<u>BUDGET</u>	<u>Y-T-D</u> <u>1/31/2023</u>	<u>Encumbrances</u>	<u>TOTAL</u> <u>1/31/2023</u>	<u>BALANCE</u> <u>OVER/(UNDER)</u>
<b>RESOURCES</b>					
1702 PAY-TO-PARTICIPATE - CMS	\$ 10,600.00	\$ 250.00	\$ 10,350.00	10,600.00	-
1702 PAY-TO-PARTICIPATE - CHS	20,700.00	250.00	20,450.00	20,700.00	-
1703 GATE RECEIPTS	9,600.00	-	9,600.00	9,600.00	-
1704 MISC RECEIPTS	-	-	-	-	-
1920 DONATIONS	2,000.00	-	2,000.00	2,000.00	-
5200 TRANSFER FROM GENERAL FUND	169,886.55	-	139,886.55	139,886.55	(30,000.00)
<b>TOTAL RESOURCES (Line 1 - Line 5)</b>	<b>212,786.55</b>	<b>500.00</b>	<b>182,286.55</b>	<b>182,786.55</b>	<b>(30,000.00)</b>
<b>REQUIREMENTS</b>					
1122 MIDDLE SCHOOL - CO-CURRICULAR	50,464.31	23,909.61	6,187.44	30,097.05	20,367.26
1132 HIGH SCHOOL - CO-CURRICULAR	127,768.04	77,685.92	48,414.90	126,100.82	1,667.22
2552 TRANSPORTATION	34,554.20	10,209.21	-	10,209.21	24,344.99
<b>TOTAL REQUIREMENTS (Line 7 - Line 9)</b>	<b>212,786.55</b>	<b>111,804.74</b>	<b>54,602.34</b>	<b>166,407.08</b>	<b>46,379.47</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ (111,304.74)</b>	<b>\$ 127,684.21</b>	<b>\$ 16,379.47</b>	<b>\$ 16,379.47</b>



**COLTON SCHOOL DISTRICT  
ATHLETIC ANALYSIS BY SPORT CASH BASIS  
FOR THE FISCAL YEAR 2022-23**

		Pay-to-			Total	Salary,	Open		Transportation			Cost per
	Participation	Participate	Gate	Other	Resource	Benefits	Position	Non-Salary	(by mileage)	Total Cost	Net Cost	Participant
<b><u>High School</u></b>												
Athletic Director		\$ -	\$ -	\$ -	\$ -	\$ 11,509		\$ 26,233		\$ 37,741	\$ 37,741	
Football	34	-	-	-	-	9,863		11,140		21,003	21,003	618
Volleyball	23	-	-	-	-	5,800		3,363		9,163	9,163	398
Wrestling	17	-	-	-	-	4,018		3,568		7,586	7,586	446
Basketball - Boys	19	-	-	-	-	8,164		3,978		12,142	12,142	639
Basketball - Girls	13	-	-	-	-	7,264		3,301		10,564	10,564	813
Baseball		-	-	-	-	10,564		922		11,486	11,486	-
Softball		-	-	-	-	4,359		-		4,359	4,359	-
Track		-	-	-	-	6,707		-		6,707	6,707	-
Cross Country		-	-	-	-	-		-		-	-	-
Cheerleading	6	-	-	-	-	5,349		-		5,349	5,349	892
	112	\$ -	\$ -	\$ -	\$ -	\$73,597	\$ -	\$ 52,504	\$ -	\$ 126,101	\$ 126,101	
<b><u>Middle School</u></b>												
Athletic Director		\$ -	\$ -	\$ -	\$ -	2,050		1,346		\$ 3,396	\$ 3,396	
Football	20	-	-	-	-	3,414		8,611		12,025	12,025	601
Volleyball	29	-	-	-	-	3,156		503		3,659	3,659	126
Wrestling	10	-	-	-	-	1,807		339		2,145	2,145	215
Basketball - Boys	18	-	-	-	-	1,221		1,427		2,648	2,648	147
Basketball - Girls	10	-	-	-	-	2,406		8		2,414	2,414	241
Baseball		-	-	-	-	-		922		922	922	-
Softball		-	-	-	-	-		-		-	-	-
Track		-	-	-	-	2,792		95		2,887	2,887	-
		\$ -	\$ -	\$ -	\$ -	\$16,846	\$ -	\$ 13,251	\$ -	\$ 30,097	\$ 30,097	
<b><u>Other</u></b>												
Boosters, Donations, Passes				\$ -	\$ -					-	\$ -	
Totals		\$ -	\$ -	\$ -	\$ -	\$90,443	\$ -	\$ 65,755	\$ -	\$ 156,198	\$156,198	

**ALL FUNDS  
STATEMENT OF EXPENDITURES COMPARED TO BUDGET  
FOR THE FISCAL YEAR 2022-23  
AS OF JANUARY 31, 2023**

		Resources		EXPENDITURES			
Fund	Fund Title	Budget	TOTAL	Y-T-D	TOTAL	TOTAL	Balance
					ENCUMBERED		
204	TITLE I-A	72,300.00	72,300.00	38,328.83	33,970.33	72,299.16	0.84
226	TITLE IV-A	10,763.00	10,763.00	5,353.62	5,330.62	10,684.24	78.76
231	TITLE II-A	15,571.00	15,571.00	5,670.72	9,891.75	15,562.47	8.53
236	SRSA (FEDERAL) - IMPROVE INST	42,612.00	42,612.00	19,568.13	22,795.56	42,363.69	248.31
248	PRESCHOOL PROMISE GRANT	215,150.00	215,150.00	44,984.77	44,838.98	89,823.75	125,326.25
253	IDEA SEC 611	122,572.11	122,572.11	59,872.99	61,941.05	121,814.04	758.07
256	MULTI-TIERED SYSTEMS OF SUPPORT	19,926.31	19,926.31	12,241.03	7,486.93	19,727.96	198.35
260	STUDENT INVESTMENT ACCOUNT	726,254.33	726,254.33	442,744.63	257,506.83	700,251.46	26,002.87
261	CESD SIA FLOW THROUGH GRANT	69,465.00	69,465.00	35,593.36	5,163.53	40,756.89	28,708.11
262	MIDDLE SCHOOL TARGETED SUPPORT	40,946.01	40,946.01	20,523.49	19,783.46	40,306.95	639.06
263	EMERGENCY CONNECTIVITY FUND	100,248.20	100,248.20	47,088.75	-	47,088.75	53,159.45
264	ESSER (CARES) GRANT	227,602.00	227,602.00	52,070.57	7,902.18	59,972.75	167,629.25
265	ESSER SUMMER GRANT	164,045.21	164,045.21	48,038.88	1,740.78	49,779.66	114,265.55
266	RETENTION AND RECRUIT GRANT	70,168.09	70,168.09	52,219.88	-	52,219.88	17,948.21
270	CARL PERKINS	10,000.00	10,000.00	464.49	-	464.49	9,535.51
278	ASPIRE - GUIDANCE SERVICES	1,800.00	1,800.00	656.33	914.75	1,571.08	228.92
280	MEASURE 98 - HS GRADUATIO, READINESS	168,513.43	168,513.43	84,408.77	82,936.06	167,344.83	1,168.60
281	CTE - CAREER PATHWAYS	5,166.80	5,166.80	-	-	-	5,166.80
284	OUTDOOR SCHOOL	65,000.00	65,000.00	2,500.00	-	2,500.00	62,500.00
289	SMALL GRANTS	1,000.00	1,000.00	-	-	-	1,000.00
293	PLAYGROUND DONATIONS	426.54	426.54	-	-	-	426.54
296	E-RATE	110,022.00	110,022.00	51,325.29	-	51,325.29	58,696.71
297	TAP FACILITY AND LONG RANGE PLAN	45,000.00	45,000.00	-	25,000.00	25,000.00	20,000.00
298	SB1149 - CARE / UPKEEP OF BLDG	121,500.00	121,500.00	-	-	-	121,500.00
299	DONATIONS	14,400.00	14,400.00	6,532.83	7,570.06	14,102.89	297.11
	TOTAL	2,440,452.03	2,440,452.03	1,030,187.36	594,772.87	1,624,960.23	815,491.80

**FOOD SERVICE**  
**STATEMENT OF RESOURCES AND EXPENDITURES COMPARED TO BUDGET**  
**FOR THE FISCAL YEAR 2022-23**  
**AS OF JANUARY 31, 2023**

<u>SOURCE</u>	<u>BUDGET</u>	<u>YTD</u>	<u>PROJECTED</u>	<u>TOTAL</u> <u>1/31/2023</u>	<u>BALANCE</u> <u>OVER/(UNDER)</u>
<b>RESOURCES</b>					
1600 BREAKFAST AND LUNCH PROGRAM	\$ 67,000.00	\$ 11,559.45	\$ 55,440.55	\$ 67,000.00	-
1990 MISCELLANEOUS	-	-	-	-	-
3102 STATE LUNCH MATCH	2,000.00	-	2,000.00	2,000.00	-
3199 OTHER STATE FUNDS	3,500.00	15,909.88	2,090.12	18,000.00	14,500.00
4501 NATIONAL LUNCH SUBSIDY	80,000.00	12,461.58	67,538.42	80,000.00	-
4900 COMMODITIES	20,000.00	-	20,000.00	20,000.00	-
5200 TRANSFERS IN	50,000.00	-	50,000.00	50,000.00	-
BEGINNING CASH	47,999.94	165,508.80	(117,508.86)	47,999.94	-
<b>TOTAL RESOURCES (Line 1 - Line 8)</b>	<b>270,499.94</b>	<b>205,439.71</b>	<b>79,560.23</b>	<b>284,999.94</b>	<b>14,500.00</b>
<b>REQUIREMENTS</b>					
100/200 SALARIES/BENEFITS	139,599.94	51,362.47	61,634.80	\$ 112,997.27	\$ 26,602.67
300 PURCHASED SERVICES	3,900.00	6,577.09	395.96	6,973.05	(3,073.05)
400 SUPPLIES AND MATERIALS	102,000.00	32,896.72	97,297.14	130,193.86	(28,193.86)
500 CAPITAL OUTLAY	20,000.00	1,500.00	7,000.00	8,500.00	11,500.00
600 OTHER OBJECTS	5,000.00	3,804.07	-	3,804.07	1,195.93
<b>TOTAL REQUIREMENTS (Line 10 - Line 14)</b>	<b>270,499.94</b>	<b>96,140.35</b>	<b>166,327.90</b>	<b>262,468.25</b>	<b>8,031.69</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ 109,299.36</b>	<b>\$ (86,767.67)</b>	<b>\$ 22,531.69</b>	<b>\$ 22,531.69</b>



# FOOD SERVICE

## Eligibility

		Total				High School				Middle School				Elementary			
		Total	Free	Reduced	Paid	Total	Free	Reduced	Paid	Total	Free	Reduced	Paid	Total	Free	Reduced	Paid
September	2022	485	127	19	339	161	34	2	125	128	33	5	90	196	60	12	124
October	2022	487	119	17	351	162	30	1	131	127	30	4	93	198	59	12	127
November	2022	486	122	21	343	162	29	3	130	125	31	5	89	199	62	13	124
December	2022	488	125	21	342	161	29	3	129	126	32	5	89	201	64	13	124
January	2023	490	128	20	342	158	30	2	126	127	34	5	88	205	64	13	128
February	2023	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
March	2023	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
April	2023	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
May	2023	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
June	2023	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		2,436	621	98	1,717	804	152	11	641	633	160	24	449	999	309	63	

		Total				High School				Middle School				Elementary			
		Total	Free	Reduced	Paid	Total	Free	Reduced	Paid	Total	Free	Reduced	Paid	Total	Free	Reduced	Paid
September	2022	100%	26%	4%	70%	100%	21%	1%	78%	100%	26%	4%	70%	100%	31%	6%	63%
October	2022	100%	24%	3%	72%	100%	19%	1%	81%	100%	24%	3%	73%	100%	30%	6%	64%
November	2022	100%	25%	4%	71%	100%	18%	2%	80%	100%	25%	4%	71%	100%	31%	7%	62%
December	2022	100%	26%	4%	70%	100%	18%	2%	80%	100%	25%	4%	71%	100%	32%	6%	62%
January	2023	100%	26%	4%	70%	100%	19%	1%	80%	100%	27%	4%	69%	100%	31%	6%	62%
February	2023	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
March	2023	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
April	2023	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
May	2023	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
June	2023	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total		100%	25%	4%	70%	100%	19%	1%	80%	95%	20%	4%	71%	37%	31%	6%	0%

		Total				High School				Middle School				Elementary			
		Total	Free	Reduced	Paid	Total	Free	Reduced	Paid	Total	Free	Reduced	Paid	Total	Free	Reduced	Paid
September	2021	499	137	11	351	191	44	3	144	132	33	1	98	176	60	7	109
October	2021	476	93	6	377	169	25	4	140	124	25	1	98	183	43	1	139
November	2021	472	108	5	359	165	25	3	137	124	28	1	95	183	55	1	127
December	2021	472	111	5	356	166	25	3	138	124	29	1	94	182	57	1	124
January	2022	477	120	3	354	167	28	2	137	125	32	-	93	185	60	1	124
February	2022	468	117	3	348	165	28	2	135	121	30	-	91	182	59	1	122
March	2022	465	124	3	338	166	29	2	135	119	30	-	89	180	65	1	114
April	2022	464	124	3	337	168	31	2	135	118	30	-	88	178	63	1	114
May	2022	464	123	3	338	166	30	2	134	119	30	-	89	179	63	1	115
June	2022	462	124	3	335	165	30	2	133	119	30	-	89	178	64	1	113
Total		5,082	1,267	104	3,711	1,932	417	30	1,485	1,353	292	9	1,052	1,797	558	65	1,174

		Total				High School				Middle School				Elementary			
		Total	Free	Reduced	Paid	Total	Free	Reduced	Paid	Total	Free	Reduced	Paid	Total	Free	Reduced	Paid
September	2021	100%	27%	2%	70%	100%	23%	2%	75%	100%	25%	1%	74%	100%	34%	4%	62%
October	2021	100%	20%	1%	79%	100%	15%	2%	83%	100%	20%	1%	79%	100%	23%	1%	76%
November	2021	100%	23%	1%	76%	100%	15%	2%	83%	100%	23%	1%	77%	100%	30%	1%	69%
December	2021	100%	24%	1%	75%	100%	15%	2%	83%	100%	23%	1%	76%	100%	31%	1%	68%
January	2022	100%	25%	1%	74%	100%	17%	1%	82%	100%	26%	0%	74%	100%	32%	1%	67%
February	2022	100%	25%	1%	74%	100%	17%	1%	82%	100%	25%	0%	75%	100%	32%	1%	67%
March	2022	100%	27%	1%	73%	100%	17%	1%	81%	100%	25%	0%	75%	100%	36%	1%	63%
April	2022	100%	27%	1%	73%	100%	18%	1%	80%	100%	25%	0%	75%	100%	35%	1%	64%
May	2022	100%	27%	1%	73%	100%	18%	1%	81%	100%	25%	0%	75%	100%	35%	1%	64%
June	2022	100%	27%	1%	73%	100%	18%	1%	81%	100%	25%	0%	75%	100%	36%	1%	63%
Total		100%	25%	2%	73%	100%	22%	2%	77%	78%	1%	78%	100%	31%	4%	65%	

**DEBT SERVICE**  
**STATEMENT OF RESOURCES AND EXPENDITURES COMPARED TO BUDGET**  
**FOR THE FISCAL YEAR 2022-23**  
**AS OF JANUARY 31, 2023**

<u>SOURCE</u>	<u>BUDGET</u>	<u>Y-T-D</u> <u>1/31/2023</u>	<u>PROJECTED</u>	<u>TOTAL</u> <u>1/31/2023</u>	<u>BALANCE</u> <u>OVER/(UNDER)</u>
<b>RESOURCES</b>					
1111 CURRENT TAXES LEVY	\$ 189,987.00	\$ 166,074.30	43,912.70	\$ 209,987.00	20,000.00
1112 PRIOR TAXES LEVY	3,005.00	1,625.16	1,379.84	3,005.00	-
1190 INTEREST AND PENALTIES	500.00	140.90	359.10	500.00	-
1510 INTEREST EARNED	-	-		-	-
BEGINNING CASH	(12,310.00)	(30,578.90)	-	(30,578.90)	(18,268.90)
<b>TOTAL RESOURCES (Line 1 - Line 5)</b>	<b>181,182.00</b>	<b>137,261.46</b>	<b>45,651.64</b>	<b>182,913.10</b>	<b>1,731.10</b>
<b>REQUIREMENTS</b>					
610 PRINCIPAL PAYMENT	170,000.00	-	170,000.00	170,000.00	-
620 INTEREST PAYMENT	11,182.00	5,590.33	5,591.17	11,181.50	0.50
<b>TOTAL REQUIREMENTS (Line 7 - Line 8)</b>	<b>181,182.00</b>	<b>5,590.33</b>	<b>175,591.17</b>	<b>181,181.50</b>	<b>0.50</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ 131,671.13</b>	<b>\$ (129,939.53)</b>	<b>\$ 1,731.60</b>	<b>\$ 1,731.60</b>

**FUND 405 CAPITAL PROJECTS  
VEHICLE REPLACEMENT  
STATEMENT OF RESOURCES AND EXPENDITURES  
FOR THE FISCAL YEAR 2022-23  
AS OF JANUARY 31, 2023**

<u>SOURCE</u>	<u>BUDGET</u>	<u>Y-T-D 1/31/2023</u>	<u>PROJECTED</u>	<u>TOTAL 1/31/2023</u>	<u>BALANCE OVER/(UNDER)</u>
<b>RESOURCES</b>					
5200 TRANSFER FROM GENERAL FUND	\$ 80,826.00	\$ 80,826.00	-	\$ 80,826.00	\$ -
BEGINNING CASH	1.00	0.38	-	0.38	(0.62)
<b>TOTAL RESOURCES (Line 1 - Line 2)</b>	<b>80,827.00</b>	<b>80,826.38</b>	<b>-</b>	<b>80,826.38</b>	<b>(0.62)</b>
<b>REQUIREMENTS</b>					
VEHICLE PURCHASE	-	-	-	-	-
DEBT SERVICE (LEASE PAYMENTS)	80,827.00	80,826.00	-	80,826.00	1.00
<b>TOTAL EXPENDITURES (Line 4 - Line 5)</b>	<b>80,827.00</b>	<b>80,826.00</b>	<b>-</b>	<b>80,826.00</b>	<b>1.00</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ 0.38</b>	<b>\$ -</b>	<b>\$ 0.38</b>	<b>\$ 0.38</b>



# **SUPERINTENDENTS REPORT**

**FEBRUARY 2023**



# STUDENT FEEDBACK

*COLTON*



*VIKINGS*

# **Fall Parent/Caregiver Experience Survey Report**

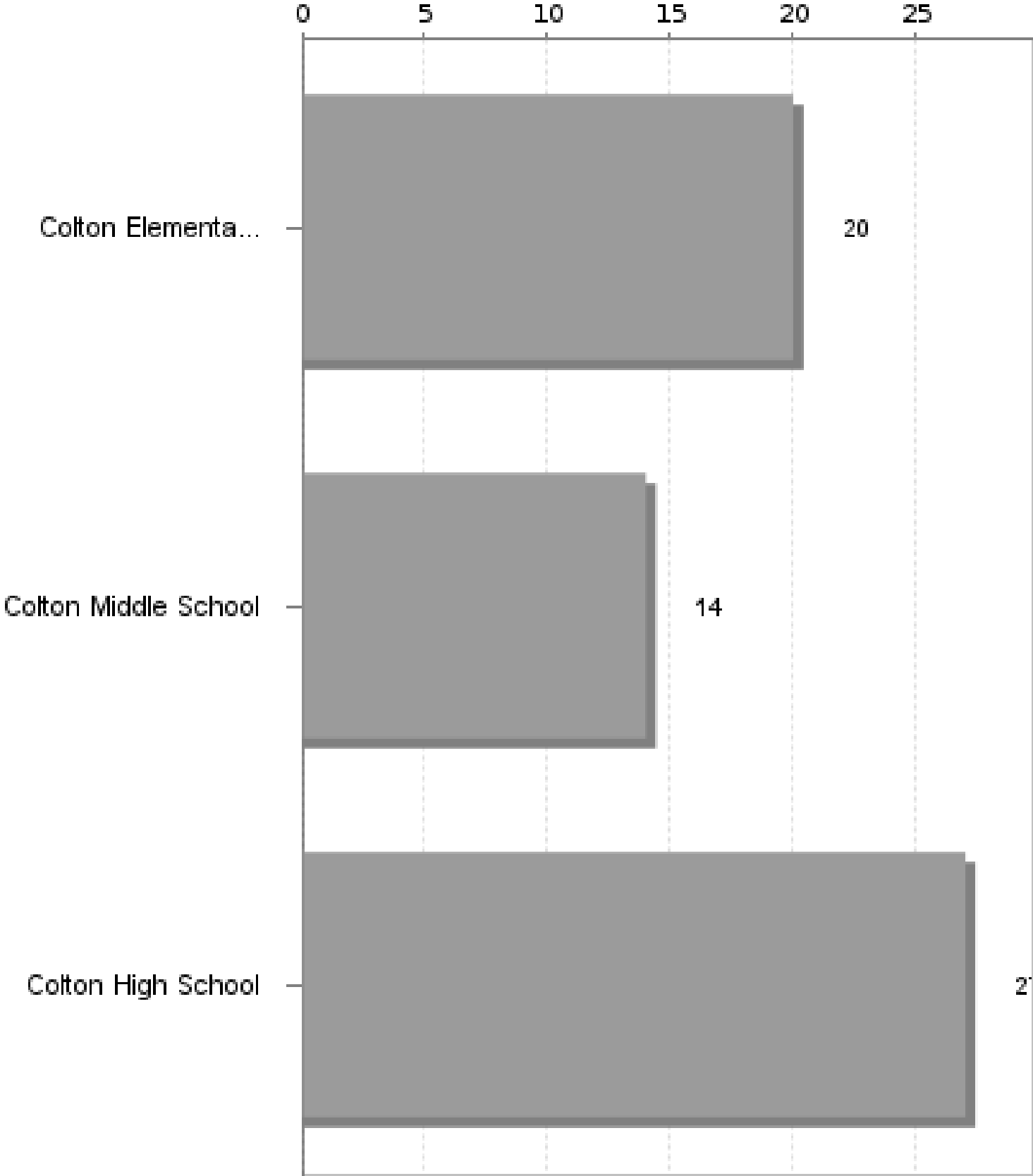
**The district's overall mean is 3.62 with a top box of about 25%.**

**61 parents participated in the survey administration.**

**The survey results show the highest item is “I am treated with respect at this school.” (4.02). The lowest item is “I receive positive phone calls, emails, or notes about my child from the school.” (2.97).**



# Parent Participation by School Attended by Child/Children.



I receive positive phone calls, emails, or notes about my child from the school.

13.12%

(8) Strongly Disagree

29.51%

(18) Disagree

18.03%

(11) Neutral

26.23%

(16) Agree

13.12%

(8) Strongly Agree

61 Total

2.9 Overall Question Score out of 5

**I am treated with respect at this school.**

**1.64%**

**(1) Strong Disagreement**

**6.56%**

**(4)**

**18.03%**

**(11)**

**36.07%**

**(22)**

**37.71%**

**(23) Strong Agreement**

**61 Total**

**4.02 out of 5**



# **Opportunities**

**Our students told us that we can improve in creating an environment where they like coming to school each day, students are nice to one another and they feel like they belong at school.**

**Our parents report that we could provide more positive messages and regular feedback regarding their children and to be more consistent in enforcing rules at school.**

**Our staff reports that they believe that resources could be more effectively used at the district and site level and we can improve organization-level communication.**

# **Strengths**

**Our students report that they believe learning is important at school, they feel safe on our buses and know how to get help when they need it.**

**Our parents report that they feel respected at the school, the schools are well maintained and clean and that staff have genuine concern for their children.**

**Our staff reports that they feel their supervisor is concerned for their welfare, they are proud to work in Colton and feel their work has a positive impact on others.**

# LEGISLATURE

## CHALLENGES

**HISTORIC TURNOVER IN THE LEGISLATURE  
(ROUGHLY A 1/3 TURNOVER) – ONCE IN A  
GENERATION TYPE OF SHIFT**

**DAS' CSL CALCULATION FOR THE STATE  
SCHOOL FUND = \$9.52 BILLION, COUPLED  
WITH THE EXPIRATION OF FEDERAL FUNDS  
AND PENDING FISCAL CLIFF**

**STAFFING SHORTAGES – BOTH LICENSED AND  
CLASSIFIED  
POLITICAL PRESSURES ON “LOCAL CONTROL”**

# **OPPORTUNITIES**

**NEW GOVERNOR AND NEW LEGISLATIVE LEADERSHIP –  
OPPORTUNITIES TO BUILD NEW RELATIONSHIPS AND  
PRIORITIZE K-12**

**COALITION ADVOCACY IN SUPPORT OF STATE  
SCHOOL FUND;**

**SECURING ADDITIONAL FUNDING TO ADDRESS THE  
EMOTIONAL NEEDS OF OUR STUDENTS, SUMMER LEARNING  
LOSS, AND WORKFORCE CHALLENGES**

**POLITICAL LEADERSHIP IS COMMITTED TO AN  
EDUCATOR WORKFORCE PACKAGE**

**LEADING THE WORK TO RESTORE TRUST IN, AND  
SHAPE, PUBLIC EDUCATION IN A POST-COVID  
ENVIRONMENT**



# WORK SESSION

# FEBRUARY 27TH

5:30PM



# STRATEGIC PLANNING

ODE's Integrated Plan

Changes Ahead

## Goals

**Quality Instruction with Professional Learning**

**Reading on track by 3rd grade and seeing growth beyond**

**Well - Rounded, Character Driven Students**

# **ScoreCardPerformance Metrics**

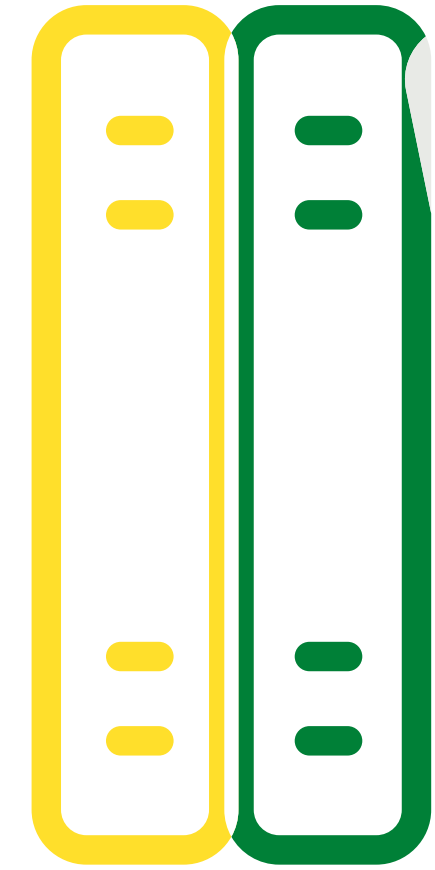
Attendance

3rd Grade Reading

9th Grade on Track

4 Yr Grads

5 Yr Completers



**THANK YOU**



# **COLTON SD 53**



## 2023 Integrated Application Presentation

# Contents

---

- Purpose of Presentation
- Background & Context
- Planning Team
- Plan Inputs
- Plan Overview
- What's Next

# Purpose for Presentation

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- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To introduce to the board and reach approval in March



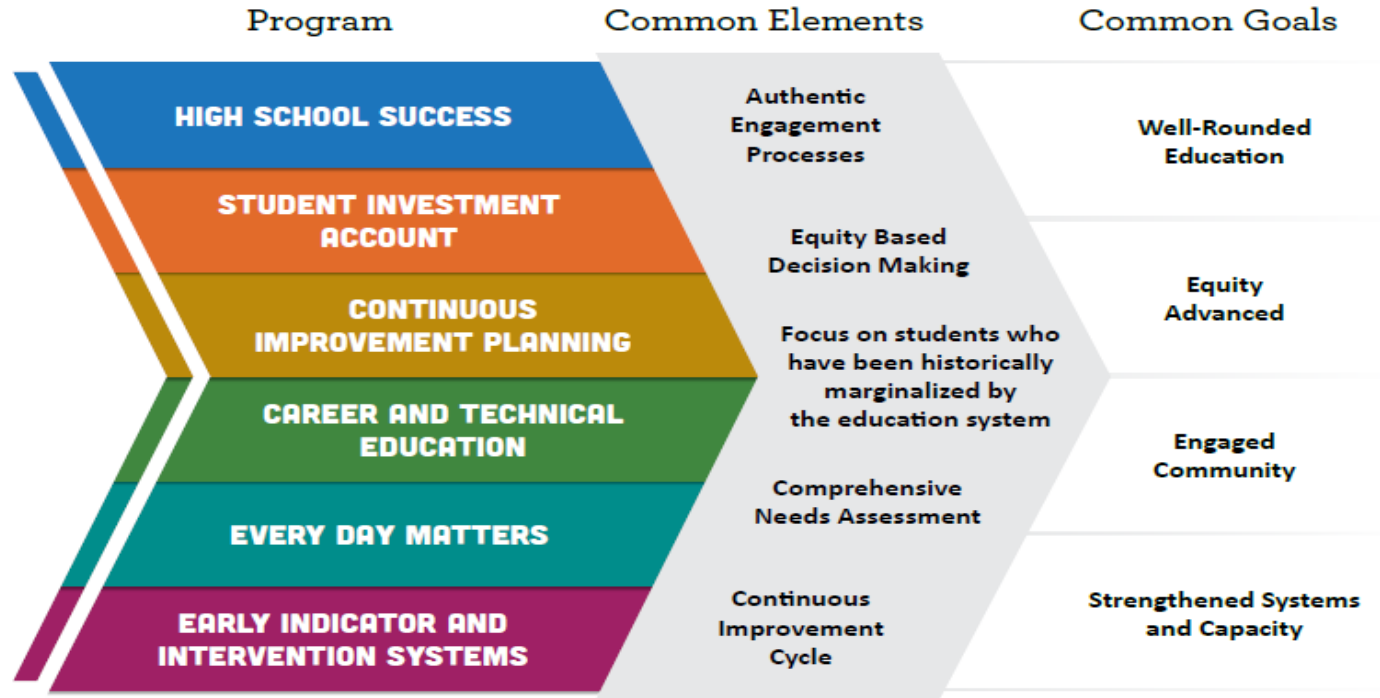
# Background



- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for 6 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 (EiIS)** - 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.

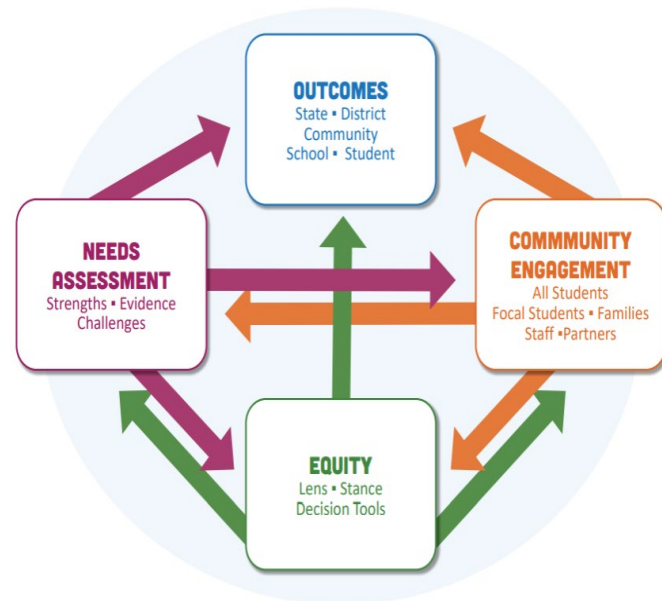
# Meet our Planning Team Members

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- Building Level Meetings
- District Level Meetings
- Focal Group Meetings
- Focus Group Interviews

# Required Planning Processes

- Use of an decision making lens
- Community engagement
- Comprehensive Needs Assessment
- Consider the Oregon Quality Education Model and Student Success Plans
- 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





# Our Plan

These priorities emerged:

Seek out feedback ( Students, Parents, Community, Staff)

Strategic Planning

# Our Plan

Our intended outcomes:

- Goal #1-hiring/development/success of teachers
- Goal #2 Reading by 3rd grade (and ongoing academic)
- Biggest goal (#3), well rounded, whole child, employability

# Our Plan

These key strategies will help us achieve our intended outcomes:

- Start analysis of data gathered from community engagement
- Create Cross-Functional Teams to assess areas for improvement (MTSS, Mental Health)
- Discuss process for ensuring evidence of engaging focal student populations in the artifacts collected, beginning with chronic absenteeism and chronic tardies.
- Design a needs assessment process
- Discuss with cross-functional teams the needs to assess

# Our Plan

Key Investments:

Student Support

Student Career Investment



# Our Plan - Tiered Approach

Tiers of Planning & Budgeting allow for nimble course changes that have been pre-considered but aren't within the current budget parameters.

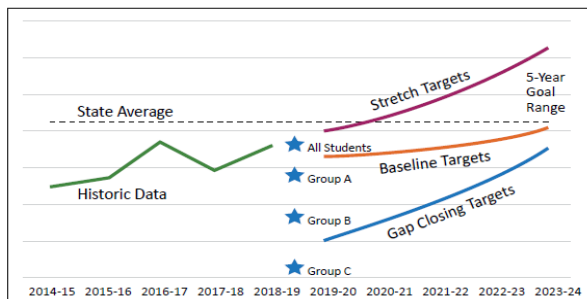
In our district, these additional strategies and activities are possible if we move to another tier in our plan:

# How the State understands success

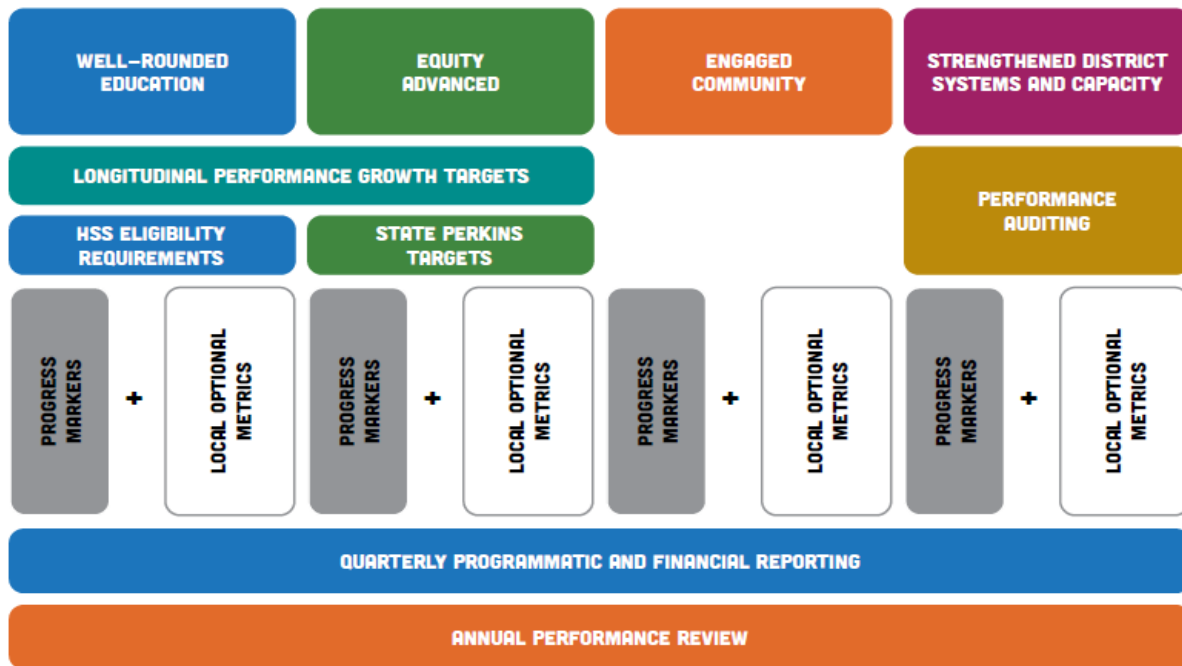
## SUMMARY OF PERFORMANCE MEASURES

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



Oregon Department of Education



# Longitudinal Performance Growth Targets (LPGTs)

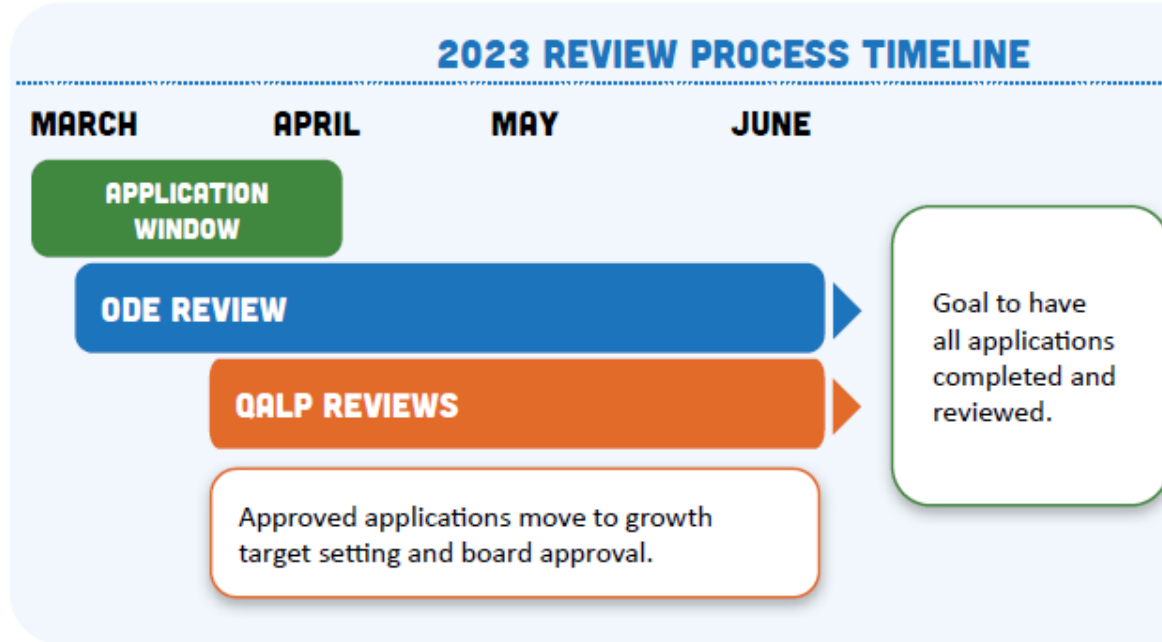
**ODE shall collaborate with the grant recipient to develop applicable Longitudinal Performance Growth Targets, based on:**

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Use the following applicable metrics for the overall population and disaggregated:
  - **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**
  - Other local metrics may be used to develop applicable performance growth targets.



Referred to as  
"5 Common Metrics"

# What Happens Next?





# Questions & Comments



**COLTON SCHOOL DISTRICT**  
**2023-2024 CALENDAR - DRAFT**

JULY						
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- 5 I Inservice Day
- 6 W Workday
- 6 I/W Inservice/Workday
- 1 FW Flex Workday
- 1 AL All Staff Inservice Day
- H Holiday
- C Conference Day
- Non-School Day
- Instructional Day
- G High School Graduation

**CONFERENCES**

11/20/23	Grades 6-12: 12:00 - 8:00 pm drop in	K-5 by appt.
11/21/23	Grades 6-12: 8:00 - 4:00 pm drop in	K-5 by appt.
04/11/24	Grades 6-12: 12:00 - 8:00 pm drop in	K-5 by appt.
04/12/24	Grades 6-12: 8:00 - 4:00 pm drop in	K-5 by appt.

Open House/Parent Night

CES

CMS

CHS

Winter Break

December 18th - January 2nd

Spring Break

March 25-th - 29th

CMS 8th Gr. Recognition Last Day of School

High School Graduation June 8th

**COLTON SCHOOL DISTRICT**  
**2024-2025 CALENDAR**

JULY						
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APRIL							17
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Open House/Parent Night

144

CES

CMS

CHS

Winter Break

December 23rd - January 6th

Spring Break

March 24th - 28th

CMS 8th Gr. Recognition Last Day of School

High School Graduation June 7th

**COLTON SCHOOL DISTRICT NO. 53  
CLACKAMAS COUNTY, OREGON  
RESOLUTION NO. 2023-02**

**A RESOLUTION OF THE BOARD OF DIRECTORS OF THE COLTON SCHOOL DISTRICT NO. 53, CLACKAMAS COUNTY, OREGON, CALLING A DISTRICT MEASURE ELECTION TO SUBMIT TO THE ELECTORS OF THE DISTRICT THE QUESTION OF CONTRACTING GENERAL OBLIGATION BONDED INDEBTEDNESS IN ONE OR MORE SERIES IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$8,000,000 TO FINANCE THE COSTS OF CAPITAL CONSTRUCTION AND CAPITAL IMPROVEMENTS; DECLARING INTENT TO REIMBURSE EXPENDITURES; DESIGNATING AN AUTHORIZED REPRESENTATIVE AND DELEGATING RESPONSIBILITIES; AND RELATED MATTERS.**

**WHEREAS**, the Board of Directors (the “Board”) of the Colton School District No. 53, a municipal corporation of the State of Oregon (the “District”), has determined that a need exists for the District to finance the capital costs as more fully described in the Notice of Measure Election attached hereto as Exhibit A (the “Notice”) and to pay bond issuance costs (collectively, the “Project”); and

**WHEREAS**, the costs of the Project are estimated to not exceed \$12,000,000; and

**WHEREAS**, the District has been awarded a grant of \$4,000,000 by the Oregon Department of Education, pursuant to which grant moneys will only be available if the District is successful in seeking approval of general obligation bonds to finance the remaining portion of the Project; and

**WHEREAS**, Oregon Revised Statutes Section 328.205, as amended (the “Act”), subject to voter approval, authorizes the District to contract bonded indebtedness to provide funds to finance the costs of the Project; and

**WHEREAS**, the District expects to incur capital expenditures (the “Reimbursement Expenditures”) in connection with costs related to the Project prior to the issuance of tax-exempt obligations (the “Bonds”) to finance such Project; and

**WHEREAS**, the District reasonably expects that the Bonds will be issued in an amount not to exceed \$8,000,000 and that certain of the proceeds of such Bonds will be used to reimburse the Reimbursement Expenditures; and

**WHEREAS**, Section 1.150-2 of the Treasury Regulations (the “Treasury Regulations”) requires the District to declare its reasonable official intent to reimburse prior expenditures for the Project with proceeds of a subsequent borrowing.



**NOW, THEREFORE, BE IT RESOLVED BY THE COLTON SCHOOL DISTRICT NO. 53:**

1. A measure election is hereby called for the purpose of submitting to the electors of the District the question of contracting general obligation bonded indebtedness in one or more series in the name of the District in an aggregate principal amount not to exceed \$8,000,000. Proceeds of the Bonds will be used to finance the Project. Any series of Bonds would mature over a period of not to exceed twenty-one (21) years from the date of issuance.

2. The measure election hereby called shall be held in the District on the 16th day of May 2023. As authorized by the county clerk of Clackamas County, Oregon (the "County"), and the Oregon Secretary of State, the election shall be conducted by mail pursuant to ORS 254.465 and ORS 254.470.

3. The District authorizes the Superintendent, the Business Manager or each of their respective designees (each an "Authorized Representative") to act on behalf of the District and take such further action as is necessary to carry out the intent and purposes herein in compliance with the applicable provisions of law.

4. The Authorized Representative shall cause to be delivered to the Election Officer of the County (the "Election Officer"), the Notice as approved and filed by the Authorized Representative of the District, not later than February 24, 2023, on Form SEL 805. The Election Officer is hereby requested to publish the Notice in the next available edition of the *Molalla Pioneer*, in Molalla, Oregon, or in some other newspaper of general circulation within the District, and a notice of receipt of the ballot title including notice that an elector may file a petition for review of the ballot title not later than the seventh (7th) business day after the title is filed with the Election Officer.

5. Not sooner than after the completion of the ballot title challenge process provided for pursuant to ORS 255.155 and not later than March 16, 2023 (61 days prior to the election date as required by ORS 255.085), the Authorized Representative shall cause to be delivered to the Election officer the Notice, on Form SEL 803.

6. If the County prepares a voters' pamphlet for the May 16, 2023 election, the Authorized Representative shall cause to be delivered to the Elections Official, an Explanatory Statement which shall be approved and filed by the Authorized Representative at the time of filing Form SEL 803 pursuant to paragraph 5 above.

7. The District hereby declares its official intent to reimburse itself with the proceeds of the Bonds for any of the Expenditures incurred by it prior to the issuance of the Bonds.

8. The law firm of Orrick, Herrington & Sutcliffe LLP, is hereby appointed to serve as bond counsel with respect to the Bonds, and Piper Sandler & Co. is hereby appointed to serve as underwriter with respect to the Bonds. The District will pay the fees and expenses of bond counsel and underwriter from Bond proceeds.

9. This resolution shall take effect immediately upon its adoption by the Board.

ADOPTED by the Board of Directors of the Colton School District No. 53, Clackamas County, Oregon, this 13th day of February 2023.

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

## **EXHIBIT A**

### **NOTICE OF DISTRICT MEASURE ELECTION**

<b>Date of Notice</b>	<b>Name of District</b>	<b>Name of County</b>	<b>Date of Election</b>
	Colton School District	Clackamas	May 16, 2023

**CAPTION:** (10 Word Limit; Current Word Count=10)

Bonds to renovate District facilities and improve safety and security.

**QUESTION:** (20 Word Limit; Current Word Count=17)

Shall District issue \$8,000,000 in bonds to renovate schools and improve safety and security at school facilities? If the bonds are approved, they will be payable from taxes on property or property ownership that are not subject to the limits of sections 11 and 11b, Article XI of the Oregon Constitution.

**SUMMARY:** (175 Word Limit; Current Word Count=175)

Colton School District has been awarded \$4,000,000 State grant which will be available only if the bonds are approved. If the bonds are not approved, the grant could go to another district.

Bond and grant funds to finance:

- Construction of a new Career and Technical Education shop facility
- Classroom Heating, cooling & ventilation improvements and LED lighting upgrades
- Exterior repairs to existing school buildings such as new siding, windows and entries
- Remodeling of core classrooms to accommodate expanded curriculums
- Repurposing common spaces to provide student social interaction areas
- School safety, security and ADA upgrades
- Improvements to school district grounds, sports fields and infrastructure
- New interior finishes such as carpet and paint
- Paying costs of the Project including costs of issuance of bonds

District would establish a citizen oversight committee to ensure proceeds are used for purposes indicated.

Bonds would mature within 20 years from issuance. Estimated increase over FY 2023 bond tax rate is \$0.78 per \$1,000 assessed property value. Actual levy rate may differ due to changes in interest rates and assessed value.



# Colton School District 53

Code: JECB  
Adopted: 10/08/07  
Readopted: 6/11/18; 5/13/19  
Orig. Code: JECB

## Admission of Nonresident Students

The district may enroll nonresident students as follows:

1. **Interdistrict Transfer Agreement.** By written consent of the affected school boards, the student becomes a resident student of the attending district thereby allowing the attending district to receive State School Fund moneys;
2. **Tuition Paying Student.** By admitting nonresident student with tuition, whereby neither affected districts are eligible for State School Fund moneys;
3. **Court Placement.** If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board may, based on district criteria, deny admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

### **Consent for Admission of a Nonresident Student by Interdistrict Transfer or Consent for Admission of a Tuition Paying Student**

Annually, by March 1st, the Board shall establish the number of student transfer requests into the district, and out of the district, to which consent will be given for the upcoming school year.

The Board may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individualized education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.

The Board may ask for the student's name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (see the following paragraph for priorities), information about which schools the student prefers to attend, and whether the student is currently expelled.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; who previously received consent for admission because of a change in legal residence; or who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student the Board must provide a written explanation to the student.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as a criteria for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for those students on an IEP.

END OF POLICY

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**Legal Reference(s):**

[ORS 327.006](#)

[ORS 329.485](#)

[ORS 335.090](#)

[ORS 339.115 - 339.133](#)

[ORS 339.141](#)

[ORS 339.250](#)

[ORS 343.221](#)

[ORS 433.267](#)

[OAR 581-021-0019](#)

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[ORS 343.221](#)

[ORS 433.267](#)

[OAR 581-021-0019](#)

### **Request for Fixed Assets Disposal**

As per board policy DN, we request for the below fixed assets to be declared as surplus and authorize its disposal. These items are no longer useable due to the auto expiration by the manufacturer which expired June 2022. Our online learning platforms and Google Chrome are no longer supported by these versions and these Chromebooks will not allow any further updates.

200+ Dell Chromebook 11 (3120)

200+ Dell Chromebook 11 (3180)