

Nestucca Valley School District

Nestucca High School

34660 Parkway Dr ♦ Cloverdale, Oregon 97112 ♦ (503) 392-3194

Board of Director's Meeting

January 11, 2023

5:00 pm – Executive Session

6:00 pm - Public Session

Join Zoom Meeting

<https://us02web.zoom.us/j/83454163894?pwd=T2ZialZhKzZ2UzFZZm4xNUw3VmJlQT09>

Meeting ID: 834 5416 3894

Passcode: 810380

AGENDA

The Nestucca Valley School Board encourages public input. Persons wishing to address the Board on school related issues, are invited to do so, either when the item is presented on the agenda, or under the "Public Comments" section. In the interest of time and order, presentations from the public are limited to three (3) minutes per person, and the total time for individual agenda items shall not exceed twenty (20) minutes. An individual speaker's allotted time may not be increased by a donation of time from members of the public in attendance. If you wish to speak under Public Comments, please complete a Public Comment Form and turn it in to the Assistant to the Superintendent. The Board requests complaints or charges against an employee be held in Executive Session. Individuals who require disability-related accommodations or modifications to participate in the Board meeting should contact the Superintendent in writing prior to the meeting.

1.0 OPENING BUSINESS—High School Cafeteria—5:00 pm

1.1 Call to Order

1.2 Public Comment on Executive Session Topics

1.3 Convene to Executive Session Pursuant to:

(ORS 192.660(2)(i)) To review and evaluate the employment related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing.

2.0 EXECUTIVE SESSION- High Scholl Conference Room

2.1 Pursuant to ORS 192.660 (2) (i)

To review and evaluate the employment related performance of the chief executive officer of any public body, a public office, employee or staff member who does not request an open hearing.

2.3 Return to Public Session

3.0 OPENING OF PUBLIC SESSION—High School Cafeteria 6:00 pm

3.1 Public Session Call To Order

3.2 Flag Salute

3.3 Attendance:

___ Linda Fielder Board Vice Chair

___ Bill Hagerty

___ Diane Boisa

___ Shane Stuart-Board Chair

___ Joseph Boyd

___ Misty Wharton, Superintendent

___ Ken Richwine, High School Principal

___ Chad Holloway, Administrator of Facilities and Alternative Education

___ Megan Kellow, Special Programs Administrator

___ Kristina Albin, K8 Director

Approval of Agenda –January 11, 2023

Recommendation: Approval of Agenda

MOTION: _____ 2nd: _____ AYES: _____ NOES: _____ ABSTAIN: _____

4.0 COMMUNITY/SCHOOL PRESENTATIONS

Student Presentation

Board of Directors Appreciation

5.0 PUBLIC COMMENT

***Opportunity for Citizens to address items not on the Agenda. Persons wishing to address the Board on any school related issue not listed elsewhere on the agenda are invited to do so now. Board Members are limited, but not required, to give a brief response to public statements or questions regarding non-agenda items.*

6.0 CONSENT AGENDA—consolidated motion

***The purpose of the Consent Agenda is to expedite action on routine agenda items. These items will be acted upon with one motion, second and approval of the Board, unless a member of the board or public wishes to pull the item for individual discussion and action. All matters listed under Consent Agenda are those on which the board has previously deliberated or can be classified as routine items of business. **There will be no separate discussion of these items prior to the vote by the Board unless members of the Board, staff, or public request specific items to be discussed or pulled from the Consent Agenda.** Members of the public who wish to speak on an item must first fill out a public comment card.*

6.1 Board Minutes from December 7, 2022 (Attachment 6.1)

6.2 December 2022 Financial Report (Attachment 6.2)

6.3 Ratification of Employment (Attachment 6.3)

6.4 Quarterly Statement of Assurance (Attachment 6.4)

MOTION: _____ 2nd: _____ AYES: _____ NOES: _____ ABSTAIN: _____

7.0 ACTION /DISCUSSION

7.1 Recommendation: Approve- Nestucca Valley School District Budget Calendar for the 2023/24SY

(Attachment 7.1)

Explanatory Statement: Annual budget meetings

MOTION: _____ 2nd: _____ AYES: _____ NOES: _____ ABSTAIN: _____

7.2 Recommendation: Approve- - 2023-2024 NWRESD Local Service Plan (Attachment 7.2)

Explanatory Statement: This is our annual process of agreeing to participate in the NWRESD Local Service Plan.

MOTION: _____ 2nd: _____ AYES: _____ NOES: _____ ABSTAIN: _____

7 INFORMATION/ DIRECTOR QUESTIONS

- 8.1 Admin Reports (Attachment 8.1)
- 8.2 Board of Directors Update
- 8.3 Board Governance Protocols

9.0 FURTHER BUSINESS

10.0 ADJOURNMENT

Any documents that are public records and are provided attachments to public session items on this agenda are accessible to the public on the District’s Website, with the exception of documents provided at the time of the meeting. Documents that are public records, and are provided at the time of the meeting to a majority of the Board regarding a public session item, will be made available for public inspection upon request to the Superintendent’s Assistant.

Board of Director's Meeting

Minutes – December 7, 2022

OPENING OF PUBLIC SESSION

Opening business was called to order by Board Chair Stuart at 5:30pm.

There were no public comments on Executive Session topics. The Board and Administration convened to the High School conference room for Executive Session at 5:30pm.

EXECUTIVE SESSION

Pursuant to ORS 192.660(2) (f) – Session to consider records exempt by law from public inspection.

Executive Session concluded at 5:54 pm.

OPENING OF PUBLIC SESSION

The meeting was called to order by Board Chair Stuart at 6:00 pm. Board Chair Stuart led the Pledge of Allegiance.

Attendance:

- X - Shane Stuart-Board Chair
- X - Linda Fielder-Board Vice Chair
- X - Bill Hagerty-Not present
- X - Diane Boisa
- X - Joseph Boyd
- X - Misty Wharton, Superintendent
- X - Ken Richwine, High School Principal – Not present
- X - Chad Holloway, Administrator of Facilities and Alternative Education – Not present
- X - Megan Kellow, Special Programs Administrator – Not present
- X – Kristina Albin, K8 Director – Not present

Patrons, Students and Staff: Bronson Gaine, Natasha Durgan, April Bailey

Approval of Agenda – December 7, 2022

MOTION: Diane Boisa 2nd: Linda Fielder AYES: 4 NOES: 0 ABSTAIN: 0

COMMUNITY/SCHOOL PRESENTATIONS

Student body president, Bronson Gaine, said the students are all really looking forward to getting their new mascot suit. It has an estimated time of arrival for some time in February, he said. They are also looking forward to working with the middle school student council to show them about the process and allow a smooth transition to High School. Next week is spirit week and the students are excited. Bonson said he didn't have any other updates and asked the board if they had any questions?

The Board did not have any questions for Bronson. Mr. Stuart did however want to congratulate the student body for a great football, volleyball and cross country season, as all the teams made it to state this year. Bronson thanked Mr. Stuart and said it was amazing playing on the new turf field.

Superintendent Wharton talked about the annual report for the Student Investment Account. Funds went towards school counselors, preschool program and a K-5 Science program. In the past, we only had one counselor in district. We now have 2.5 counselors in district. Previously we did not have a science program for our K-5 students and now we do, she added.

PUBLIC COMMENT

April Bailey wished to speak about Action item (7.1) regarding the Community Health Center planning. The connection was poor via Zoom so we looped back to April at the end of the meeting with a much better connection. April said that she, as well as other community members, are concerned with the idea of a school based health center. April said she appreciates what the district and potential partners are trying to do, however, she feels that the school should be more focused on education and less on health care.

Mr. Stuart thanked April for her comments.

CONSENT AGENDA – consolidated motion

- Board Minutes from November 9, 2022
- November 2022 Financial Report
- Ratification of Employment

MOTION: Joseph Boyd 2nd: Diane Boisa AYES: 4 NOES: 0 ABSTAIN: 0

ACTION /DISCUSSION

7.1 **Recommendation:** Approve –Endorsement of working in good faith with county partners to create a Community Health Center that serves the NVSD students and community.

Attachment 7.1 outlines the planning process and findings so far. The OHA grant process has given us two years to determine the health needs of students for a student based health center. The concern is that a student only health center would not be sustainable. The school district asked Adventist Health, the Tillamook Health Department and Tillamook Family Counseling to the table to discuss the possibility of a health center that served all of south county. This action would not be a yes for the clinic, but a yes to continue the planning stages to see if it would be feasible.

Diane Boisa said she has been serving on the Nestucca health planning committee. She said she is thrilled with all the work that Mr. Holloway has done and all the people on the committee. There is such a need in south county, she said.

Mr. Stuart commented that we are very limited on healthcare and dental and not everyone has the capability to travel to Lincoln City, Salem or Portland. If we can get all the players working together to determine if this is a viable plan, he thinks it's a great idea.

Mrs. Wharton said the mission statement would include meeting the needs of the whole community, regardless of ability to pay, and that no one would get turned away.

MOTION: Diane Boisa 2nd: Linda Fielder AYES: 4 NOES: 0 ABSTAIN: 0

INFORMATION / DIRECTOR QUESTIONS

Superintendent Wharton explained the absence of most of the administrative team this evening. There are administrative reports included in the board packet, she said.

Mrs. Wharton said the Superintendent evaluation meeting will be coming up next month.

Linda Fielder shared that she and Diane Boisa, were able to attend the OSBA conference. She was able to hear Mrs. Wharton and Mr. Holloway presenting on the Nestucca K8 expansion. She said they were very informative and inspired other school districts. Overall, it was a great conference, she added.

Mrs. Wharton said that it was fun to present at the conference and that some of them have already reached out to her.

FURTHER BUSINESS

There was no further business this evening.

ADJOURNMENT

The meeting was adjourned by Board Chair Stuart at 6:21 pm.

**Nestucca Valley School District
Financial Report
2022-2023**

For Period Ending December 31, 2022

General Fund - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
1111 Current Taxes	\$ 6,570,000	\$ 6,221,574	\$ -	\$ (348,426)
1112 Prior Taxes	150,000	54,615	-	(95,385)
1190 Interest on Taxes	1,000	-	-	(1,000)
1510 Interest	15,000	24,673	-	9,673
1920 Contributions & Donations	5,000	9,850	-	4,850
1960 Recovery of Expenditures	20,000	3,467	-	(16,533)
1990 Miscellaneous Revenue	25,000	3,020	-	(21,980)
1991 E-Rate Reimbursement	-	18,128	-	18,128
Total Local Revenue	6,786,000	6,337,441	-	(448,559)
2101 County School Fund	500,000	-	-	(500,000)
2199 Other Intermediate Sources	-	491	-	491
Total Intermediate Revenue	500,000	491	-	(499,509)
3103 Common School Fund	45,000	-	-	(45,000)
3104 State Timber Revenue	565,000	105,974	-	(459,026)
3199 Unrestricted Revenue	30,000	-	-	(30,000)
3299 Other Restricted Grants in Aid	-	-	-	-
Total State Revenue	640,000	105,974	-	(534,026)
5400 Beginning Fund Balance *	2,300,000	1,841,494	-	(458,506)
Total Other Sources	2,300,000	1,841,494	-	(458,506)
Total Revenues	\$ 10,226,000	\$ 8,285,400	\$ -	(1,940,600)
Expenditures:				
100 - Salaries	\$ 3,863,311	\$ 1,604,628	\$ 2,418,812	\$ (160,129)
200 - Benefits	2,533,824	991,546	1,607,837	(65,559)
300 - Purchased Services	886,465	283,609	236,627	366,229
400 - Supplies & Materials	384,000	230,888	158,006	(4,894)
600 - Other Objects	518,400	393,394	18,717	106,289
700 - Transfers	1,420,000	991,800	428,200	-
800 - Operating Contingency	320,000	-	-	320,000
800 - Unappropriated EFB	300,000	-	-	300,000
Total Expenditures	\$ 10,226,000	\$ 4,496,897	\$ 4,868,198	\$ 860,905

*Pending audit completion

**Nestucca Valley School District
Financial Report
2022-2023**

For Period Ending December 31, 2022

Special Revenue Funds - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
Local Revenue	\$ 460,000	\$ 112,202	\$ -	\$ (347,798)
State Revenue	1,982,500	383,613	-	(1,598,887)
Federal Revenue	1,387,500	171,485	-	(1,216,015)
Interfund Transfers	370,000	-	-	(370,000)
Beginning Fund Balance *	500,000	372,041	-	(127,959)
Total Revenues	\$ 4,700,000	\$ 1,039,341	\$ -	\$ (3,660,659)
Expenditures:				
100 - Salaries	\$ 1,215,699	\$ 566,717	\$ 671,610	\$ (22,628)
200 - Benefits	845,619	328,999	484,426	32,194
300 - Purchased Services	577,944	56,854	41,493	479,597
400 - Supplies & Materials	905,738	166,823	163,494	575,421
500 & 600 - Capital & Other Objects	425,000	96,291	-	328,709
700 - Transits	730,000	77,965	270,435	381,600
Total Expenditures	\$ 4,700,000	\$ 1,293,649	\$ 1,631,458	\$ 1,774,893

*Pending audit completion

**Nestucca Valley School District
Financial Report
2022-2023**

For Period Ending December 31, 2022

General Fund - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 6,786,000	\$ 6,337,442	\$ -	6.61%	\$ (448,558)
Intermediate Revenue	500,000	491	-	99.90%	(499,509)
State Revenue	640,000	105,974	-	83.44%	(534,026)
Beginning Fund Balance *	2,300,000	1,841,494	-	19.94%	(458,506)
Total Revenues	\$ 10,226,000	\$ 8,285,401	\$ -	18.98%	\$ (1,940,599)

Expenditures:					
1000- Instruction	\$ 4,114,969	\$ 1,426,164	\$ 2,552,052	3.32%	\$ 136,753
2000- Support Services	3,953,631	2,006,888	1,877,971	1.74%	68,772
5100- Debt Service	117,400	72,045	9,974	30.14%	35,381
5200- Transfers	1,420,000	991,800	428,200	0.00%	-
6100- Operating Contingency	320,000	-	-	100.00%	320,000
7000- Unappropriated EFB	300,000	-	-	100.00%	300,000
Total Expenditures	\$ 10,226,000	\$ 4,496,897	\$ 4,868,198	8.42%	\$ 860,905

*Pending audit completion

For Period Ending December 31, 2022

Special Revenue Funds - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 460,000	\$ 112,202	\$ -	75.61%	\$ (347,798)
State Revenue	1,982,500	383,613	-	80.65%	(1,598,887)
Federal Revenue	1,387,500	171,485	-	87.64%	(1,216,015)
Interfund Transfers	370,000	-	-	100.00%	(370,000)
Beginning Fund Balance *	500,000	372,041	-	25.59%	(127,959)
Total Revenues	\$ 4,700,000	\$ 1,039,341	\$ -	77.89%	\$ (3,660,659)

Expenditures:					
1000- Instruction	\$ 1,696,771	\$ 548,656	\$ 556,303	34.88%	\$ 591,812
2000- Support Services	1,089,788	301,806	333,200	41.73%	454,782
3000- Community Services	1,183,441	365,222	471,521	29.30%	346,698
5300- Transits	730,000	77,965	270,435	0.00%	381,600
Total Expenditures	\$ 4,700,000	\$ 1,293,649	\$ 1,631,459	37.76%	\$ 1,774,892

*Pending audit completion



**NESTUCCA VALLEY SCHOOL
DISTRICT**

P.O. Box 99, Cloverdale, Or. 97112 503-392-4892 FAX- 503-392-9061
Inspiring individual excellence, diligence, self-awareness and lifelong learning.

Misty Wharton
Superintendent
Ursula McVittie
Human Resources
Liz Kellow
Special Ed Secretary
Kim Seals
Financial Services Liaison

DATE: January 9, 2023
TO: Nestucca School District Board of Directors
FROM: Misty Wharton, Superintendent
Tera VanDyke, NWRES D Controller
RE: Quarterly Statement of Assurance

1. All cash, investment and credit card accounts have been balanced, reconciled and reviewed and all cash and investment accounts are reconciled to the general ledger by the business office as of October 31, 2022.
2. The adopted budget reflects expected expenditures.
3. All payroll reports have been filed and payroll liabilities have been paid timely.
4. All federal and state reimbursement requests as well as required financial reporting forms have been filed timely.
5. All credit card expenditures, travel and other reimbursements have been reviewed and approved at the proper level.
6. There have been no significant changes to the accounting system or accounting policies.
7. Currently the business office is adequately staffed to allow for proper segregation of duties and I am not aware of any new pronouncements or other financial changes that may require additional staff time to properly implement.
8. All financial statements that have been provided to the board are accurate and complete to the best of my knowledge and I am aware of no other financial matters that the board should be aware of at this time.
9. I know of no cases of fraud or other misconduct within the district and I have not been asked by the superintendent to do anything that makes me feel uncomfortable or to present any information I believe is inaccurate.

Misty Wharton, Superintendent

Tera VanDyke, NWRES D

Nestucca Valley School District

2023-24 Budget Calendar

Wednesday, January 11, 2023	REGULAR BOARD MEETING Approve Budget Calendar
Tuesday, March 21, 2023	Publish first notice of Budget Committee Meeting (ORS.294.426)
Tuesday, March 28, 2023	Publish second notice of Budget Committee Meeting (District Web Site)
Wednesday, April 12, 2023	First Meeting of Budget Committee Receive Budget Message(ORS 294.403)
Wednesday, April 19, 2023	Second Meeting of Budget Committee
Tuesday, May 23, 2023	Publish Notice of Budget Hearing (ORS 294.448)
Wednesday, June 14, 2023	Budget Hearing & Adoption Public Meeting on 2023-24 Budget (ORS 294.453). REGULAR BOARD MEETING Enact Resolutions adopting 2023-24 Budget, making the appropriations, declaring the permanent tax rate to be imposed and categorizing taxes (ORS 294.456).
Friday, July 7, 2023	<ul style="list-style-type: none"> ● Certify Taxes – Submit Form ED-50 to County Assessors for FY 2023-24 (ORS 294.458). ● Submit budget document to ODE
Thursday, August 10, 2023	Upload “electronic” budget to ODE.
Friday, September 22, 2023	Submit copy of budget document to County Clerk.



December 22, 2022

TO: Nestucca Valley School District Board of Directors
FR: Dan Goldman, Superintendent of Northwest Regional Education Service District
RE: The 2023-24 Local Service Plan

Colleagues:

It's my pleasure to present the 2023-24 Local Service Plan. As your education service district partner, our goal is to connect school districts to services and resources that might otherwise be out of reach or unaffordable. In the pages that follow, I hope you can get a sense of our existing and potential partnership opportunities to support your school district's students.

Our strategic plan, created in collaboration with the school districts in our service area, outlines a shared vision that every student is educated, equipped and inspired to achieve their full potential and enrich their communities. Through our special educators, technology staff, early learning educators, professional learning team, and many more specialists throughout our organization, we humbly offer our services in pursuit of this vision.

It's a pleasure to work alongside you and your educational staff.

In partnership,

Dan Goldman, Superintendent

Supplementary Materials: Attached to this cover letter you'll find the Proposed 2023-24 Local Service Plan; Proposed Resolution; Summary of Grant and Value-Add Services, Financial Summary Information, School District Profile of Current Services

Proposed Motion: BE IT Resolved, the Board of Directors adopt the 2023-24 Local Service Plan as presented.

■ Clatsop County
503-325-2862
1120 Broadway
Seaside, OR 97138

■ Columbia County
503-366-4100
800 Port Avenue
St. Helens, OR 97051

■ Tillamook County
503-842-8423
2515 3rd Street
Tillamook, OR 97141

■ Washington County
503-614-1428
5825 NE Ray Circle
Hillsboro, OR 97124



Northwest Regional
Education Service District



2023-24 Local Service Plan

A framework for our partnership with school districts in
Clatsop, Columbia, Tillamook and Washington counties

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Cover photo: NWRESD’s Early Learning Hub created [a database of free preschools](#) across Clatsop, Columbia and Tillamook counties. They coordinated photoshoots so families could preview many of the sites, including Pacific Ridge Beginning School in Seaside, pictured. Photo by Justin Grafton Studios.



About the Local Service Plan

Oregon requires its 19 education service districts to submit a local service plan each year reflecting their state-mandated mission “to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level.”

The local service plan is the framework for how we serve our 20 partner school districts in Clatsop,

Columbia, Tillamook and Washington counties. According to ORS 334.175, the local service plan must address special education services, technology support, school improvement services, and administrative services.

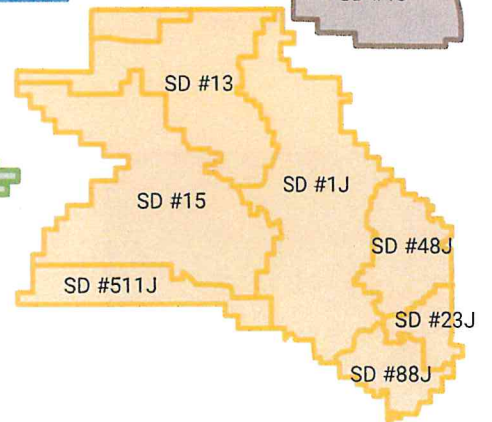
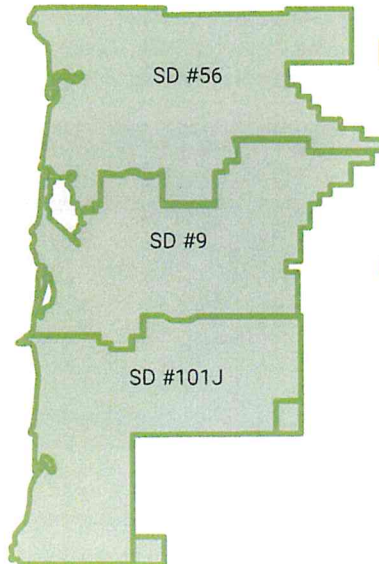
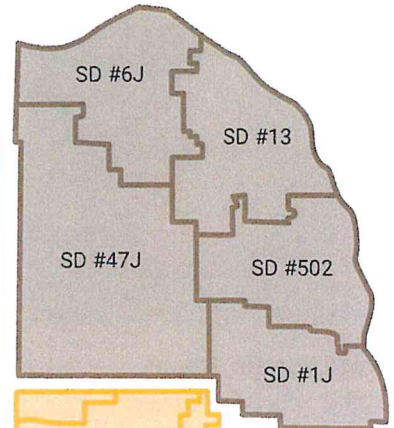
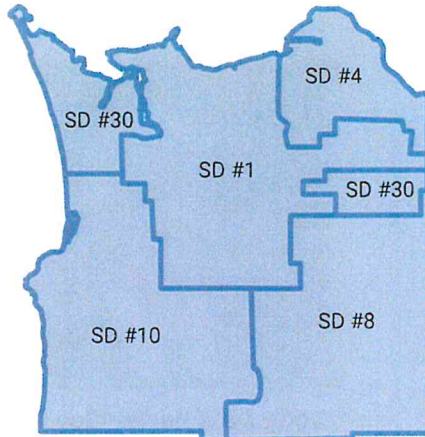
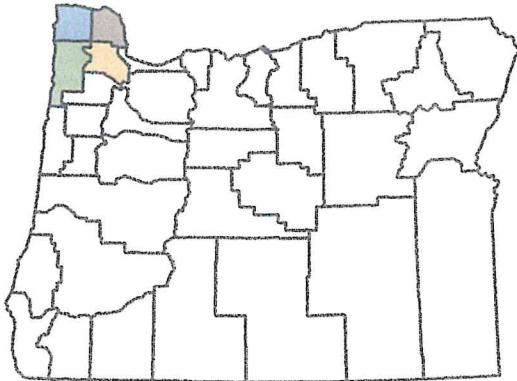
It must be approved by at least two thirds of our partner school district boards, representing at least 50% of the total number of students enrolled in our service area.



Therapy goats visit Pacific Academy, one of our social emotional learning schools. “Hosting a therapeutic goat party is one way students can both build community, expand connections with peers and engage in a unique self-regulation opportunity,” says Jillynn Garcia, mental health specialist at the school.



Service Area



Clatsop County

- Astoria (SD #1)
- Jewell (SD #8)
- Knappa (SD #4)
- Seaside (SD #10)
- Warrenton-Hammond (SD #30)

Tillamook County

- Neah-Kah-Nie (SD #56)
- Nestucca Valley (SD #101J)
- Tillamook (SD #9)

Columbia County

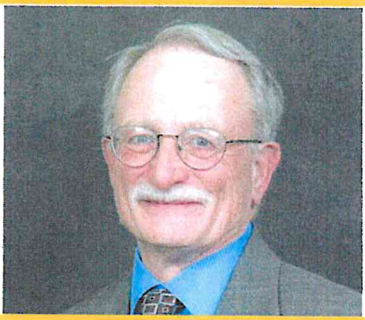
- Clatskanie (SD # 6J)
- Rainier (SD #13)
- Scappoose (SD # 1J)
- St. Helens (SD #502)
- Vernonia (SD #47J)

Washington County

- Banks (SD #13)
- Beaverton (SD #48J)
- Forest Grove (SD #15)
- Gaston (SD # 511J)
- Hillsboro (SD #1J)
- Sherwood (SD #88J)
- Tigard-Tualatin (SD #23J)



Board of Directors



Ross Tomlin, Chair
Higher Education Position



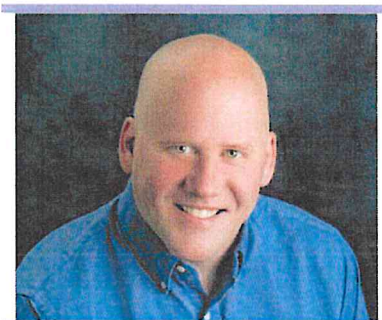
Doug Dougherty, Vice Chair
Zone 2: Astoria, Banks, Forest Grove, Jewell, Knappa, Neah-Kah-Nie, Nestucca Valley, Seaside, Tillamook, Warrenton-Hammond



Christine Riley
Zone 1: Gaston, Sherwood, Tigard-Tualatin



Yadira Martinez
Zone 3: Hillsboro



Tony Erickson
Zone 4: Beaverton (Beaverton and Sunset attendance areas), Clatskanie, Rainier, Scappoose, St. Helens, Vernonia



Karen Cunningham
Zone 5: Beaverton (Aloha, Southridge and Westview attendance areas)



Maureen Wolf
At-Large



Ernest Stephens
Business Position



Diane Wilkinson
Social Service Position



Key Staff Contacts



Dan Goldman

Superintendent
dgoldman@nwresd.org



Debbie Simons

Chief Human Resources
Officer
dsimons@nwresd.org



Stuart Long

Chief Information Officer
slong@nwresd.org



Sherry Ely

Interim Chief Financial
Officer
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David Williams

Chief of Staff
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Megan McCarter

Interim Chief Academic
Officer
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Peggy Freund

Interim Early Learning
Executive Director
pfreund@nwresd.org



Cathleen Jensen

K-12 Special Education
Executive Director
cjensen@nwresd.org



Sharif Zakir Liwaru

Equity and Family
Partnerships Director
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Kelsey Cardwell

Communications Director
kcardwell@nwresd.org



Lynne Griffin

Clatsop Service Center
Administrator
lgriffin@nwresd.org



Stacy Rager

Columbia Service Center
Administrator
srager@nwresd.org



Kim Lyon

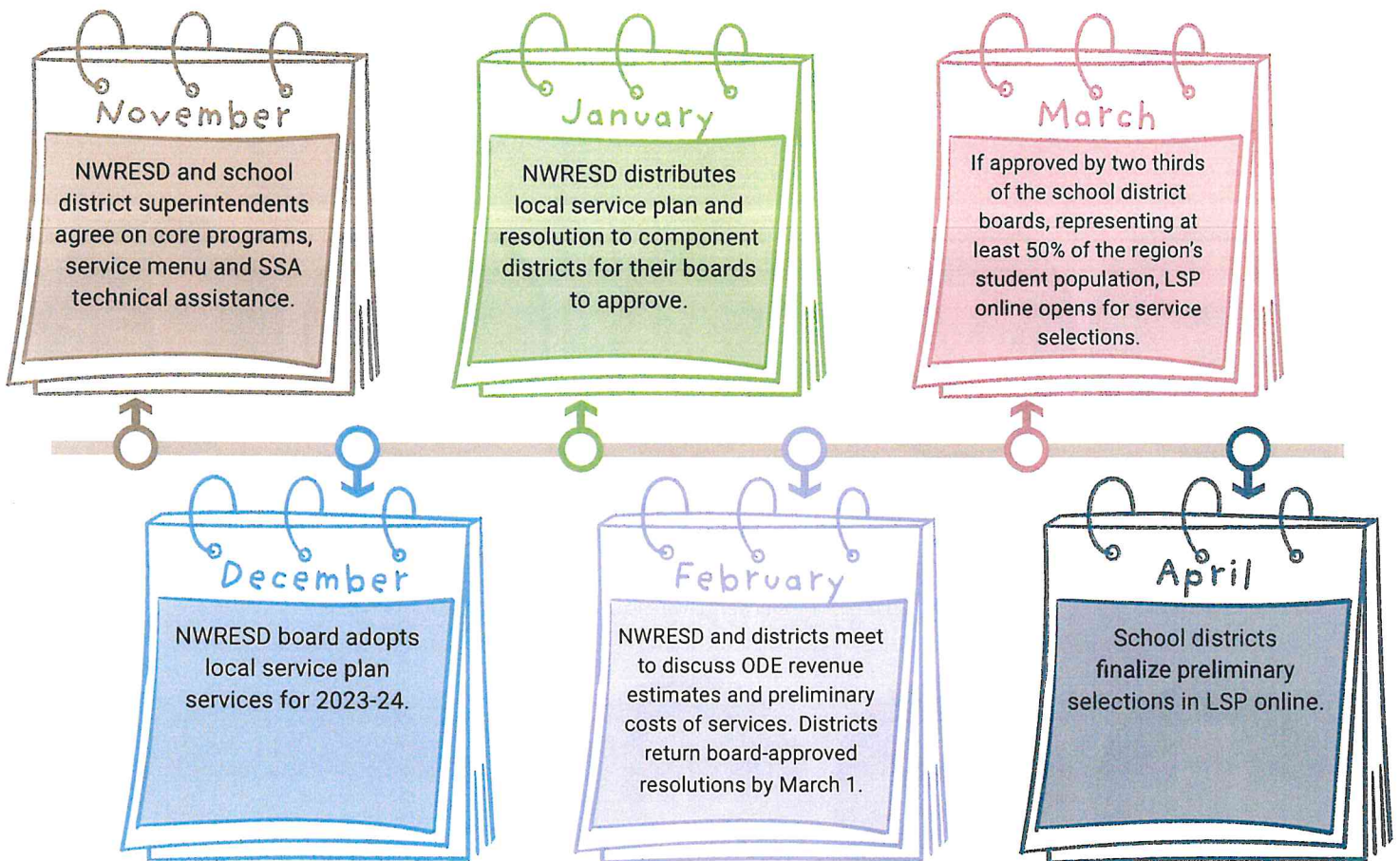
Tillamook Service Center
Administrator
klyon@nwresd.org



Timeline for Plan Development

In early fall, school districts collaborate with NWRESD to design the local service plan (LSP). The LSP is then formally approved by school district superintendents,

NWRESD's board of directors, and the 20 regional school boards, according to the timeline below. Implementation begins the following school year.





How the Local Service Plan is Funded

The State School Fund (SSF) is Oregon’s largest investment, equating to \$9.3 billion in the 2021-23 biennium. A share of 95.5% of the SSF goes directly to K-12 school districts and a share of 4.5% goes to education service districts for administering regional services.

The SSF provides 80% of general operating dollars to school districts and education service districts statewide. For NWRES D specifically, the SSF makes up 22.9% of our budget.

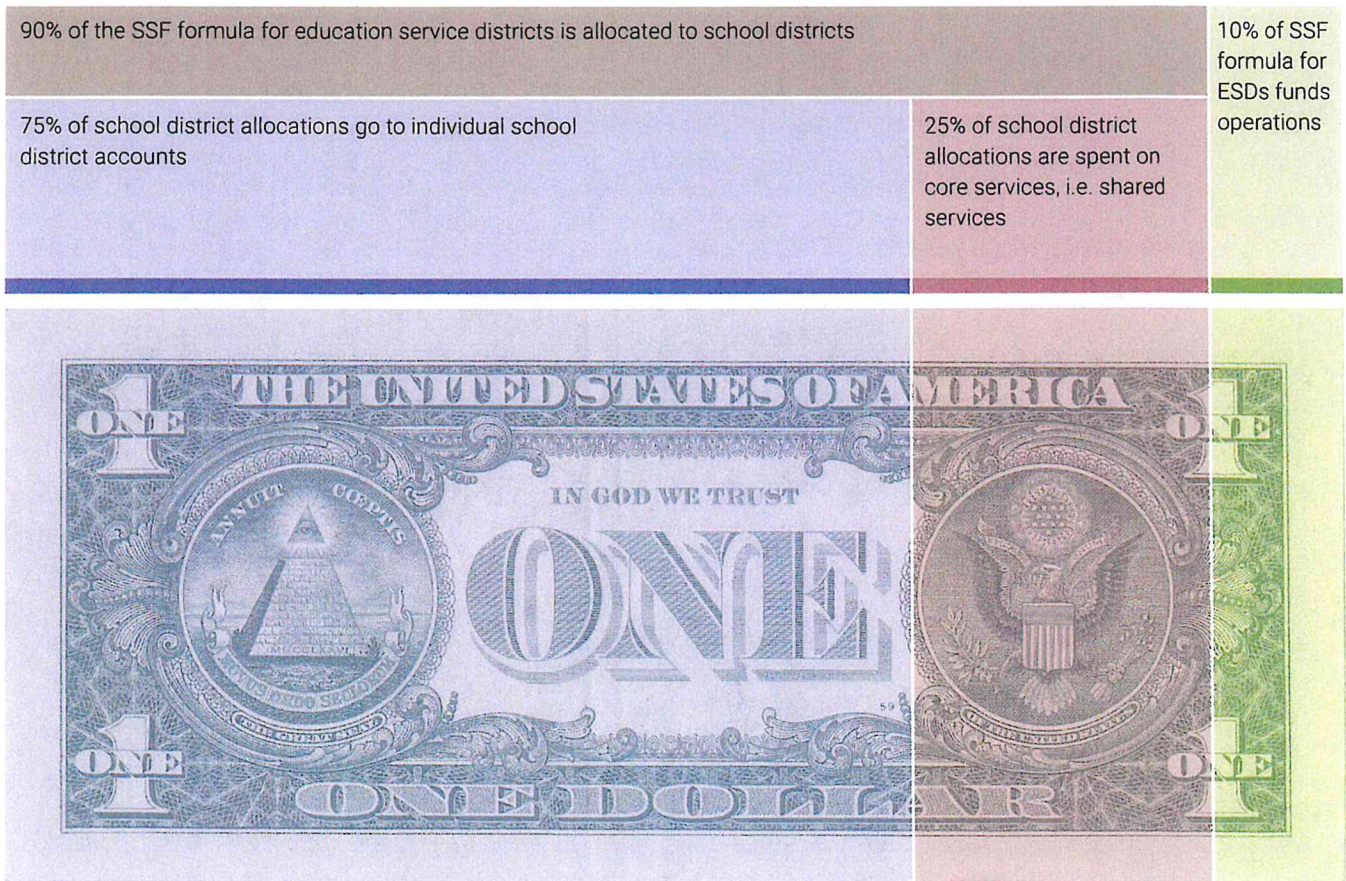
Of the SSF money we receive, 90% is allocated to districts based on weighted student population

(ADMw) and 10% supports NWRES D operations.

Of the school district allocations, 75% goes directly to school district ESD accounts and 25% to core services.

School district ESD accounts can be used to purchase services through the local service plan menu. Money can also be flowed through to districts. Districts can also purchase services outside of their ESD accounts.

Core services, which are shared services available to all school districts, are first approved by component school district superintendents and then by component school district boards.





Students at Mist Elementary School in Vernonia School District write stories in Google Docs while using newly installed Starlink internet.

Core Services

Core services are first approved by component school district superintendents and then by component school district boards. These services are available to all school districts and represent 25% of the local service plan allocations for school districts.



County Allocations

Through core, each county subset of school districts receives funding to support localized priorities agreed upon by the district superintendents.

Emergency Closure Network

We provide districts with access to an emergency communication system for sharing school delays and closures with their communities and the local media.

Grant Management

We provide grant writing and management to school districts seeking competitive grants, including state, federal and private grants. Grant writers connect with school district teams to envision, plan and convey projects and match them to grant opportunities. Support includes program design and strategy, connection to potential funders, and writing, editing, and submitting grant proposals.

Regional Innovations and Professional Learning

Regional Innovations and Professional Learning are funds backed by Hillsboro and Beaverton School Districts (who are not participants in the core) that supplement several core and grant-funded services, including: 9th Grade Success Network; School Culture and Climate; Early Literacy Network; Instructional Coaching Network; Social, Emotional and Mental Health Services; grant management; Career and College Readiness; Ion MTSS; STEM Hub; and Early Learning Hub. Read more about these services in the grant and value-add services section in the appendix.

Cybersecurity Services

Cybersecurity services include advising on policy and procedure, security management of technology applications, and incident response during cyber threats and attacks.

Forecast 5

We provide Forecast 5 analytics tools to help K-12 educational leaders leverage district, demographic and peer data to develop future focused strategies for managing limited resources, achieving education outcomes and improving academic ROI in today's challenging budget environment.

Help Desk

We provide an on-demand, generalized support resource for district technology staff.

Library Services (Follett Destiny Library, Resource Manager and Textbook)

We host and support Follett's Destiny Library Management System, which provides a full service suite of school library software for managing inventory, check in/out, fees, and users. Destiny is an internet-based library, textbook and resource management system designed specifically to support K-12 education. We provide software hosting, support, student information system integration and training.

Network Security Services

A triage-based security team is available to work alongside district technology teams to analyze existing vulnerabilities, prioritize fixes, and assist with engineering support to help plan and address security vulnerabilities.

Network Services

We keep districts connected to the internet with a full suite of network management and connectivity services. We provide a sustainable model that increases speed and redundancy while maintaining low costs for school districts.



Restraint & Seclusion Application Development

The Restraint and Seclusion Application is a custom built records management system to track all school incidents resulting in physical restraint and/or seclusion. The Oregon Department of Education (ODE) requires a precise count and reporting of these incidents based on a number of student criteria. This application provides a secure and permanent history of these records, along with calculation and exportation of all pertinent data to ODE.

Technical Engineering Cooperative

Component districts participate in the Technology Engineering Cooperative, which ensures engineers are always available to keep essential systems running smoothly. This also connects your technology staff with ESD engineering teams for escalation of critical issues and serves as an additional resource in a time of crisis.



A student from the Groner Deaf and Hard of Hearing program signs with their instructor.

Menu Services

Menu services are available for individual districts to purchase as needed using service credits or other funding sources.



Administration

Communications

Districts can contract for dedicated support from a communications manager in increments of 0.25 FTE. The communications manager would work in the district to advise and execute communications strategy and serve as a public information officer. They would be a member of a larger communications team at NWRES D and have direct access to coaching, mentoring and support.

Fiscal Services

NWRES D provides school districts with a full range of fiscal services, including accounting, budgeting, payroll processing, and financial reporting.

Medicaid Reimbursements

We offer districts the opportunity to participate in school Medicaid Billing and Medicaid Administrative Claiming in Oregon. Medicaid reimburses schools for health and related services provided to Medicaid-

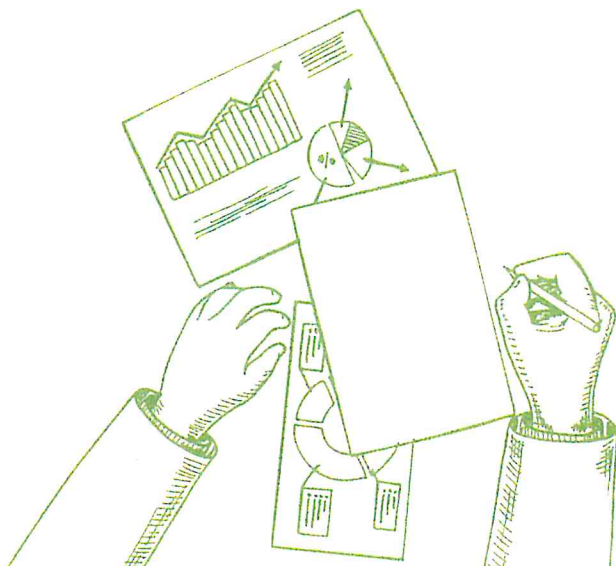
enrolled students. Schools bill for services provided through an individualized family service plan (IFSP) or individualized education plan (IEP). The Medicaid administrative claiming (MAC) program reimburses districts for administrative activities associated with coordination, referral, outreach and program planning of Medicaid-covered health services.

Spanish Language Interpretation and Translation

We offer translation (written) and virtual and in-person interpretation in Spanish to component districts. [Learn more about the pricing and services offered on our Spanish language interpretation and translation page.](#)

Substitute Services

Our human resources substitute services team manages the hiring and placement for licensed and classified substitutes for school districts in Columbia, Clatsop, Columbia, Multnomah, Tillamook and Washington counties in partnership with our districts.





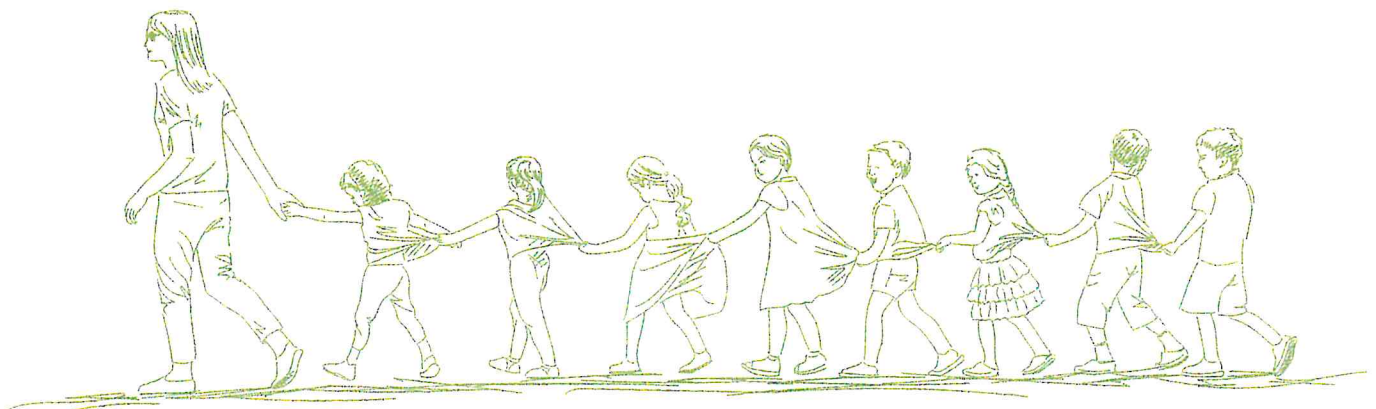
Early Learning

Early Intervention/Early Childhood Special Education (EI/ECSE) Evaluations

EI/ECSE evaluations look at a child's development and whether special education supports could build skills to further a child's individual developmental progress. Children who are found to be eligible for EI/ECSE receive free services.

EI/ECSE Transportation

In collaboration with the child's resident district, the EI/ECSE program can provide transportation to evaluations.





Instruction

Attendance Services

We partner with school district attendance teams to grow community awareness about the importance of regular attendance and to strengthen school-to-home connections. As a last resort, we also provide truancy services. Our officers take a restorative approach to their process, working with students and families to identify barriers to school attendance and strengthen communication between families and schools.

Cascade Education Corps

Cascade Education Corps is an experiential education program for Tigard-Tualatin School District students that aims to provide underserved youth with the knowledge, skills, resources and confidence to be lifelong environmental stewards. Students spend time in the field working on restoration projects.

Diverse Educator Pathways

Research shows academic and social emotional benefits for students who have access to educators who mirror their racial, cultural and linguistic identities. Yet, there is a severe shortage of linguistically and racially diverse educator talent in our state. To address this critical gap, we launched the Diverse Educator Pathways Program, partnering with Forest Grove, Hillsboro, Beaverton, Tigard-Tualatin and Sherwood school districts to develop a diverse talent pool.

Through a recent Educator Advancement Council Grow Your Own grant, we have added pilots in Gaston, Nestucca Valley, Tillamook and Neah-Kah-Nie school districts. We collaborate with schools and other partners to recruit future teachers and convene teacher candidates in a networked community. Participants agree to interview with their home district upon completion of their licensure program.

Grant Management

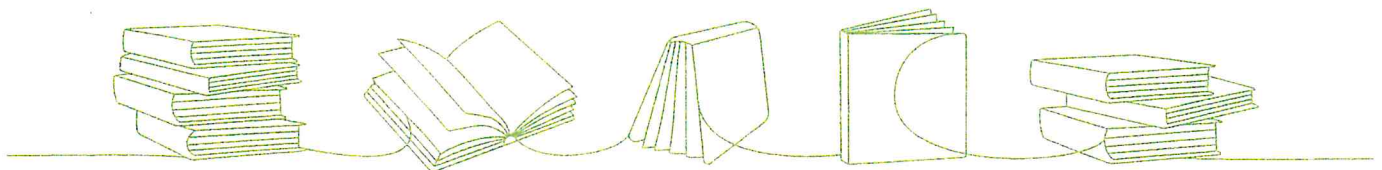
Our instructional services team provides grant writing services to school districts seeking competitive grants, including state, federal and private grants. Our grant writer partners with school district teams to envision, plan and convey projects and match them to grant opportunities.

Ion MTSS Software

We provide software and support for data-based monitoring of system-wide efforts, identifying student needs and delivering and tracking student supports.

Oregon Virtual Education (ORVED)

Oregon Virtual Education (ORVED) offers a suite of online standards-based courses taught by Oregon-certified teachers.





Reengagement Services

We employ a team of attendance advisors to work with school districts on returning as many students as possible to the classroom. The attendance team has training and is able to include all truancy requirements within their reengagement process. Acting on attendance referrals from schools, our team contacts parents and provides information on Oregon laws that require students to attend school. Approximately 70% of referrals are resolved with an initial contact, and approximately 80% are resolved without citation. Our team's focus is first on reengagement while still meeting Oregon attendance laws, as reengagement has proven much more effective than truancy citation. If attendance problems persist, a mandatory meeting is set up with parents, school staff and our team in order to problem solve and support the student and family to reengage. If absolutely necessary, our team will follow all Oregon truancy laws with documentation for districts.

Willamette Promise

In collaboration with local high schools and higher education institutions, students earn college credits while they are still in high school. We focus on cooperation between high school teachers and college faculty to ensure students are working and learning at a college level. We specifically seek to engage historically underserved students, including students of color and first-generation college goers.



K-12 Special Education

Audiology

Our audiology program supports students from birth to age 21. A licensed audiologist provides testing, consultation and workshops. Our two audiometric booths located at the Washington Service Center are used for audiological evaluations, including initial evaluations and re-evaluations to determine eligibility for deaf/hard of hearing special education services.

Autism Spectrum Disorder (ASD) Services

Our ASD team supports students who experience autism spectrum disorder and the educators who work with them. Services include evaluations; licensed special education teachers with ASD expertise; and coaching and consultation for teachers, specialists, parents and instructional assistants.

Behavioral Support Consultation

Evidence-based behavior support consultation targets a specific area of need and may include the development of a functional behavior assessment

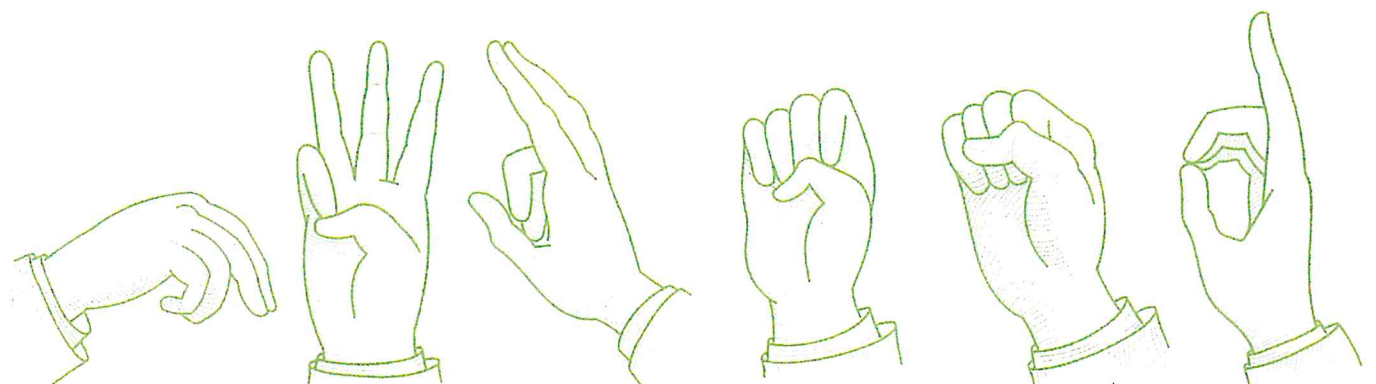
or behavior support plan, classroom and program support, coaching, data analysis, multi-tiered systems of support (MTSS) consultation, and other technical assistance.

Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are DeafBlind. Teachers of the visually impaired provide instruction, consultation, evaluation and professional development. Orientation and mobility specialists instruct students in safe, efficient and independent travel. Our brailleist provides braille services to several school districts.

Cascade Academy

Cascade Academy is an educational behavioral program located in Beaverton. It serves students in grades 9 through 12. Local district teams refer students when they need a small, supportive academic environment with a strong behavioral focus. A consulting school psychologist and district team work with a team of behavioral specialists and special





education teachers to meet students' academic, social, emotional and behavioral needs. Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.

Cascade/Pacific Intensive Classroom

In the 2022-23 school year, NWRESD expanded the Cascade and Pacific programs to include an intensive classroom for students in grades 6-10. The new classroom functions as a self-contained program within Cascade and Pacific Academy, serving students who need significant adult support to participate in an academic setting. Students have the potential to access grade-level instruction, but mental health or behavioral needs will have resulted in cumulative academic and social emotional skill deficits. Students may be far behind their peers and unable to participate in small group instruction, even at the appropriate skill-level. Targeted skills include participating in whole group instruction, maintaining emotional regulation for extended periods of time, and using appropriate communication skills in the school setting. Students typically need one-to-one support for much of the day.

Columbia K-8

The Columbia Academy K-8 program is a special education placement for students who need intensive instruction regarding emotion regulation skills in order to access their academics. Students are placed into one of three classrooms based on grade level and programming needs. Currently, two classrooms serve elementary students. Program staff are trained to provide behavioral support, collaboration and unique supervision needed for students to learn safe strategies to regulate behavior and or emotions. Explicit instruction and practice of these skills helps ready students to return to their home school district. Students access core academic instruction at their appropriate grade level and receive specially designed instruction to work toward grade-level content

standards. Students and staff participate in equity training to increase educational opportunities and prepare students for success in their home schools and communities.

Comprehensive Health Screening Age 3-6 (Tillamook County)

Comprehensive Health Screening Age 3-6: Tillamook County.

Deaf and Hard-of-Hearing Classrooms

Our deaf and hard-of-hearing classrooms host kindergarten to sixth grade students. Learning alongside peers with similar communication modalities facilitates linguistic and social emotional development. Some children in the program use sign language as their primary mode of communication and others choose a more auditory path. Students communicate with their teacher through their primary modality and attend school with those who share their culture and communication system.

Deaf and Hard of Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction – which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teacher, and ASL assistants who work under the direction of a licensed classroom teacher.

Educational/Instructional Assistants

Instructional assistants assist teachers in all facets of daily classroom management, instruction and inclusion. Based on classroom needs, they will divide their time between working with students,



providing behavioral support and completing assigned administrative tasks. As a type of paraeducator, they work under the direction of a teacher to help students learn, make progress on their IEP goals and contribute to a safe and productive school experience. As an integral part of the educational team, instructional assistants help teachers maximize instructional time.

FM Rentals

We rent FM systems to districts for use with students who experience hearing loss and need technology to support access to their instructional program.

Learning Specialists

Learning specialists hold an Oregon license with an endorsement in the area of their assignment. Instruction will include the development of academic, social, behavioral, and workforce skills. Additional job responsibilities include case management, IEP development, assessment and data collection, scheduling meetings, parent/guardian communication, management of support staff, and collaboration with general education teachers, youth transition program (YTP) teachers, social service and business partners. The teacher works with other instructional providers to ensure equitable access to teaching and learning.

Levi Anderson Learning Center

Levi Anderson Learning Center, located at St. Mary's Home for Boys, is a day treatment program serving boys in grades 6-12. Curriculum, instruction and assessment are linked to the Oregon State Standards. Students receive mental health and behavioral supports individually and in small groups throughout the school day. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities. The focus of the program builds on social emotional learning throughout the school day. Classroom staff are trained in trauma-informed care and collaborative problem solving and

coordinate with the St. Mary's behavioral support team.

Nursing Services

Our nursing team provides direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts. Nurses also train and consult with educators. Districts can contract with us to provide nursing services to students based on a physician's order or as designated in the individual IFSP/IEP.

Occupational Therapy (OT) Services

Our occupational therapy team assesses fine motor, visual motor, visual perceptual, motor coordination and sensory processing skills. Practitioners – occupational therapists and occupational therapy assistants – provide strategies and resources to promote independence, participation, strength, well-being and safety in the educational setting. They make adaptations to tasks and tools, model, consult, coach and teach skills. They may also facilitate assistive technology and equipment usage to remove barriers and support student success in academics, self-care and social participation.

Pacific Academy

Pacific Academy is an educational program with mental health supports located in Beaverton. It serves students grades 6-12. Local district teams refer students when they need a small, supportive academic environment with a mental health focus. A consulting school psychologist and district team work with mental health staff and special education teachers to meet the student's academic, social, emotional and behavioral needs. Curriculum, instruction and assessment are linked to the Oregon State Standards and the IEP process. Students and staff participate in equity training designed to increase educational opportunities and prepare students for success in their home schools and communities.



Physical Therapy (PT) Services

Our team provides school-age physical therapy services to address the gross motor needs of students in area school districts. Physical therapists evaluate the functional skills of students with disabilities to identify barriers to physically access and participate in school. Physical therapists consult and collaborate with the student's educational team. Physical therapists and physical therapist assistants teach strategies to classroom staff that support safe access and participation for the student in all settings throughout each school day.

Regional Equipment Center

Eligible students can access a collection of adaptive equipment and assistive technology devices. The equipment is available to students who are qualified as orthopedically, visually or hearing impaired and referred by their home district to Regional Inclusive Services. Equipment center staff consult with therapists to determine students' equipment needs.

School Psychology Services

Our psychologists provide expertise in mental health, learning and behavior to schools and their students. They support evaluations for special education eligibility, Functional Behavioral Assessments (FBA), and school law and individualized education plan (IEP) procedures. They help improve academic achievement, promote positive behavioral and mental health, establish safe school climates and strengthen family partnerships.

Social Emotional Learning Schools

We operate five specialized school programs for K-12 students with significant emotional and behavioral learning needs: Cascade Academy, Columbia Academy, Levi Anderson Learning Center, Pacific Academy. School districts or county mental health programs recommend student placements.

Speech-Language Pathology Services

Our speech-language pathology team partners with school districts and educational teams to promote language literacy, social learning and engagement. Students receive culturally and linguistically sustaining services. Our SLPs support students who exhibit the full range of communication needs, including language, literacy, articulation (speech sound disorders), fluency, voice/resonance and swallowing.

Youth Transition Program (YTP)

YTP is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports. Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.



Technology

Attendance Reconnection System

Developed by the Cascade Technology Alliance, this web-based application assists schools in processing and tracking attendance issues. The software provides recording and monitoring for all required forms. It incorporates the steps necessary for districts to return as many students as possible to the classroom and contributes significantly to case resolution rates and is available to school districts, ESDs, and police departments across Oregon.

Canvas Learning Management System

We contract with Instructure to provide the Canvas Learning Management System (LMS). Canvas provides a full suite of learning management for distance learning and the classroom including a space for course content, quizzes and grades. Data and usage analytics are available.

Criminal Background Check System

We contract with Criminal Information Services, Inc. (CRIS) to provide customized, easy-to-use, online and offline criminal background information at a reduced

rate. With a per use charge, CRIS allows us to conduct background checks via web interface on volunteers, new hires, coaches, substitutes, teachers and staff. The CRIS database includes access to a nationwide database of over 1,000 registries and 300 million records on criminal activities.

District Level Technology Purchasing

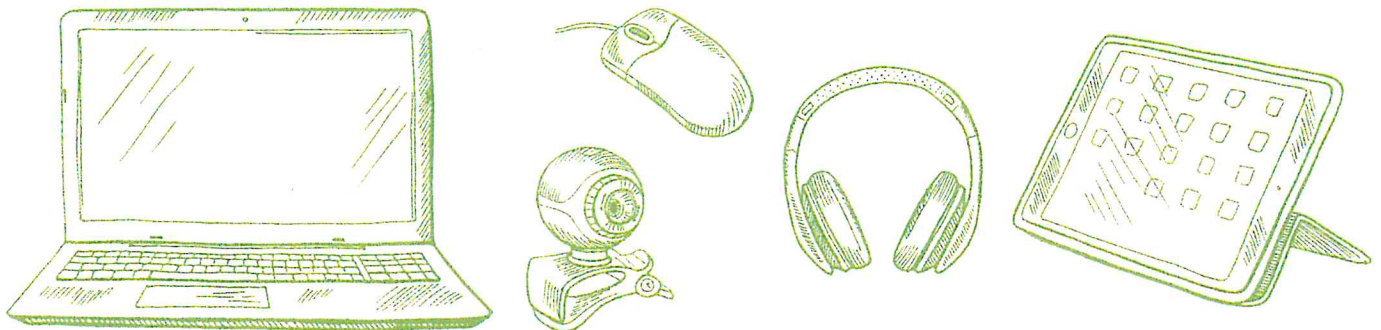
We provide purchasing assistance to component districts. Our team of trained technicians are available to purchase needed software and hardware from multiple retailers streamlining the process for clients.

Help Desk

We provide dedicated staffing at the request of districts when they have specific support needs. Our direct site support, technology planning and purchasing, engineering, and remote help desk services are tailored to each district's needs.

Learning360 Streaming Video

We contract with Infobase to provide Learn360, a





streaming digital content service for K–12 education. Teachers, students, and parents can access more than 130,000 multimedia resources on any Internet enabled device, anytime, anywhere. Does not include: Classroom Video on Demand.

Oregon Data Suite

We contract with Willamette ESD to offer the Oregon Data Suite. The suite is a collection of data services that provide educators with an accessible tool to monitor and analyze key indicators of student success. It uses a visual dashboard to transform district, building, and student data into usable information.

ORSpEd

ORSpEd is a custom built, web-based software application that serves Oregon K-12 special education needs. The system allows special education staff and administrators to access student data using a forms-based system with entry screens based on ODE forms. Reports can be configured using the data filtering tool and exported to excel for easy analysis.

Public School Works

We contract with Works International to provide Public School Works compliance training to local school districts and public entities. Public School Works is designed to ensure all employees have completed annual training requirements. The widespread use allows districts to pay a nominal fee per employee each year. The software generates email notification to employees and uses a paperless management tracking feature.

Restraint and Seclusion

The Restraint and Seclusion Application is a custom built records management system to track all school incidents resulting in physical restraint and/or seclusion. The Oregon Department of Education requires a precise count and reporting of these incidents based on a number of student criteria. This

application provides a secure and permanent history of these records, along with calculation and exportation of all pertinent data to ODE.

School ERP Pro (formerly Infinite Visions)

We contract with Tyler Technologies to host School ERP Pro, a comprehensive enterprise financial and human resources management solution specifically engineered for the K-12 business environment. Modules include general ledger, budget, accounts receivable and accounts payable, payroll, human resources, grant tracking, and inventory. The employee access web portal allows employees, administrators, and fiscal staff access to work from anywhere. Direct support from Tyler Technologies is included.

Synergy Student Information System

We offer the Synergy Student Information System (SIS), a comprehensive student information system providing single entry for student demographics, scheduling, attendance, grading, transcripts, fees, immunization, and discipline tracking. Additional Synergy applications and services are also supported, including integration with Zoom and One Roster, online registration, assessment, Inspect Item Bank, GradeCam, MTSS, analytics, SchoolPlay, special education, ParentVue and StudentVue.

Technical Engineering Cooperative

We provide technology support and technology management services that support in-district technology support needs including desktop, server and technology administration. This service dedicates support hours and scope for support based on district needs.



Rose McGee, a trainer and community engagement expert from Minnesota, leads a story circle training on Oct. 12 at the Washington Service Center in Hillsboro. NWRESA's equity and family partnerships director S.Z. Liwaru looks on. Story circles are an engagement and leadership development process in which each participant listens to and shares authentic stories.

Student Success Act Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts make progress toward the goals of the Student Success Act.



9th Grade Success Network

The purpose of the 9th Grade Success Network is to increase the number of students completing 9th grade on track to graduate within four years. On-track students are more than 3.5 times more likely to graduate from high school in four years. This network consists of more than 30 high school teams from across Clatsop, Columbia, Tillamook and Washington counties who engage in continuous improvement. Teams collectively focus on an aim statement, theory of improvement and change ideas. NWRESD's 9th Grade Success professional learning team serves as the network's hub, providing professional learning and capacity building to educators in service of student success.

Attendance Collaboratives and Professional Learning

The Attendance Network, supported through the Every Day Matters and Integrated Guidance initiatives, provides ongoing professional learning around best practice in attendance, including development of attendance teams and re-engaging students and families who have been absent from school.

Communications

Our communications team offers technical assistance, networking and support to educational staff in the region who have a community relations role. We are available to assist with: Crisis response, Student Investment Account community relations plans, translation and interpretation, including training on how to work with an interpreter, graphic design, messaging, convening and networking around regionally relevant topics.

Community Engagement and Family Partnerships

Oregon districts feature communities, families and students who have been historically and

contemporarily underserved, underrepresented, excluded or marginalized from the educational system. When we support your district through training in strengthening family partnerships, advocacy, organizing, and increasing engagement with the community, you will see focal groups that will feel less like an audience for your decisions and more involved as key partners, structures of accountability and feedback will bring a sense of transparency and authenticity to district planning.

Early Literacy Network

Our Early Literacy Network recently launched a year-long professional development opportunity for educators who work in early learning through second grade in Clatsop, Columbia, Tillamook or Washington counties. Teams meet monthly and have access to coaching and consultation, book studies, a monthly newsletter, a lending library, social emotional learning kits, and quarterly convenings. Educators who join this professional development cohort will focus on topics such as oral language and vocabulary instruction, family engagement strategies, literacy routines and culturally responsive and sustaining practices. The network has two strands. The first is for educators who work in child care, preschool or kindergarten settings. The second is for educators who work in kindergarten, first or second grades. Participants do not need to be licensed teachers to participate.

Instructional Coaching Network

The Instructional Coaching Network is a professional learning community for educators who facilitate adult learning in their school or district. By supporting instructional coaches, the network helps districts implement strategies across their system and develop their educator workforce in ways that lead to student growth. The regional approach connects coaches for job-alike collaboration and sharing of resources. Participants develop strategies to collaboratively plan with teachers, provide personalized feedback and use a continuous improvement model to establish and pursue student-focused goals.



Ion MTSS Software

We provide software and support for use in data-based monitoring of system-wide efforts, identifying student needs and delivering and tracking supports to students.

Research, Assessment and Evaluation

Our research, assessment and evaluation team furthers the ability of educators in our region to use data toward equitably improving outcomes for students by ensuring quality data, accessible data and training in data literacy. The team's current work focuses on supporting school districts with the data collection, reporting, and evaluation needs connected to their Student Success Act Plans and helping districts monitor the Academic Return On Investment (ARO) from these new state funds.

School Culture and Climate

We convene teams that are focused on creating welcoming and inclusive environments in which every student feels safe, connected, supported, valued and a sense of belonging. Using a continuous improvement process, we facilitate professional learning and coaching to help teams identify root causes of problems in their schools, seek out the voices of those most impacted, and design change ideas to test and learn from in order to improve the system. We believe in dismantling systems that perpetuate inequities so every child achieves their highest potential.

Social, Emotional and Mental Health Services

Our Social, Emotional and Mental Health team supports education professionals with the goal of improving the wellbeing of students, schools, and communities. By sharing the latest research and using best practices, we are here to coach, collaborate, and support more healthy and positive learning environments.



Appendix



Students explore a coastal Northwest Outdoor Science School site on a four-day, three-night experience for sixth graders.



Resolution # _____

Resolution Authorizing NWRESA Local Service Plan for 2023-24

BE IT RESOLVED by the Board of Directors of _____ School District in _____ County, Oregon, that for the nature and extent of Core Services, Service Credits, and the Student Success Act technical assistance plan described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2023-24 school year.

ADOPTED this _____ day of _____ 2023.

ATTEST:

Board Chair

Superintendent

Please email or mail the signed document by March 1, 2023 to:

Valerie White
vwhite@nwresd.k12.or.us
Northwest Regional Education Service District
5825 NE Ray Circle
Hillsboro, Oregon, 97124



Kimberlee Henderson, an instructional assistant at the Beaverton Early Childhood Center, works with a student in our Early Childhood Special Education (ECSE) program.

Grant Funded & Value-Add Services

Through support from federal, state and private grants, NWRESA provides certain services at no cost to school districts.



Attendance Services

We partner with school attendance teams to grow awareness about the importance of regular attendance and to strengthen school-to-home connections. As a last resort, we provide truancy services. Our officers take a restorative approach to their process, working with students and families to identify barriers to school attendance and strengthening communication between families and schools.

Augmentative and Alternative Communication and Assistive Technology

This team is composed of specialists in assistive technology and augmentative communication. Assistive technology encompasses technological supports and augmentative communication systems. We provide training, information, technical assistance and resources regarding the uses of technology for children with disabilities.

Blind Visually Impaired (BVI) Student Services

Our BVI team serves students birth to age 21 who experience low vision, are blind or are deafblind. Teachers of the visually impaired (TVI) provide instruction, consultation, evaluation and professional development. Orientation and mobility (O&M) specialists instruct students in safe, efficient and independent travel. Our braillist provides braille services to several school districts.

Blind Visually Impaired Student Fund

This fund was established in 2009 by the Oregon State Legislature to help students transition to educational programs in their neighborhood schools when Oregon's School for the Blind closed. The fund's purpose has since expanded to enhance learning for

all students in the state who experience blindness or visual impairment.

Cascade Alliance for Equity (CAFE)

CAFE is a partnership between Clackamas, Multnomah and Northwest Regional education service districts. The mission is to leverage the collective work of educators and community partners across the region to foster culturally sustaining practices that result in equitable opportunities and improved outcomes for all Oregon students.

Child Care Resource and Referral (CCR&R)

Northwest CCR&R supports child care providers in Clatsop, Columbia and Tillamook counties through training, career advancement opportunities, licensing and other forms of support. The team also advances child care sector planning for the region.

Courier

NWRESD's courier delivers educational materials, technology and other materials between all school districts and NWRESD sites. [The courier schedule is posted to nwresd.org.](https://www.nwresd.org/courier-schedule)

Deaf and Hard-of-Hearing Services

This program is part of Oregon's Regional Inclusive Services. Itinerant teachers serve students who are eligible for special education or Section 504 services. Services include consultation to educators, professional learning, and instruction – which typically includes reading, written language, self-advocacy and other areas most impacted by hearing loss. The program also provides staffing services, including American Sign Language (ASL) interpreter services, ASL teachers, and ASL assistants who work under the direction of a licensed classroom teacher.



Diverse Educator Pathways

Research shows academic and social emotional benefits for students who have access to educators who mirror their racial, cultural and linguistic identities. Yet, there is a severe shortage of linguistically and racially diverse educator talent in our state. To address this critical gap, we launched the Diverse Educator Pathways Program, partnering with Forest Grove, Hillsboro, Beaverton, Tigard-Tualatin and Sherwood school districts to develop a diverse talent pool. Through a recent Educator Advancement Council Grow Your Own grant, we have added pilots in Gaston, Nestucca Valley, Tillamook and Neah-Kah-Nie school districts. We collaborate with schools and other partners to recruit future teachers and convene teacher candidates in a networked community. Participants agree to interview with their home district upon successful completion of their licensure program.

Early Childhood Special Education (ECSE)

Early Childhood Special Education (ECSE) offers special education services to children found eligible through our screening and evaluations process. Services include specially designed instruction and related services such as physical, occupational, or speech and language therapy. Most of these services are offered in partnership with school districts, community and Head Start preschools, and other child care facilities. When needed, services are offered in specialized settings.

Early Intervention

Our Early Intervention (EI) program supports eligible children from birth to age 3 years. The program helps families develop the skills they need to help their children learn and grow. Services are delivered through a parent coaching model at home or in other care-giving settings.

Early Intervention/Early Childhood Special Education (EI/ECSE) Intake and Screening

Screenings are completed at no cost for children ages birth to five. The EI/ECSE intake and screening process determines if a child needs to be evaluated to determine EI/ECSE eligibility. Evaluations, which are available as a contracted service, look at a child's development and whether special education supports could build skills to further a child's individual developmental progress.

Early Learning Hub

The Northwest Early Learning Hub convenes cross-sector partners — educators, health care providers, community advocates, businesses and others — to create local systems that are aligned, coordinated and family-centered. Families in Clatsop, Columbia and Tillamook counties receive support to become healthy, stable and attached and their children receive the early learning experiences they need to thrive.

English Language Learner Consortium (Title III)

This consortium ensures English learners, including immigrant children and youth, attain English proficiency and achieve academically in English and all other subjects. We assist teachers, including preschool teachers, principals and other school leaders in establishing and sustaining effective language education programs so that students are ready to attend classes in English.

Instructional Technology Professional Learning

NWRESD's technology team hosts workshops and training opportunities for educators who want to learn more about educational technology tools.



Opportunities are posted to nwresd.org on the technology page.

Migrant Education Program (MEP)

MEP ensures children whose families migrate for work in the agricultural, fishing, timber and other similar industries can fully benefit from public education. The program focuses on family partnership, kindergarten preparation, student empowerment and high school completion.

Northwest Outdoor Science School

Northwest Outdoor Science School is a four-day, three-night experience for sixth grade students. In an immersive experience, students learn about the natural world at one of our five sites in northwest Oregon. Each site's 12 to 13 staff members are supported by high school volunteers.

Northwest Parenting

Northwest Parenting is a regional collaborative that delivers parenting education programs, educational workshops, family engagement opportunities and support for school success to families in Clatsop, Columbia and Tillamook counties.

Northwest Regional Educator Network

The Northwest Regional Educator Network (REN) is one of 10 networks across Oregon tasked with determining how to spend local grant funds to best ensure students have access to high-quality educators. The Northwest REN encompasses Columbia, Clatsop, Tillamook and Washington counties and is responsible for disseminating \$2.5 million per year in state funds (funding rates are for the 2019-21 biennium).

Nursing Services

Our nursing team provides staff and expertise. Services include direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts. Nurses also train and consult with educators. Districts can contract with NWRESD to provide nursing services to students based on a physician's order and/or as designated in the individual IFSP/IEP.

Oregon Response to Instruction & Intervention (ORTIi)

The purpose of Oregon Response to Instruction and Intervention is to provide technical assistance to Oregon school districts implementing Response to Intervention (RTI) systems that provide targeted, effective instruction to meet the needs of all students and provide the framework to identify students with Specific Learning Disabilities (SLD). The focus of the project is on literacy, early intervention, and the use of evidenced-based practices. ORTIi has been supported by the Oregon Department of Education since 2006.

Regional Equipment Center

The equipment center is a collection of adaptive equipment available for eligible student use and assistive technology devices available for trial/assessment. The equipment is available to students who are qualified as orthopedically, visually or hearing impaired and referred by their home district for Regional Inclusive Services. Equipment center staff consult with therapists to determine students' equipment needs.

Regional Inclusive Services

Oregon's 11,000+ students who experience visual impairment, orthopedic impairment, deafness or



hard of hearing, deaf-blindness, traumatic brain injury and/or autism spectrum disorder need an appropriate and accessible education in their home district. Regional Inclusive Services provides training, technical tools, and additional support to educators so that all schools, no matter their size or location, can deliver an inclusive education. Regional Inclusive Services recently changed its name from Regional Programs to more specifically and accurately describe its function. Inclusive practices ensure that students with disabilities have opportunities to learn alongside their nondisabled peers in their neighborhood schools and communities. The statewide program consists of the Oregon Department of Education and several education service districts, school districts and other community agencies who work in partnership to ensure educators and schools across Oregon are equipped with the tools, skills and resources to deliver an accessible education for all children.

School Safety and Prevention System

The School Safety and Prevention System (SSPS) was established through Section 36 of the Student Success Act and Senate Bill 52 (Adi's Act). This new statewide system is centered on equity, racial equity and access to mental health services. This system provides an integrative approach for aligning school safety, public education and health systems.

STEM (Science, Technology, Engineering, Math) Hub

Northwest STEM Hub supports Clatsop, Columbia and Tillamook counties. We work to: identify community needs and assets; convene families, educators, higher education, community-based organizations and industry to promote STEM experiences; strategize to fill STEM learning gaps; build shared social and economic prosperity through STEM access, interest and skills attainment, especially for those furthest from opportunity.

Traumatic Brain Injury (TBI) Services

Our TBI liaison connects educators, families and students to resources both within our region and throughout the state. The TBI liaison also works closely with members of the statewide TBI team, which includes professionals throughout our region who have volunteered to complete professional learning activities needed to provide consultation within their school district.

Youth Transition Program (YTP)

YTP is a collaboration between school districts and the Office of Vocational Rehabilitation to prepare students with disabilities for employment or career-related postsecondary education or training through the provision of a comprehensive array of pre-employment transition services and supports. Clatsop County school districts match grant funds to sustain the work of two transition specialists funded with this grant.



Financial Summary Information

Service Credit Allocations

	ADMw 2021 Estimate	ADMw(e) 5/19/22 ODE estimate	ADM % to to total	ADM % to total for service and core credits	2023-24 at at \$9.5 B	2022-23 LSP allocations	2023-24 variance to 2022-23 LSP allocations
Clatsop County School Districts							
Astoria	2,205.66	2,072.02	1.77%	4.36%	\$652,056	\$611,356	\$40,700
Jewell	302.9	294.05	0.25%	0.62%	\$92,536	\$86,351	\$6,185
Knappa	667.96	634.93	0.54%	1.34%	\$199,810	\$185,439	\$14,371
Seaside	1,980.96	1,897.93	1.62%	4.00%	\$597,270	\$550,358	\$46,912
Warrenton- Hammond	1,255.65	1,230.89	1.05%	2.59%	\$387,356	\$344,766	\$42,590
Columbia County School Districts							
Clatskanie	946.71	956.46	0.82%	2.01%	\$300,994	\$262,256	\$38,738
Rainier	1,073.02	1,064.59	0.91%	2.24%	\$335,022	\$292,989	\$42,033
Scappoose	2,798.35	2,538.68	2.16%	5.35%	\$798,911	\$715,515	\$83,396
St. Helens	3,348.35	3,242.72	2.77%	6.83%	\$1,020,470	\$933,542	\$86,928
Vernonia	781.80	780.22	0.67%	1.64%	\$245,532	\$230,759	\$14,773
Tillamook County School Districts							
Neah-Kah-Nie	1,035.54	919.54	0.78%	1.94%	\$289,375	\$288,768	\$607
Nestucca Valley	684.65	712.38	0.61%	1.50%	\$224,183	\$192,335	\$31,848
Tillamook	2,691.98	2,547.71	2.17%	5.37%	\$801,753	\$771,605	\$30,148
Washington County School Districts							
Banks	1,296.43	1,185.90	1.01%	2.50%	\$373,198	\$365,479	\$7,719
Beaverton		46,236.35	39.43%				
Forest Grove	7,502.83	7,220.61	6.16%	15.21%	\$2,272,294	\$2,089,705	\$182,589
Gaston	748.12	665.74	0.57%	1.40%	\$209,505	\$207,361	\$2,144
Hillsboro		23,543.45	20.08%				
Sherwood	5,991.30	5,540.12	4.72%	11.67%	\$1,743,452	\$1,660,645	\$82,807
Tigard-Tualatin	14,699.28	13,976.92	11.92%	29.44%	\$4,398,476	\$4,056,819	\$341,657



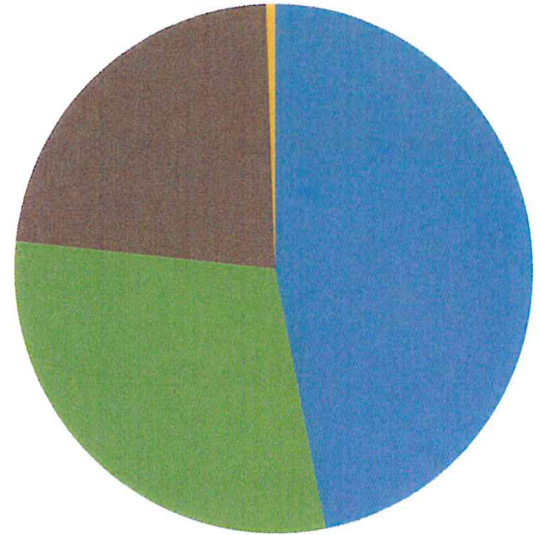
2023-24 Estimates

Core Services

These estimates are based on a \$9.5 billion State School Fund. Estimates for Beaverton and Hillsboro are based on a 3% rollup.

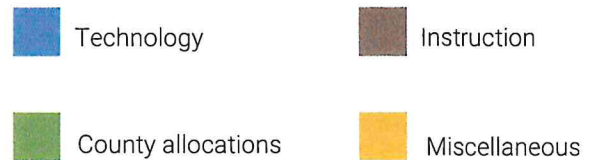
Core Services: \$4,965,969

- Technology: \$2,827,785
- County Allocations: \$1,791,099
- Instruction: \$1,377,428
- Miscellaneous: \$26,546



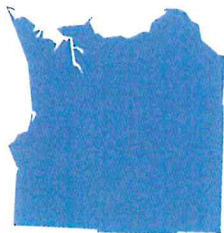
Beaverton and Hillsboro School Districts:

- Regional Innovations: \$666,326
- Professional Development: \$370,743



Total Core Services: \$6,003,037

County Allocations



Clatsop County

\$291,680



Columbia County

\$358,377



Tillamook County

\$238,651



Washington County

\$902,391



2023-24 Estimates

Service Credits

These estimates are based on a \$9.5 billion State School Fund.

Astoria - \$652,056

Jewell - \$92,536

Knappa - \$199,810

Seaside - \$597,270

Warrenton - \$387,356

Hammond

Total - \$1,929,028

Clatskanie - \$300,994

Rainier - \$335,022

Scappoose - \$798,911

St. Helens - \$1,020,470

Vernonia - \$245,532

Total - \$2,700,929

Neah-Kah-Nie - \$289,375

Nestucca Valley - \$224,183

Tillamook - \$801,753

Total - \$1,315,311

Banks - \$373,198

Forest Grove - \$2,272,294

Gaston - \$209,505

Sherwood - \$1,743,452

Tigard-Tualatin - \$4,398,476

Total - \$8,996,925

Nestucca Valley School District Profile

Superintendent: Misty Wharton

Population (Fall 2021): 469 students • 31 teachers

Schools: Nestucca Valley Early Learning Center •
Nestucca K-8 • Nestucca High School



Service Highlights

Through the local service plan and grant-funded services, NWRESD partners with school districts in dozens of ways. This summary sheet provides a few of the highlights from our partnership with Nestucca Valley schools.

Early Learning



- 3 babies and young children enrolled in Early Intervention/Early Childhood Special Education (EI/ECSE) (Nov. 2022).
- 6 babies and young children evaluated for eligibility to receive EI/ECSE services (July 2021 to June 2022).

Instructional Services



- \$272,743 in grants awarded in the 2021-22 school year through a combination of regional and district-specific grants, including a CTE revitalization grant from the Oregon Department of Education and funding for a school-based health center.

PROGRAM PARTICIPATION:

- 9th Grade Success Network
- Attendance Services
- Diverse Educator Pathways
- English Language Learner Consortium
- Migrant Education Program
- Multi-Tiered System of Supports
- School Safety and Prevention
- Social, Emotional and Mental Health
- STEM Hub
- Willamette Promise

Photo: A preschooler plays on the playground at the Nestucca Valley Early Learning Center. This photo was taken by Justin Grafton Studios in an effort by our Early Learning Hub to promote preschool opportunities across the region.

K-12 Special Education

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special education staff support the district in specialty areas, including augmentative communication, assistive technology, autism, audiology, occupational therapy, school psychology, speech-language pathology, and visual and hearing impairment (as of Nov. 2022).

Technology

SERVICE USAGE:

- Criminal Background Check System
- Follett Destiny Library & Resource Manager
- Forecast 5
- Home School Application
- iVisions
- Network Services
- Online Learning: Tech Support, Canvas
- Oregon Data Suite
- ORSpEd Application
- Public School Works
- Restraint and Seclusion Application
- Security: Tech. Management, Incident Response
- Synergy Student Information System
- Technology Support Cooperative
- Truancy Application

Story time!



In the spring of 2022, our Early Learning Hub launched a new web page to connect families in Clatsop, Columbia and Tillamook counties to free preschool options in their communities. **A total of 35 families have enrolled their children into free preschool programs in Nestucca Valley.**

"We love connecting families with free and reliable preschool providers in their communities," says Dorothy Spence, who heads the Northwest Early Learning Hub. "We believe every child deserves access to a high-quality preschool experience that will get them ready for kindergarten. We couldn't do this important work without our community partners, especially Head Start, Preschool Promise and local school districts."

Read the full story: [Early Learning Hub Connects Families to Free Preschool](#)



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Special Programs-Kellow

Board Meeting 1/11/23

1. The Special Education department continues to keep very busy with recent move-ins and referrals for services. We are in the process of revamping our SPED referral process in order to make more informed decisions in relation to the selection of students that we believe would most benefit from going through the rather lengthy process of a special education evaluation. We always want to start with what we can do to support students within the general education setting. The MAP program (The district's new progress monitoring system) has increased our ability to look at more specific data, which will help us in this decision-making process. A special shout out to Sharman Ensminger and Chrissy Eichelberger for their support, time and energy helping improve and streamline the referral process. Their input and dedication to our students really make a difference.
2. We have completed our first cyclical monitoring cycle for ODE, which is essentially an audit of our special education program to assure our qualifying students are being served properly and that our files/paperwork is legally compliant with state standards. Cyclical Monitoring is new this year and all districts in Oregon are required to participate. We were part of cohort A, which meant that we were one of the first districts to work through this process. I am happy to report that things went very smoothly with both the work and submission. Thank you to Amy Gianella and Dia Norris for stepping up and helping the district accomplish this big task! The nice part about this new system is that instead of having to be audited every year, districts are only required to participate every three years with an approval from ODE.
3. The Special Education Child Find collection was submitted and approved before winter break with no major findings.
4. All SIA (Student Investment Account) reporting has been updated and approved. Our next round of reporting is due at the end of the month (January).
5. Our ELL Fall collection has been completed and approved. However, we have been notified that our ELL program will be audited over the next couple of months. Typically, ODE audits ELL programs every 2-3 years. However, it has been almost 10 years since we have been asked to go through the audit process, so we are certainly overdue! This will be the first ELL audit for me, so I have some learning to do, but I don't anticipate any major issues.

Finally, I wanted to take a moment to thank every Board Member. It is not an easy role and is often thankless. Please know that we couldn't do what we do without your support, patience and dedication to our students, staff, and district. Our appreciation truly goes beyond words.

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." – **Margaret Mead**

NOTES FROM NESTUCCA HIGH SCHOOL

January 11, 2023

Recent Activities:

- Our last couple of weeks before Christmas were fast and furious...and hectic. That time of year is always hectic, but this year, with the various illnesses that were going around, it was particularly rough. Christmas Break was a welcome reprieve.
- We have recently had a student accepted into Dartmouth, which is very exciting news! We have a bulletin board being assembled that not only recognizes kids for the colleges that are accepted to, but the trade school, the apprenticeship, etc. Whatever program they have applied for, and been accepted into, we are putting that up on the bulletin board. We are not putting the student names up on the board, just the logos of the various places our students have been accepted into. We want those that have not applied, or not thought about applying to see the options, without associating it to any other student.
- Last Friday and Saturday, we had six students travel to the NW Honor Band in Forest Grove; they had been practicing their music for three weeks, but joined up with musicians from northwest Oregon to perform in a concert at 3:00 p.m. on Saturday. They rehearsed all day Friday and up to concert time on Saturday.
- Last Thursday, Friday and Saturday, we had two students (Rachel Gregory [flute] and Landon Flores[altosax]) travel up to Tacoma because they had been accepted to audition for chair placement in either the Concert Band or Symphonic Band. They received their music once they got there, had to learn it in two days and then had to perform at 5:00 p.m. on Saturday.
- Both Girls and Boys basketball started their league games last week and are going strong. Wrestling had two different home tournaments over Christmas break, and has some great community volunteers helping out.
- We started a new class this Trimester, we are calling it discovery it is a class that helps students learn to be successful in high school. It is a creative venture – we have students 9th graders who were registered for computer class, but then are split into two groups, A and B. Group A does computer work on Mondays, while group B does discovery work. Kevin Filosi and Dammes Hoogendijk are working together to make this happen. So far it is going well.

Upcoming Activities:

- We have tickets for the Blazers vs Mavericks game on Sunday, January 15th in the 200 level. They are being given out to the basketball players first, and then will go to the rest of the student body on a first come, first serve basis.
- The Junior Class is holding a Corn Hole tournament this Saturday...only \$20 per team and there will be lots of food and good times. Support the Junior class in trying to put on a good Prom this year.
- The girls' basketball team is also doing a free throw shoot-a-thon, if you are so inclined to help them out. They would like to buy shooting shirts. You can get a hold of myself after the meeting, I would be happy to take your money as a flat donation, or put you in touch with one of the girls.
- I could go on and on with the various fundraisers...it could possibly fill an entire board report, but we will move on.

Board Appreciation:

- Thank you for your service to the school district (students and staff), our community and our state. We don't thank you enough for the amount of time that is required to do the job of board members. I feel like we have a unique board in this district. Our board always seeks to make the students and staff lives better, at least in regards to what control you have as a board member. Every board member has spent many hours outside of what the community, and even us as staff members see, doing extra things related to our students, i.e., being part of committees, watching our students perform or compete, coaching or organizing coaching, etc. We are fortunate to have a board that truly cares about our community, and more specifically our students.

Board Report

1/11/2023

Even with the Holiday Break things have been busy. I have been communicating with the University of Oregon regarding putting a seismograph at one of our campuses. This would be part of the U of O's seismic network that provides data for scientists and is part of the early warning network. Our students, and the public, would have access to this data in near real time and it would be an interesting learning opportunity.

I am pleased that we were able to hire a custodian for swing shift at the K8. This means we are fully staffed in the custodial department.

The CTE building at the high school is progressing well. The roof and exterior walls are all up. Framing is moving along in the interior. It is amazing how much space is in the building. Windows should be in next week and the building fully dried in. The roll up doors will not arrive for a while, but those openings will be temporarily framed in.

During break we had opportunities to work on the fire system at the High School. A failing water heater was also replaced and critical work was done to the heating system.

I am happy to say our buildings performed well during the major wind storm. They sustained only minor easily repairable damage.

We have been working with NVASI and RK Construction to get permanent dugouts place on the Varsity Softball and Baseball Fields. Also, home-run fence has been ordered and we will be working with NVASI on getting that installed.

Finally, I would like to thank the Board for its support during the last several years. While the last several years have been challenging, to say the least, your focus on what is best for students has helped to make them bearable. Further, your support has enabled us to move forward as a District in spite of the challenges

Chad.

Chad C. Holloway
Administrator of Facilities and Alternative Education
Nestucca Valley School District #101